

**Undergraduate and
Graduate Catalog 2000/2001**



Pacific Lutheran University

For further information...

The university is located at South 121st Street and Park Avenue in suburban Parkland. Office hours are from 8:00a.m. to 5:00p.m. Monday through Friday. Most offices are closed for chapel on Monday, Wednesday, and Friday from 10:30 to 11:00a.m. during the school year. The university observes all legal holidays.

The University Center maintains an information desk which is open daily until 10p.m. (11p.m. on Friday and Saturday).

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

FOR FURTHER INFORMATION ABOUT:

- ◆ General interests of the university, church relations, and community relations
- ◆ Academic policies and programs, faculty appointments, and curriculum development
- ◆ General information, admission of students, publications for prospective students, advanced placement, and freshman and transfer student registration
- ◆ Financial assistance, scholarships, and loans; fees and payment plans; transcripts of records, schedules, and registration
- ◆ Financial management and administrative services
- ◆ Campus parking, safety, and information
- ◆ Residence halls, counseling and testing, health services, minority affairs, international students, and extracurricular activities
- ◆ Gifts, bequests, grants, and the annual fund
- ◆ Academic advising
- ◆ International study
- ◆ Graduate programs
- ◆ Work-study opportunities and student employment
- ◆ Career options
- ◆ Summer sessions
- ◆ Alumni activities
- ◆ Worship services and religious life at the university

CONTACT THE OFFICE OF:

Area code (253)

- The President** 535-7101
- The Provost** 535-7126
- Admissions** 535-7151
1-800-274-6758
E-mail: admissions@PLU.edu
- Student Services Center** 535-7161
1-800-678-3243
- The Vice President for Finance and Operations** 535-7121
- Campus Safety and Information** 535-7441
- The Vice President for Student Life** 535-7191
- The Vice President for Development and University Relations** 535-7177
- Academic Advising** 535-8786
- Center for International Programs** 535-7577
- Graduate Studies** 535-8312
- Student Employment Office** 535-7459
- Career Development** 535-7459
- Summer Sessions** 535-7129
- Alumni and Parent Relations** 535-7415
- Campus Ministry** 535-7464

**UNDERGRADUATE AND
GRADUATE CATALOG
2000/2001**

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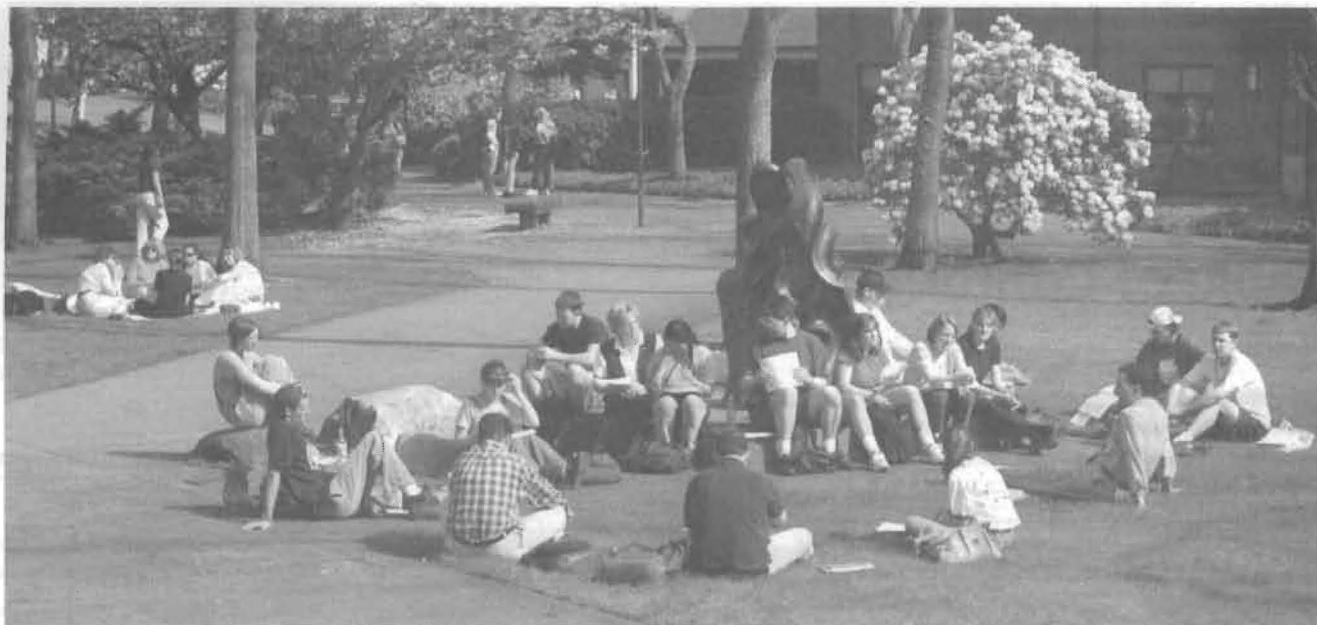
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The information contained herein reflects an accurate picture of Pacific Lutheran University at the time of publication. However, the university reserves the right to make necessary changes in procedures, policies, calendar, curriculum, and costs.

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



Academic Calendar

2000/2001

SUMMER SESSION 2000

Term I Tuesday, May 30–Friday, June 23
 Term II Monday, June 26–Friday July 21
 Workshop Week Monday, July 24–Friday, July 28
 Term III Monday, July 31–Friday, August 25
 Commencement 10:30a.m., Saturday, August 26

FALL SEMESTER 2000

Orientation Friday, September 8, to
 Sunday, September 10
 Classes Begin 8:00a.m., Monday, September 11
 Opening Convocation 10:30a.m., Monday, September 11
Classes resume at 1:45p.m.
 Mid-semester Break Thursday and Friday, October 26–27
 Thanksgiving Recess Begins . 1:35p.m., Wednesday, November 22
 Thanksgiving Recess Ends 8:00a.m., Monday, November 27
 Classes End 6:00p.m., Friday, December 15
 Mid-year Commencement 10:30a.m., Saturday, December 16
 Final Examinations Monday, December 18 to
 Friday, December 22
 Semester Ends (after last exam) Friday, December 22

JANUARY TERM 2001

Classes Begin Monday, January 8
 Martin Luther King, Jr., Birthday Holiday Monday, January 15
 Classes End Friday, February 2

SPRING SEMESTER 2001

Classes Begin 8:00a.m., Wednesday, February 7
 Presidents' Day Holiday Monday, February 19
 Spring Break Begins 6:00p.m., Friday, March 23
 Spring Break Ends 8:00a.m., Monday, April 2
 Easter Recess Begins 8:00a.m., Friday, April 13
 Easter Recess Ends 3:40p.m., Monday, April 16
 Classes End 6:00p.m., Friday, May 18
 Final Examinations Monday, May 21 to Friday, May 25
 Semester Ends (after last exam) Friday, May 25
 Commencement 2:30p.m., Sunday, May 27
Worship Service begins at 9:30a.m.

2001/2002

SUMMER SESSION 2001

Term I Tuesday, May 29–Friday, June 22
 Term II Monday, June 25–Friday July 20
 Workshop Week Monday, July 23–Friday, July 27
 Term III Monday, July 30–Friday, August 24
 Commencement 10:30a.m., Saturday, August 25

FALL SEMESTER 2001

Orientation Friday, September 7, to
 Sunday, September 9
 Classes Begin 8:00a.m., Monday, September 10
 Opening Convocation 10:30a.m., Monday, September 10
Classes resume at 1:45p.m.
 Mid-semester Break Thursday and Friday, October 25–26
 Thanksgiving Recess Begins . 1:35p.m., Wednesday, November 21
 Thanksgiving Recess Ends 8:00a.m., Monday, November 26
 Classes End 6:00p.m., Friday, December 14
 Mid-year Commencement 10:30a.m., Saturday, December 15
 Final Examinations Monday, December 17 to
 Friday, December 21
 Semester Ends (after last exam) Friday, December 21

JANUARY TERM 2002

Classes Begin Monday, January 7
 Martin Luther King, Jr., Birthday Holiday Monday, January 21
 Classes End Friday, February 1

SPRING SEMESTER 2002

Classes Begin 8:00a.m., Wednesday, February 6
 Presidents' Day Holiday Monday, February 18
 Spring Break/Easter Recess Begins 6:00p.m., Friday, March 22
 Spring Break/Easter Recess Ends 3:40p.m., Monday, April 1
 Classes End 6:00p.m., Friday, May 17
 Final Examinations Monday, May 20 to Friday, May 24
 Semester Ends (after last exam) Friday, May 24
 Commencement 2:30p.m., Sunday, May 26
Worship Service begins at 9:30a.m.

The University

MISSION STATEMENT

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

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

The University aims to cultivate the intellect, not for its own sake merely, but as a tool of conscience and an instrument for service. The diversity and variety of cultural programs and personal services offered by the University are intended to facilitate this positive development of the student as a whole person in order that our students might function as members of society.

In other words, PLU affirms that realization of one's highest potential as well as fulfillment of life's purpose arises in the joy of service to others. To aid its students in sharing this understanding, the University seeks to be a community in which there is a continuing and fruitful interaction between what is best in education and what is noblest in Christian edification.

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

General Information

HISTORY



PLU's founding faculty

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

Although founded as a university, the institution functioned primarily as an academy until 1918, when it closed for two years. It reopened as the two-year Pacific Lutheran College, after merging with Columbia College, previously located in Everett. Further consolidations occurred when Spokane College merged

with PLC in 1929. Four-year baccalaureate degrees were first offered in education in 1939 and in the liberal arts in 1942. The institution was reorganized as a university in 1960, reclaiming its original name. It presently includes a College of Arts and Sciences; professional schools of the Arts, Business, Education, Nursing, and Physical Education; and both graduate and continuing education programs.

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

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

ACCREDITATION

Pacific Lutheran University is fully accredited by the Northwest Association of Schools and Colleges as a four-year institution of higher education.

In addition the following programs hold specialized accreditations and approvals:

Business – AACSB – The International Association for Management Education

Chemistry – American Chemical Society

Computer Science (B.S.) – Computing Sciences Accreditation Board, Inc.

Education – National Council for the Accreditation of Teacher Education

Marriage and Family Therapy – Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy
Music – National Association of Schools of Music
Nursing – National League for Nursing
Social Work – Council on Social Work Education

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

GROUNDS

Located in suburban Parkland, PLU has a picturesque 126-acre campus, truly representative of the natural grandeur of the Pacific Northwest.

ENROLLMENT

3,152 full-time students; 450 part-time students

FACULTY

237 full-time faculty; 90 part-time faculty

STUDENT/FACULTY RATIO

16.3:1

ACADEMIC PROGRAM

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

Course credit is computed by hours. The majority of courses are offered for 4 hours. Each undergraduate degree candidate is expected to complete 128 hours with an overall grade point average of 2.00. Departments or schools may set higher grade point requirements.

Degree requirements are specifically stated in this catalog. Each student should become familiar with these requirements and prepare to meet them.

LIBRARY SERVICES

The Robert A.L. Mortvedt Library is a multimedia learning resource center serving the entire university community. Its collections are housed and services provided in a modern building, which has study spaces for 850 students and a collection of 600,000 books, periodicals, microfilm, and audio-visual materials. The library receives 1,870 current print magazines, journals, and newspapers, and has access to over 8,000 titles available in full text via the Internet.

In addition to its general collection of books and other materials, the library has a special collection devoted to the Scandinavian Immigrant Experience and contains the university archives; regional Lutheran church archives; and the Nisqually Plains Collection, a local history collection. Other resources include the K-12 Curriculum Collection, Children's Literature Collection, maps, pamphlets, and access to on-line databases, and the Internet.

A staff of 28 full and part-time librarians, professionals, and assistants offer expert reference, information, and multimedia services. The reference staff provides beginning and advanced library instruction for all students. As part of their standard reference service, the library staff assists students in using electronic information sources in the Haley Information Center. As the result of the library's extensive collection of on-line bibliographic tools, computer access to other collections, and electronic mail service, students and faculty have rapid access to materials which can be borrowed from other libraries. Media Services provides video, CD, and DVD collections as well as access to multimedia equipment, tools, and support. The Multimedia Lab provides tools and training in using multimedia for teaching and learning. The Language Resource Center provides computers and resources for individual or class language study.

Direct loan service is available to PLU students and faculty at Northwest College, St. Martin's College, Seattle University, Seattle Pacific University, the University of Puget Sound, and other private college libraries in the Northwest.

COMPUTING AND TELECOMMUNICATIONS

Computing and Telecommunication Services provides for campus-wide communications and computing needs. The main offices are located in the basement of the Mortvedt Library building. This facility houses the university's central computing systems, including Compaq AlphaServer and VAX/VMS systems. These systems are for both academic and administrative purposes and provide database hosting, e-mail, and web services for the university.

Students are provided with a PLU ePass which, when activated, enables students to: connect personal computers to the network (Internet, PLU library and course resources) from residence hall rooms; connect personal laptops in publicly accessible stations in the library; connect to the PLU library and course resources from off campus; create a personal home page on the PLU web site; and communicate with faculty and staff through a PLU e-mail account.

Additionally, each residence hall room is equipped with an Ethernet data jack. This allows students with their own computers to connect to the campus data network and the Internet without a modem. Each residence hall room is also equipped with a digital telephone and voice mail service.

A large computer lab, located in the University Center, is equipped with IBM-PCs and Macintosh computers. These provide access to the campus network and Internet resources. A variety of software programs are available for the systems. The university has adopted standard software including word processing and spreadsheets.

Information regarding the PLU ePass, telephone services, computer software standards and policies, and University Center Lab hours may be obtained by contacting Computing and Telecommunications Services' main office at (253) 535-7525 or visiting the departmental home page at <http://www.plu.edu/cats/>.

The intentional, unauthorized entry into a computer system is a crime under the laws of the State of Washington. Computer security programs and devices are used to manage and control access to programs and data. In the event of computer trespass, university officials are authorized access to all data and messages associated with the incident for use in its resolution.

Voice messaging systems fall under the Telecommunications Act, which makes tampering with another person's voice mail or making prank and obscene calls illegal. The university vigorously prosecutes these violations both criminally and via the student conduct system.

WRITING CENTER

The Writing Center, located in Ramstad Hall, provides a place for students to meet with trained student readers to discuss their academic, creative, and professional writing. Student staff members help writers generate topics, develop focus, organize material, and clarify ideas. In an atmosphere that is comfortable and removed from the classroom setting, student readers and writers talk seriously about ideas and writing strategies. Most sessions are one-hour meetings, but drop-in students with brief essays or questions are welcome.

The Writing Center is open Monday through Thursday from 8:00a.m. to 9:00p.m., Friday from 8:00a.m. to 6:00p.m., and Sunday from 3:00 to 9:00p.m. These hours may vary slightly from semester to semester.

ACADEMIC ASSISTANCE CENTER

The Academic Assistance Center provides students with trained, certified peer tutors and a comfortable environment where learning, risk taking, and discovery can occur. Registered PLU students use the free services of the Center to develop effective study strategies and to supplement or reinforce their classroom experience.

Tutoring takes place on campus, usually in the Academic Assistance Center located in Ramstad Hall. However, study and test-review sessions may occur in separate locations such as the

science or music buildings, and drop-in math tutoring is available in the Apple Pi Math Lab.

Tutoring sessions are set up by advance appointment (drop-ins may not find tutors available). The Center, located in Ramstad 112, is open Monday through Thursday from 9:00a.m. until 9:00p.m., Friday from 9:00a.m. until 5:00p.m., and Sunday from 2:00p.m. until 9:00p.m. Students should stop by the office, call 535-7518, or e-mail learningctr@plu.edu. Our home page provides information on tutoring and weekly updates on study sessions: <http://www.plu.edu/aast/>.

CAMPUS RESOURCES

Center for Public Service

The Center for Public Service connects the PLU campus to the surrounding communities by providing opportunities for students, staff, and faculty to serve community needs as part of their university experience.

There are many ways students can become involved in service at PLU. Students can work with children, adults and senior citizens at the Family and Children's Center, a coalition of social service programs housed together at East Campus and coordinated by the Center for Public Service. Students can also become involved in community work through service-learning classes. The Center for Public Service can help students find out about these courses, available in many departments, which use service experience as an important part of the learning process. Individuals and student groups can also use the Volunteer Center, part of the Center for Public Service, to browse through listings of over 100 service opportunities on and near the PLU campus. These opportunities range from one-time "Go-'n-Do" projects to longer-term involvement.

To find out more about volunteering and service-learning at PLU, call the Center for Public Service at 535-7173.

KPLU-FM, National Public Radio

KPLU at 88.5 FM is licensed by the Federal Communications Commission to the University Board of Regents.

A member station of National Public Radio, KPLU provides music and news seven days a week, 24 hours a day, with a professional staff augmented by qualified students.

PLU is the only independent university in the Northwest operating a full power NPR station.

The KPLU main transmitter on West Tiger Mountain covers the Puget Sound area and translators cover the major population centers of western Washington from Bellingham to Centralia and Chehalis.

Recently KPLU inaugurated worldwide audio service on the web at www.kplu.org.

The Elliott Press

The Elliott Press is PLU's studio-laboratory for the publishing arts. With the Press' large collection of letterpress type and equipment, students design and produce printed texts using the hand-controlled techniques that flourish today in the lively art form known as "fine printing." In addition to its own publishing program, the Press houses a growing collection of innovative book works and is a working museum, where visitors may watch and try their hands at the technology pioneered by Gutenberg.

LATE-AFTERNOON AND EVENING CLASSES

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

SUMMER SESSION

An extensive summer school curriculum, of the same quality as that offered during the regular academic year, is available to all qualified persons. In addition, summer session typically is a time when the faculty offer innovative, experimental courses which cover a broad range of contemporary issues and perspectives in

many fields. The summer session consists of three discrete four-week terms, and a one-week workshop session, and begins the last week of May. Many courses are taught in the evening, two nights per week for nine weeks, and Master of Business Administration courses are taught during two six-week terms, two nights per week. Designed for undergraduates and graduate students alike, the program serves teachers and administrators seeking credentials and special courses, first-year students desiring to initiate college study, and others seeking special studies offered by the schools and departments. Nonmatriculated students who enroll for the summer session need only submit a letter of academic standing or give other evidence of being prepared for college work.

A complete *Summer Session Catalog*, outlining the curriculum as well as special institutes, workshops and seminars, is printed each spring and is available by calling 535-7129.

MIDDLE COLLEGE

PLU offers a special six-week summer program for high school juniors and seniors and for first-year college students. Called Middle College, the program is designed to ease the transition from high school to college by sharpening learning skills that are essential to successful completion of a college or university program.

Middle College has both an academic program and a counseling and testing component. All students are thoroughly tested and evaluated in private sessions with regard to their reading, writing, verbal, and mathematical skills. In addition, career counseling is provided. The aim of Middle College counseling is to assess each student's talents and interests in order to provide direction and goals for the college experience.

The academic program offers a chance to improve specific learning skills essential to college success. The classes, offered at several levels in several disciplines, are for Middle College students only, thereby allowing small class size and close contact between students and faculty. All students take a study skills course, which serves as a core of the program. In addition, students may select two or three courses from among those offered each year. Each student's program is individualized to promote maximum growth. For information call 535-8786.

PROJECT PREVIEW

Each semester PLU offers Project Preview, a special enrichment program for high school juniors and seniors. Designed to complement high school studies, Project Preview allows students to earn one hour of university credit and to experience college life and study. The topic of the course is different each semester. Project Preview classes meet once a week for six weeks in the late afternoon. For information call 535-7129.

RETENTION OF FIRST-YEAR STUDENTS

The retention of students entering as freshmen has been monitored since 1972. Those data for the past decade are presented in the following table:

Retention of Entering First-Year Students

Fall	To Sophomore Year	To Junior Year	To Senior Year
1986	80.6%	71.1%	66.2%
1987	81.7%	65.3%	64.0%
1988	75.7%	65.4%	62.7%
1989	80.9%	70.1%	66.0%
1990	77.4%	66.0%	63.5%
1991	81.3%	71.1%	67.9%
1992	79.9%	73.4%	68.1%
1993	79.8%	70.2%	66.5%
1994	78.3%	67.8%	64.8%
1995	78.0%	67.4%	63.6%
1996	84.3%	74.1%	69.7%
1997	83.3%	74.8%	
1998	80.2%		

Admission

Pacific Lutheran University welcomes applications from students who have demonstrated capacities for success at the baccalaureate level. Applicants who present academic records and personal qualities that will enable them to succeed at PLU and benefit from the university environment will be offered admission. Applicants for admission are evaluated without regard to sex, race, creed, color, age, national origin, or disabling condition. Selection criteria include grade point average, class rank, transcript pattern, test scores, an essay, and recommendations.

ENTRANCE REQUIREMENTS (Freshmen/Transfer Students)

In evaluating applications the Office of Admissions interprets grade point average and class rank in relation to the quality of the curriculum that the applicant has pursued in high school and at the baccalaureate level. For example, a standard high school program in preparation for college should include the following:

- English:** 4 years
- *Mathematics:** 3 years (algebra, 2 years, and geometry, 1 year)
- *Foreign Language:** 2 years
- Social Studies:** 2 years
- Laboratory Sciences:** 2 years
- Fine, Visual, or Performing Arts:** 1 year
- Electives:** 3 years (selected from the areas listed above, as well as courses in computer science, speech, and debate.)

*Minimum Entrance Requirements:

1. *Two years of college preparatory mathematics (exclusive of computer science) with an average grade of C or higher, or an approved course at the college level, or demonstrated equivalent proficiency.*

(Two years of college preparatory mathematics means two years of high school algebra or one year of high school algebra and one year of high school geometry. Taking the algebra and/or geometry courses in middle or junior high school is acceptable provided they are high school level courses.)

If a student is admitted to PLU with a deficiency in mathematics, that deficiency can be removed by completion of Intermediate Algebra at PLU or any other college or university.)

2. *Two years of one foreign language in high school, with an average grade of C or higher, or one year at the college level, or demonstrated equivalent proficiency. NOTE: Language taken before ninth grade will not fulfill this requirement.*

Students who have not satisfied one or both of these requirements may still be admitted but must make up the deficiency as an additional degree requirement.

Additional study of both mathematics and foreign language is advisable for certain areas in the arts and sciences and in some professional programs. Those who follow the above preparatory program will find most curricular offerings of the university open to them and may also qualify for advanced placement in some areas.

Students are admitted to either the fall or spring semester. Acceptance to the fall term carries permission to attend the previous summer sessions. Spring acceptance approves enrollment in the January term. The following application priority dates are recommended: *Fall Semester—February 15; Spring Semester—December 15.*

APPLICATION PROCEDURES (Freshmen & Transfer Students)

Students planning to enter as freshmen may submit application materials anytime after completion of the junior year of high school. Admission decisions are made beginning December 1 unless a request for Early Action is received. Candidates are notified of their status as soon as their completed application has been received and evaluated.

Students who began their higher education at other regionally accredited colleges or universities are encouraged to apply for admission with advanced standing. Over 400 students transfer to the university each year with an average grade point in excess of 3.00 (B). Candidates must have good academic and personal standing at the institution last attended full-time. The 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 a regionally accredited institution. In reviewing an applicant's file, the admissions office examines the grade point average, academic progress, essay, and recommendations. For applicants with less than sophomore standing (30 semester hours or 45 quarter hours), secondary school records and standardized test scores will also be considered.

Credentials required are:

1. **Formal Application:** Submit the PLU Application for Admission available from high school counselors or the PLU Office of Admissions. Students may also apply on-line at www.plu.edu.
2. **\$35.00 Application Fee:** A \$35 fee must accompany the application or be mailed separately. This nonrefundable service fee does not apply to the student's account. Make checks or money orders payable to PLU Office of Admissions.
3. **Transcripts:** Transcripts must be submitted from high school and all college course work. Transcripts must be sent directly from the school to PLU. Accepted freshmen must submit a final high school transcript which 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.
4. **Recommendation:** One recommendation must be prepared by a principal, counselor, pastor, or other qualified person. The form is included in the application packet.
5. **Test Requirement:** All entering freshman students must submit scores from either the College Board, Scholastic Assessment Test (SAT), or the American College Test Assessment (ACT). Registration procedures and forms are available at high school counseling offices.
6. **Personal Essay:** Using no more than two pages, write an essay on one of these two topics:
 - a. Describe an academic experience that has significantly influenced your life.
 - b. If you could be any historical or fictional character for one day, who would you be and why?
7. **Statement of Good Standing** (transfers only).

Early Action (Freshman Only)

Freshman applicants who exhibit above average achievement and aptitude, and for whom PLU is a top choice, may apply for Early Action admission. Early Action students must meet each of the following criteria: top 25% of high school class, 3.60 or higher grade point average, and 1100+ SAT or 24+ ACT scores. Applicants may request Early Action by completing the regular freshman admission requirements and checking Early Action in box 1 of the admission application. The application must be postmarked by November 15. Students admitted under the Early Action policy receive early notification of their acceptance between October 1 and November 30. These students have first opportunity to request campus housing and register for fall classes. There is no financial aid benefit or penalty for Early Action students.

Early Admission

Qualified students interested in accelerating their formal education may begin work toward a degree after completion of the junior year or first semester of the senior year of high school. Exceptional students who wish to enroll before completing all required units in high school must have a letter submitted by a recognized school official which approves early college admission

and gives assurance that a high school diploma will be issued after completion of specified college work. Only students highly recommended for Early Admission will be considered. Generally these students rank near the top of their class and present high aptitude test scores.

APPLICATION PROCEDURES (International Students)

International students who are qualified academically, financially, and in English proficiency are encouraged to join the university community. Application deadlines are July 1 for fall semester and January 1 for spring semester. Credentials required are:

1. A completed *International Student Application* with a nonrefundable U.S. \$35.00 application fee.
2. **OFFICIAL Transcripts with English translation** from each: (a) secondary school, (b) English as a second language program, (c) college or university attended in the United States, home country, or other country. Transcripts must be sent directly from each institution. Faxed copies are not acceptable.
3. **English Proficiency**, measured by one of the following:
 - (a) Standardized English Proficiency Test: TOEFL with a minimum score of 550 (paper test format) or 213 (computer-based), or
 - (b) Two quarters or one semester of college-level English writing with grades of B or higher, or
 - (c) Audit level completion of the American Cultural Exchange English Language Institute, located on the PLU campus. Arrangements to take these tests can be made by calling the ACE Language Institute, located at PLU, (253) 535-7325.
4. **One Academic reference** from school officials or others in a position to evaluate the student's ability to succeed in a baccalaureate program. In addition, transfer students from a U.S. college or university must have a reference from the international student adviser.
5. A completed *International Student Declaration of Finances*.
6. **Personal Essay** on one of two topics listed on the essay form.

EVALUATION OF CREDITS

Transfer of Credits from Other Universities

The Registrar's Office evaluates all transfer records and provides advising materials designed to assist students to complete university requirements. These materials include a summary of core requirements completed and the total hours accepted. Individual schools and departments determine which courses satisfy major requirements.

1. Courses completed with a grade of C- or higher at other regionally accredited colleges or universities normally will be accepted for graduation credit with "P" grades, and will not be calculated into the PLU grade point average.
2. 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.
3. Students who complete the direct transfer associate degree from an accredited Washington State community college before matriculation at PLU will be admitted with junior standing and will have satisfied Core I of the general university requirements except for 4 hours in religion (from line 1 or 2) and 4 hours in Perspectives on Diversity.

Transfer of Credits Earned While in High School

The university awards credit to high school students for courses completed before high school graduation. The university may award transfer credit to high school students who have completed courses in approved programs, as described below.

1. **Advanced Placement Program:** Students who complete advanced placement or credit toward graduation through the examination program of the College Board may receive credit for such courses. Inquiries should be addressed to the Office of Admissions.
2. **Running Start Program:** Accepted students who have completed courses under the Washington State Running Start

Program are considered freshmen 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. Credit will be awarded for college-level academic courses described in the catalog of an accredited Washington State community college and posted on an official transcript.

3. **International Baccalaureate:** A maximum of 30 semester hours may be granted for completion of the Diploma. Students are advised to contact the Admissions Office for specific details.
4. **Other Programs:** Students who have completed college courses while in high school may receive credit. The 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.

The university reserves the right to make decisions on an individual basis.

Other Educational Experiences

1. Credits earned in nonaccredited 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 nonaccredited course work or may petition a department or school to receive credit by examination.
2. The university allows up to 20 semester hours of USAFI/Dante credit, up to 20 semester hours for military credit, and up to 30 semester hours of CLEP credit, providing the total of the three does not exceed 30 semester hours.
3. The university does not grant credit for college-level GED tests.
4. For information on the College Level Examination Program (CLEP), refer to the section on Credit by Examination under Academic Procedures (see page 25).



FINALIZING AN OFFER OF ADMISSION

1. **Medical Requirement:** Before actual enrollment each new student must submit a Health History Form complete with an accurate immunization record. This information must be acceptable to the PLU Health Services Office.
2. **Advance Payment:** A \$200.00 advance payment is necessary in order to confirm an offer of admission. This payment guarantees a place in the student body, reserves housing on campus if requested, holds financial assistance which may have been awarded, and is required before class registration. It is credited to the student's account and is applied toward expenses of the first semester. Fall applicants offered admission before May 1 must postmark the payment by May 1. If circumstances necessitate cancellation of enrollment and the Admissions Office is notified in writing before May 15, the

\$200.00 will be refunded. The refund date for the January term is December 15, and for spring semester, January 15.

3. *New Student Information Form*: This form must be completed by all students and returned with the advance payment.
4. *Residential Life Information Form*: This form must be completed by all students and returned with the advance payment.

ACCELERATED UNDERGRADUATE RE-ENTRY FOR ADULTS (AURA)

Qualified adults, 30 years of age or older, who have not been enrolled in a baccalaureate degree program within the last five years, may seek advanced placement up to the junior level through the AURA Program. Those accepted into AURA are granted one year's provisional admission, during which time they must complete 12 credits at PLU (including Psychology 401) with a cumulative grade point average of 2.50 or higher. Credit awards for prior learning are based upon systematic assessment by a faculty panel of the adequacy and appropriateness of knowledge and skills demonstrated in a portfolio prepared by the student with staff assistance. Credit awards may not exceed 48 semester credits less acceptable college transfer credits.

For details of the AURA Program, contact the director, AURA Program, 535-8786.



RETURNING STUDENTS

1. A student's admission to the university is valid for six years. Students who do not attend the university for a period of time that includes either a fall or spring semester must apply to return to the university as described below.
 - Students who wish to return within the six-year admission period reenter through the Student Services Center. Reentering students must provide their current address, degree information, and official transcripts from any college attended during their absence. Before registering, reentering students must resolve previous financial obligations to the university and have a current health clearance from University Health Services.
 - Students who wish to return to the university after the six-year admission period expires must reapply for admission. Applicants for readmission are required to submit a completed application and official transcripts from any college attended during their absence. Application forms may be obtained from and submitted to the Office of Admissions.
2. An academically dismissed student may apply for reinstatement by submitting a letter of petition to the director of advising. The petition is acted on by the Committee on Admission and Retention of Students. A student whose petition is approved will be reinstated on probation and must participate in the probationary semester plan. Refer to the *Academic Status* section for a description of probation. A student whose petition is denied may apply again for reinstatement after one semester has elapsed unless informed otherwise. A dismissed student may petition for reinstatement only once per semester.

- An academically dismissed student may be reinstated after one semester if the student presents new evidence of potential academic success.
- Students who have been dropped for academic or disciplinary reasons and then reinstated must identify a faculty member willing to act as a sponsor and adviser.

Financial Aid

Recognizing that many students who want to attend Pacific Lutheran University would be unable to meet all expenses of enrollment from personal or family sources, the university attempts to provide financial assistance to all eligible students. Any student approved for enrollment or currently enrolled may request financial aid. Approximately 90% of the university's students receive help in the form of gift assistance (that is, scholarships, artistic achievement awards, or grants), low interest deferred loans, or employment. In many cases a financial aid award will be a combination of these forms of assistance.

The offer of financial aid is based on the cost of attendance, which is the university's estimate of how much it costs students in various circumstances to attend PLU. A student's resources are subtracted from the projected costs to determine financial need.

Several different budgets are used, taking into account a student's marital status, number of dependents, the cost of books, supplies, housing, food, transportation, and personal expenses.

A parent's contribution is computed for all dependent students by the federal processor. It is based on a federally established formula for determining parental ability to contribute toward a student's education. The university also expects students (and their spouses, if married) to contribute toward expenses.

All applicants are offered the maximum amount of aid for which they qualify, as funds permit.

If financial circumstances change, students may contact the Financial Aid and Student Employment Office to discuss their situation with a financial aid administrator at any time.

If students or their families have unusual circumstances (such as loss of employment or major medical expenses) that might affect the need for student financial aid, the Financial Aid and Student Employment Office should be contacted. Unusual circumstances must be described in writing, with the student's name, social security number, and all pertinent dollar amounts indicated.

Students who receive scholarships from sources outside the university must inform the Financial Aid and Student Employment Office in writing with the name of the scholarship and the yearly amount. In most cases, PLU may be required by federal regulations to adjust a financial aid package. Loans and work study will be adjusted first. Scholarships and grants will be adjusted only as a last resort.

Financial assistance is available to all qualified students regardless of sex, race, creed, color, age, national origin, or disability.

APPLICATION PROCEDURE:

Students must apply for financial aid each year by completing a new FAFSA, Renewal FAFSA or doing FAFSA on the Web. Need

based aid is not automatically renewable. FAFSAs are generally available in December for the upcoming academic year. Applications must be submitted by the following priority-funding deadlines for PLU to be considered for maximum funding.

Entering Freshman Students: Mail FAFSA or do FAFSA on the Web no later than *January 31* for the upcoming academic year.

Entering Transfer Students: Mail FAFSA, Renewal FAFSA, or do FAFSA on the Web no later than *January 31* for the upcoming academic year.

PLU Continuing Students: Mail FAFSA, Renewal FAFSA or do FAFSA on the Web no later than *February 15* for the upcoming academic year.

For FAFSA on the Web, go to <http://www.fafsa.ed.gov>

An application for financial aid may be completed at any time, but failure to meet the priority date may result in a denial of aid even though need is demonstrated. The Financial Aid Office will consider all applicants for any award for which they might be eligible. *Aid awards are for one year and most are renewable, provided reapplication is completed on time, financial need continues, and satisfactory academic progress is maintained. Aid is not automatically renewed each year.*

NOTIFICATION OF AWARD DECISIONS

1. Award decisions for freshmen and transfer students who meet the February 1 completion date will be made in March, and actual notification will be mailed the first week in April.
2. Financial aid decisions for continuing PLU students are made during April and May. Notifications are sent out beginning in June.

VALIDATING THE AID OFFER

Aid offers must be validated by returning the signed Offer of Financial Aid. Freshmen and transfer students must also submit the \$200 advance payment required by the Office of Admissions. This should be done as soon as possible, but must be received by May 1. No payment is required from continuing students. All students must complete a satisfactory payment arrangement with the Student Services Center by August 1 for fall semester and by January 15 for spring semester to hold awards. Applicants who do not return their acceptance of an award by the reply date specified and who do not complete satisfactory payment arrangements will have their awards cancelled. If an applicant later decides to reapply, the application will be reviewed with the group currently being processed.

Aid, with the exception of College Work Study and Washington State Need Grants, is credited to the student's account when all paperwork has been completed. Half of the award is disbursed each semester. Parents and students are responsible for the charges in excess of the award.

In some cases aid is awarded in excess of direct university charges to help with living expenses. To expedite a refund students can request remaining funds from their account by contacting the Student Services Center.

Under federal regulations, adjustments to an award package must be made if a student receives additional awards of aid from sources external to the university. In every case, however, Financial Aid and Student Employment will attempt to allow the student to keep as much of the award package as possible. By treating aid received from external sources in this way, additional awards from the university's resources can be made to other qualified students.

RIGHTS AND RESPONSIBILITIES

The basic responsibility for financing an education at PLU rests with students and their families. In addition to expected contributions from parents or guardians, students are expected to assist by contributing from their savings and summer earnings. Financial assistance from the university is therefore supplementary to the efforts of a student's family. It is provided for students who demonstrate need.

Additional rights and responsibilities of financial aid recipients include:

1. Signing and returning each financial aid notice received.
2. Declining at any time any portion of an award.
3. Notifying the Student Services Center in case of a change in credit hours attempted; a change in marital status; a change in residence (off-campus or at home); or receipt of additional outside scholarships.
4. Providing a copy of their parents' income tax return (Form 1040) and/or a copy of their own individual income tax return if requested.

SATISFACTORY PROGRESS POLICY

The policy of the university is to allow students to continue receiving financial assistance as long as they are in good standing. To do otherwise could cause a severe hardship on students who must devote their efforts to achieving satisfactory grades. However, no institutional grants will be awarded to students with cumulative grade point averages below 2.00. Moreover, federal regulations require that after four terms or more of attempted enrollment, students below 2.00 cumulative grade point average will have their federal financial aid revoked. Pacific Lutheran University's Schools of Business and Education require a minimum grade point average of 2.50.

To be given priority for most types of financial aid, an applicant must be enrolled as a full-time student. For Federal Financial Aid programs, a full-time student is defined as any person enrolled for a minimum of twelve (12) credit hours or more per semester. Adjustments in an award may be made during the year if an aid recipient has not enrolled for a sufficient number of credit hours. However, each financial aid recipient must maintain satisfactory academic progress in the course of study he or she is pursuing in order to continue to receive financial assistance awarded by Pacific Lutheran University Student Financial Aid Services. The following requirements are expected of each financial aid recipient:

To make satisfactory progress toward a degree, an undergraduate student must complete 24 semester hours of credit each academic year. An academic year is defined as the fall semester and the spring semester. Financial aid is awarded for 32 hours to complete a bachelor's degree in four years.

For full-time undergraduate students receiving financial aid, the maximum number of credit hours that may be attempted is 192 and the maximum timeframe for completing a baccalaureate degree is six years. Even if a student changes his or her major or academic program, only 192 credit hours may be taken qualifying for financial aid, and the maximum timeframe of six years for receiving a degree is enforced. Some financial aid programs (e.g., most university gift aid programs and Washington State Need Grants) allow aid to be awarded a maximum of four academic years for entering freshmen, and two years for entering transfer students or a maximum of 144 hours.

For part-time undergraduate students, a minimum of 12 credit hours must be completed each academic year and a degree must be achieved within a maximum timeframe of ten years. (The maximum number of credits allowable is 192.)

Undergraduate Need-Based Credit Completion Requirements		
Enrollment Status	Minimum per term	Minimum per year
Full-time	12	24
3/4 time	9	18
1/2 time	6	12
Less than 1/2 time*	All credits attempted	All credits attempted

**Less than 1/2 time enrollment applies to the Pell Grant Program only. Less than 1/2 time enrollment will cause a student's loan to be canceled and may jeopardize deferment status.*

Satisfactory progress is reviewed for financial aid purposes after the end of spring semester. For Washington State Need Grants, the Washington State Work Study Program, EOG, Washington Scholars, Wave, Trio, and any other State of Washington funded program, satisfactory progress is reviewed at the end of each semester.

The following grades do not indicate successful completion of academic credit applicable toward a degree:

- "E" Grades
- "I" Incomplete
- "W" Withdrawal
- "EW" Unofficial Withdrawal (recorded by Registrar)
- "F" Failure

Any courses in which grades are received are, however, included in the maximum number of credits that may be attempted (192) and are considered to be within the maximum time-frame allowable for achieving a degree (six years).

All credits earned by examination, which are applicable toward a degree, will be included in the limitation on credits that can be attempted while eligible for financial aid.

Once a course has been completed successfully, the credit hours earned are counted toward the maximum number of hours which can be taken under financial aid eligibility. If a course is successfully completed more than once, it is counted only once toward a student's degree requirements and toward the maximum number of hours that can be taken under financial aid eligibility.

The university's curriculum includes very few noncredit courses or courses whose credit hours are not applicable to a degree. If any such courses are taken by financial aid recipients, the hours will be included in the limitation on credits that may be attempted and will be considered within the timeframe allowable for achieving a degree.

In the event that a student fails to meet the criteria for satisfactory progress during a particular semester, he or she will be placed on academic probation. Failure to regain satisfactory academic status will result in the cancellation of financial aid.

Once "unsatisfactory progress" has been determined, students receive official notification. Terminated students may apply for reinstatement by submitting a letter of petition to the Registrar's Office and securing a faculty sponsor. The petition and sponsorship letter are submitted for action to the Faculty Committee on Admission and Retention of Students.

Students whose financial aid is terminated may petition for reinstatement of their aid in one of two ways:

- 1) they may complete one semester of full-time enrollment using their own financial resources, or
- 2) they may submit an appeal to the Faculty Committee on Admission and Retention of students documenting the unusual circumstances which have made it impossible to make satisfactory progress during the semester in question.

Summer sessions may also be used as terms during which a student on financial aid probation may regain satisfactory academic status. However, students enrolling in summer sessions for this purpose must use their own financial resources and are ineligible for financial aid through the university.

Types of Aid

AID PACKAGES

Students are usually eligible for several different types of aid from various sources; therefore PLU offers a financial aid "package" of funds. Funds offered depend on a number of factors, including status as an undergraduate or graduate student, the funds available at the time a student applies and the amount of financial need. An expected family contribution is derived using a federal formula applied to FAFSA information.

SCHOLARSHIPS AND GRANTS

Scholarships and grants are funds that do not have to be repaid. A student's package includes gift money whenever guidelines and funding levels permit. Where applicable, the combination of tuition remission and/or other institutionally funded resources (e.g., Clergy Dependent, Alumni Dependent, Regents) will be awarded to a maximum of PLU tuition cost.

To receive PLU grant or scholarship assistance, students must be full-time, taking a minimum of 12 nonrepeated credit hours each term. PLU awards gift assistance for 12–17 hours per term for the academic year (fall/spring) only. In addition, unless otherwise noted, the scholarships and grants listed below are need-based and are available to undergraduates only. Recipients must maintain satisfactory academic progress as defined in the catalog.

Institutionally controlled scholarships and grants are provided by the university and/or university donors. If it is determined that all or a portion of a student's award is provided by a designated or named source, an updated offer of financial aid will be sent.

DONORS/FUNDED UNIVERSITY DESIGNATED SCHOLARSHIPS

PLU FUNDED – NON NEED FOR TUITION EXPENSES

REGENTS' AND PRESIDENT'S SCHOLARSHIPS are awarded to freshmen in recognition of outstanding academic achievement and service in high school and in anticipation of continued excellence at PLU. Students who met the following basic requirements were invited to apply: application for admission postmarked by January 10; 3.8 GPA; 1200 SAT or 27 ACT; and US citizen or obtaining citizenship. The Regents' Scholarship is awarded to cover the full cost of tuition 24–39 credits for the academic year (fall and spring). The President's Scholarship is a half-tuition award for the academic year. Both are renewable for three years provided a 3.30 cumulative PLU GPA is maintained.

ACADEMIC EXCELLENCE AWARDS of \$5,000 are annually offered to entering freshmen in recognition of outstanding academic excellence in high school and in anticipation of superior performance at PLU. To be a candidate, a student must have a strong high school grade point average, 3.75 or higher, and receive an offer of admission by March 1. Financial need is **not** a requisite and no other application is required. Renewable for three years provided a 3.30 cumulative PLU GPA is maintained. Receipt of a Regents' or President's scholarship supersedes this award.

ACADEMIC ACHIEVEMENT AWARDS of \$4,500 are annually offered to entering freshmen in recognition of outstanding academic achievement in high school and in anticipation of superior performance at PLU. To be a candidate, a student must have a strong high school grade point average, 3.50 to 3.74, and receive an offer of admission by March 1. Financial need is not a requisite and no other application is required. Renewable for three years provided a 3.30 cumulative PLU GPA is maintained.

PROVOST'S MERIT AWARDS of \$3,000 are granted to undergraduate transfer students with a 3.50 or higher GPA and 30+ semester hours (45+ quarter hours) of transferable college courses completed at the time of admission. Must be admitted by March 1. A 3.30 cumulative PLU GPA is required for renewal. Need is not a determining factor. Renewable for one year.

PHI THETA KAPPA SCHOLARSHIPS of \$3,000 are granted to transfer students with a 3.60 or higher GPA, 45+ semester hours (60+ quarter hours) of transferable college course work, and proof of PTK membership. Students must be admitted by March 1. The award is renewable for one year during the undergraduate period of study if a 3.30 PLU GPA is maintained. Need is not a determining factor. Three awards are given each year.

ALUMNI DEPENDENT GRANTS of \$500/year for four years are available to full-time dependent students whose parent(s) attended PLU (or PLC) for two semesters or more. Need is not a determining factor.

ALUMNI MERIT AWARDS of \$1,500 per academic year for four years are given to exceptional freshman students who are sons or daughters of PLU alumni/ae. Entering freshmen must have a cumulative high school GPA of 3.75 or higher. Renewal candidates must have a minimum cumulative PLU GPA of 3.30 to be eligible. Financial need is not a determining factor.

FACULTY MERIT AWARDS are available to 24 students who have completed 45 credit hours or more at PLU. No separate application is necessary. Faculty will recommend individual students to the selection committee. Notification is made in the spring semester for the following year. The award is renewable for one year during the undergraduate period of study.

RIEKE LEADERSHIP AWARDS for up to \$2,000 per year are available to students with 3.00+ GPA and demonstrated leadership or active involvement in a multiethnic context. A separate application is required. Contact Student Involvement and Leadership at (253) 535-7195 for more information.

CLERGY DEPENDENT GRANTS are available to dependent children of ordained ministers who are actively serving a Christian congregation full-time. The grant amount is \$1,000 per year (\$500/semester). Application deadline is December 1 for the current year; awards are made on a funds available basis thereafter.

ARMY ROTC SCHOLARSHIPS are available to full-time undergraduates. Students must file a FAFSA and meet all PLU GPA standards. Up to full tuition and room/board possible. Call PLU's ROTC office for information (253) 535-8470.

ROBERT C. BYRD HONORS SCHOLARSHIP is awarded to high school seniors who have demonstrated academic achievement. The award may be renewed for up to three years, provided that funds are appropriated and the student remains eligible. Amounts vary. Application is made through the appropriate education assistance agency in a student's home state.

DELORES DAVIS LEADERSHIP is available to one adult student each year in the amount of \$1,000. Student must be 25 years old or older, have a cumulative GPA of 3.30 or higher, have a positive attitude, contribute to the adult student population at PLU, be committed to both academic and personal goals, and exhibit leadership qualities. Pacific Lutheran University staff and faculty nominate students each year. The award is for one year and is non-renewable.

INTERNATIONAL GRANTS are available to graduate and undergraduate international students attending Pacific Lutheran University. The amount is \$2,000 per year for four years. No application is necessary. These are awarded automatically and may be renewed annually for qualifying students.

THE AMERICAS GRANT is available to citizens of countries in North, Central, and South America (excluding the United States). The amount is the equivalent of a double occupancy room and meals (except South Hall, where meals are not included). Students must live in a PLU residence hall. This grant replaces the International Grants for such students.

NATIONAL MERIT SCHOLARSHIP awards are offered for \$750-\$2,000 to NMSQT-PSAT finalists (National Merit Semi-finalist Qualifying Test - Pre-Scholastic Assessment Test). Finalists should inform the National Merit Scholarship Corporation of their intention to enroll at PLU. National Merit finalists are guaranteed a total of \$7,000 through a combination of other institutional scholarship resources. This amount includes the \$750-\$2,000 National Merit Scholarship.

WASHINGTON SCHOLAR'S AWARD is available to students who are "Washington State Scholars" in the amount of \$3,142 per year for four years, subject to State Legislative adjustment. To renew each year the student must maintain a cumulative 3.30 PLU GPA. The Washington Scholars Program honors three graduating high school seniors from each legislative district each year.

PACIFIC LUTHERAN UNIVERSITY MATCHING SCHOLARSHIP (PLUMS) provides financial assistance to students from church congregations who attend Pacific Lutheran University. Through the PLUMS program PLU will match, dollar-for-dollar, scholarships from \$100 to \$1,000 provided by congregations or organizations within a church to students attending PLU.

Congregations are encouraged to have PLUMS payments made to PLU by August 1 so that the scholarship may be reflected in the student's fall billing. PLU will, however, match scholarship monies received from congregations up to January 1 of the academic year. In order to be matched, funds must be sent directly to Financial Aid and Student Employment and not be given to the student.

TUITION REMISSION Employees of the university are eligible for up to 90% and their dependents are eligible for up to 75% tuition remission. Tuition remission is a university gift resource. Students receiving tuition remission may be awarded additional merit and need-based institutional gifts, but only up to the cost of tuition. Receipt of tuition remission may serve to adjust or eliminate other institutional aid previously awarded.

PLU FUNDED - NEED BASED

Q CLUB SCHOLARSHIPS are awarded to new freshmen and transfers on the basis of academic achievement and financial need. Freshmen must have a 3.25 cumulative GPA. Transfers are required to have an entering cumulative GPA of 3.00. Renewal will require good academic standing, a cumulative 3.00 PLU GPA, timely reapplication through the FAFSA, and demonstrated financial need.

DOLLARS FOR SCHOLARS are available to students receiving scholarships from any Dollars for Scholars chapter. Pacific Lutheran University is a Collegiate Partner and matches Dollars for Scholars chapter awards, dollar for dollar, up to \$1,000 per student based on financial need as funding permits. Dollars for Scholars is a program of Citizens' Scholarship Foundation of America.

NEED-BASED ARTISTIC ACHIEVEMENT AWARDS are granted to students with financial need who have exceptional ability in the fields of Art, Dance, Drama, Forensics, and Music. The award requires recommendation by a PLU faculty member each year and is renewable on the basis of recommendation, participation, and reestablished need.

UNIVERSITY GRANTS are awarded to students with financial need (who may not qualify for other institutional scholarships) and maintain at least a cumulative 2.00 PLU GPA.

NOTE: FAFSA must be submitted in a timely manner each year to reestablish evidence of financial need for need-based aid.

FEDERAL AND STATE FUNDED

FEDERAL AND STATE FUNDED GRANTS

Federal Pell Grants are federal grants available to students who take at least 1 credit hour per semester. Pell Grants remain an estimate until verification is completed, if a student has been selected.

Students taking 12 hours or more per semester receive a full grant, 9-11 hours receive 3/4 grant, 6-8 hours 1/2 grant, and less than 6 hours approximately 1/4 grant.

Federal Supplemental Educational Opportunity Grants are federally funded grants awarded on the basis of high financial need.

Washington State Need Grants are available to eligible residents of the State of Washington who attend PLU. These grants are intended for students with high need. Grants are awarded at PLU in accordance with the State Higher Education Coordinating Board's policies. Washington State Need Grants must be used for educational expenses other than tuition according to Washington State law. Students taking 12 hours or more per semester receive a full grant; students taking 9–11 hours receive a three-quarter grant; students taking 6–8 hours receive a half grant; and students taking fewer than 6 hours are not eligible.

WASHINGTON STATE EDUCATIONAL OPPORTUNITY GRANTS are awarded to transfer students with an Associate's Degree or junior standing in the amount of \$2,500 per year (subject to state funding). Students may never have attended Pacific Lutheran University before. Eligible applicants must be residents of one of the following Washington State counties in order to be eligible: Benton, Clark, Cowlitz, Franklin, King, Kitsap, Pierce, Skamania, Snohomish, Spokane, Walla Walla, or Yakima and be placebound. Application must be made to the Higher Education Coordinating Board of Washington who will select the recipients. Students must be enrolled at least 6 hours per term.

WASHINGTON AWARD FOR VOCATIONAL EXCELLENCE (WAVE) is available to students who have completed at least one year in a vocational program approved by the State Board for Community and Technical Colleges. The applicant must be a Washington State resident and a high school graduate, and must maintain a PLU GPA of 3.0 each term. The award is for two years (4 semesters) and the amount varies each year depending on state funding.

PROMISE SCHOLARSHIPS are available to the top 15% of Washington State high school graduates for the school year 2000-2001. Students must be enrolled a minimum of 6 hours per semester.

TRIO – a State Need Grant Program is available to students who have completed any TRIO program. Recipients must demonstrate financial need. Funding is limited. TRIO programs include: Upward Bound, Talent Search, and SMART. A TRIO award will replace Washington State Need Grant eligibility.

All awards from federal and state sources are made assuming the anticipated funds will be available. Should a reduction in funding occur, awards may be reduced or eliminated.

LOANS

Student loans allow students to postpone paying for college expenses until having completed their education. Loan obligations are described in this section and in the promissory notes.

NEED BASED LOANS

FEDERAL PERKINS LOAN (funding is limited)

Eligibility: At least half-time (6 credit hours) undergraduate or (4 credit hours) graduate students with high need.

Amount: Up to \$4,000 for each year of undergraduate study and up to \$6,000 for each year of graduate or professional study.

Repayment: A fixed interest rate of 5%. Principal and interest payments begin 12 months after the student graduates, withdraws, or drops to less than half-time attendance. Deferrals available for student status, economic hardship, and select volunteer se vices.

Comments or Conditions: Recipients are required to sign a promissory note. The promissory notes will be sent to the student by certified mail; the student must sign and return the

promissory note if accepting the loan. If the promissory note is not returned by certified mail, then the student must sign in the Student Services Center/Student Loan Office after the first week of classes. All loans not signed for will be cancelled. Priority is given to undergraduate students. Up to total loan forgiveness is possible for teaching in low income population areas, teaching the disabled, or teaching in a federal Head Start program. Additional loan cancellation conditions exist.

FEDERAL NURSING LOAN

Eligibility: Students enrolled at least half-time (6 credit hours) in the School of Nursing (except pre-nursing). Preference given to LPN students.

Amount: Up to \$4,000.

Repayment: A fixed interest rate of 5%. Principal and interest payments begin 12 months after the student graduates, withdraws, or drops to less than half-time attendance.

Comments or Conditions: Recipients are required to sign a promissory note. The promissory notes will be sent to the student by certified mail; the student must sign and return the promissory note if accepting the loan. If the promissory note is not returned by certified mail, then the student must sign in the Student Services Center/Student Loan Office after the first week of classes. All loans not signed for will be cancelled.

FEDERAL FAMILY EDUCATION LOANS

One or more of the Federal Family Education Loans may be listed on a financial aid offer. This means a student is eligible to apply separately for these loans.

Federal loans are obtained through a lender on an application that is certified by the Financial Aid Office. It is important that applications be sent to the lender for prompt processing. Delays in receiving outside loan funds may result in additional interest charges on a student account.

Loan checks are electronically transmitted to the university by the lenders. It is recommended that students choose lenders who will participate in electronic funds transfer (EFT) with PLU, so as to avoid having to stand in line to sign a paper check. Checks must be signed by the borrower within 30 days after they are received by the university. **In addition, a student must complete an entrance counseling session, during which a borrower's rights and responsibilities will be discussed.** Not attending a session will result in the loan funds being returned to the lender with a potential loss of award.

SUBSIDIZED FEDERAL STAFFORD LOAN

Eligibility: At least half-time (6 credit hours) undergraduate or (4 credit hours) graduate students.

Amount: Up to \$2,625 per year for freshmen; \$3,500 for sophomores; \$5,500 for juniors and seniors; and \$8,500 for graduate students.

Repayment: A variable interest rate which changes annually and can never exceed 8.25% and monthly principal and interest payments begin six months after the student graduates, withdraws, or drops to less than half-time attendance.

Comments or Conditions: The federal government pays the interest during a student's time of enrollment. The student is responsible for selecting a lender from the *Preferred List of Lenders*. A separate loan application and promissory note will then be mailed to the student from the selected preferred lender. The student submits the loan application and promissory note back to the lender for processing.

NON-NEED BASED LOANS

UNSUBSIDIZED FEDERAL STAFFORD LOAN

Eligibility: Student attending at least half-time (6 credit hours) or a graduate student attending at least half-time (4 credit hours) who does not qualify for all or part of the maximum Subsidized Federal Stafford Loan.

Amount: Up to \$2,625 per year for freshmen; \$3,500 for sopho-

mores; \$5,500 for junior and seniors; and \$10,000 for graduate students.

Repayment: A variable interest rate which changes annually and can never exceed 8.25% and monthly principal payments begin six months after the student graduates, withdraws, or drops to less than half-time attendance. *Unsubsidized* means the student is responsible for the interest on the loan amount while in school; however, the interest payment can be postponed. (Interest begins accruing from the date the funds are first disbursed).

Comments or Conditions: Financial need is not a requirement. The student is responsible for selecting a lender from the *Preferred List of Lenders*. A separate loan application and promissory note will then be mailed to the student from the selected preferred lender. The student submits the loan application and promissory note back to the lender for processing.

FEDERAL PLUS LOAN

Eligibility: Parents of dependent student.

Amount: Parents may borrow up to the full cost of their student's college education minus the amount of any financial aid the student is receiving.

Repayment: A variable interest rate which changes annually and can never exceed 9.00% and monthly principal and interest payments begin within 60 days after the final disbursement of funds. (Interest begins accruing from the date the funds are first disbursed.)

Comments or Conditions: A Parent Plus Loan Request form is required by Pacific Lutheran University and the federal government before this loan can be initiated. The Parent Plus Loan Request form can be obtained at the Student Services Center. Financial need is not a requirement. Either parent may borrow this loan for the student. The parent is responsible for selecting a lender from the *Preferred List of Lenders*. A separate loan application and promissory note will then be mailed to the parent from the selected preferred lender. The parent submits the loan application and promissory note back to the lender for processing.

ADDITIONAL UNSUBSIDIZED FEDERAL STAFFORD LOAN

Eligibility: Independent student or dependent student whose parents are denied a PLUS loan.

Amount: Up to \$4,000/year for freshmen and sophomores and \$5,000 for juniors and seniors.

Repayment: A variable interest rate which changes annually and can never exceed 8.25% and monthly principal payments begin six months after the student graduates, withdraws, or drops to less than half-time attendance. *Unsubsidized* means the student is responsible for the interest on the loan amount while in school; however, interest payment may be postponed. (Interest begins accruing from the date the funds are first disbursed.)

Comments or Conditions: Financial need is not a requirement. The student is responsible for selecting a lender from the *Preferred List of Lenders*. A separate loan application and promissory note will then be mailed to the student from the selected preferred lender. The student submits the loan application and promissory note back to the lender for processing.

ALTERNATIVE LOANS

Eligibility: All students.

Amount: Varies.

Comments and Conditions: Various Alternative Loans are provided for all students, including those not qualifying for Title IV aid. Additional information is available in the Student Services Center.

TEACHER CERTIFICATE

Students accepted into this program are eligible to receive a Federal Stafford Subsidized and/or Unsubsidized Loan up to \$5,500. If a student is independent or is a dependent student whose parents are denied a PLUS loan, the student is eligible for an additional Unsubsidized Federal Stafford Loan up to \$5,500.

PRINCIPAL CERTIFICATE

Students are not eligible for Federal Stafford Loans according to federal regulations. Contact the Student Services Center for information on alternative loans.

EMPLOYMENT

COLLEGE WORK STUDY

Eligibility: At least part-time students.

Amount: Varies.

Comments or Conditions: On-campus jobs; students can apply for individual jobs through the Financial Aid and Student Employment Office.

STATE WORK STUDY

Eligibility: At least part-time students.

Amount: Based on need.

Comments or Conditions: Off-campus jobs; students must apply for individual jobs through the Financial Aid and Student Employment Office.

VETERANS AFFAIRS & VOCATIONAL REHABILITATION

Pacific Lutheran University's academic programs of study are approved by the Washington State Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.

Veterans, widows, widowers, and children of deceased or disabled veterans who wish to inquire about their eligibility for benefits should contact the Regional Office of the Veterans Administration, Federal Building, 915 Second Avenue, Seattle, Washington 98174. Persons within the State of Washington may telephone 1 (800) 827-1000.

Students should gain admission to the university and see the university's Veterans Affairs Coordinator before making application for benefits. Students are required to register at the Veterans Affairs Coordinator's Office located in the Student Services Center (Room 102, Hauge Administration Building), before each term to insure continuous receipt of benefits.

NAMED ENDOWED/RESTRICTED SCHOLARSHIPS

Aid Association for Lutherans Scholarship
 Allenmore Registered Nursing Scholarship
 Alumni Scholarship Fund
 American Lutheran Church-North Pacific District Scholarship
 Andy and Irene Anderson Endowed Scholarship for Nursing
 Arthur Anderson Scholarship
 Florence Spinner Anderson Memorial Scholarship
 Hazel M. Anderson Endowed Music Scholarship
 Julius and Jean Anderson Endowed Nursing Scholarship
 Tom and Kathryn Anderson Endowed Scholarship
 William and Jeanie Anderson Scholarship
 Ruth Anenson Scholarship
 Ernest M. Ankrim/Lutheran Brotherhood Endowed Scholarship
 (Economics)
 Anthropology Alumni Award
 Mary Jane Aram Scholarship Fund
 Clifford and Lydia Arntson Scholarship in Entrepreneurship
 Clifford and Lydia Arntson Scholarship in Sales and Marketing
 Hedvig Arthur Memorial
 AURA/Lutheran Brotherhood Endowed Scholarship
 Marguerite and Wilmer Baer Scholarship
 Elbert H. II and Janice M. Baker Endowed Music Scholarship
 The Bangsund Family Scholarship
 Don F. Bayer Memorial Nursing Scholarship
 B.E.R.G. Minority Scholarship
 Peter and Lydia Beckman Endowed Scholarship
 Paul M. Bellamy Music Scholarship
 Clenora E. Berge Nursing Scholarship
 Bilbrough Family Scholarship
 Alfred and Alice Bishop/Lutheran Brotherhood Endowed Scholarship

Anne Biteman Memorial Nursing Scholarship
 Blake-Webber Endowed Scholarship
 Richard J. and Olive Lewellen Blandau Scholarship and Loan Fund
 Luther & Dillie Quale Boe Education Scholarship
 Erwin and Alice Bolduan Scholarship
 Vanda Bortell Endowed Scholarship
 Havana Bradner Memorial Scholarship
 Torunn Breiland Scholarship Fund
 Agnes Brodahl Music Scholarship
 Betty Brown Scholarship
 Buchanan Family Endowed Scholarship
 Erhardt and Virginia Buchfinck Endowed Scholarship in Education
 Chester Buhl Endowed Vocal Music Scholarship
 Dr. and Mrs. W.B. Burns Fund
 Burzlaff Memorial Scholarship
 Dr. Howard Leywellyn Byerly Math and Science Education Endowment
 Cory Kenneth Carlson Memorial Scholarship
 B.G. "Bob" Carroll Memorial Scholarship
 Pak Joe Chan Endowed Scholarship
 Cheney Foundation Educational Scholarships
 Walter H. Christensen Scholarship
 Ruth A. Christian Endowed Scholarship for Education
 Kenneth Christopherson/Walter Pilgrim Endowed Scholarship in Religion
 Lyman H. Claridge/Lutheran Brotherhood Endowed Scholarship
 Class of 1967 Endowed Scholarship (Descendants of Class)
 Hulda Cocanower Scholarship Endowment
 Computer Science Scholarship Endowment
 Dorothy and Powell Cone Memorial/Lutheran Brotherhood Endowed
 Nursing Scholarship
 Irene O. Creso Merit Award
 Professor David P. Dahl Endowed Music Scholarship
 E. John and Lorene E. Dahlberg Jr. Endowed Scholarship
 Margaret Melver Dakan Endowed Scholarship
 Carl Dalk Memorial Scholarship Fund
 George L. Davis/Lutheran Brotherhood Endowed Scholarship Fund
 J. Walter and Clara Davis Scholarship
 Harold B. and Frances S. Dawson/Lutheran Brotherhood Endowed
 Nursing Scholarship
 Ida A. Davis Fund
 Deal Family Endowed Scholarship in the Liberal Arts
 Thomas Dixon Endowed Scholarship
 Doolittle Memorial Scholarship
 Earl E. and Martha L. Eckstrom Endowed Scholarship
 Economics Excellence Endowed Scholarship
 Capt. W. Larry and Mrs. Janice D. Eichler Scholarship Fund
 The Reverend and Mrs. E.E. Eidbo Endowed Scholarship
 Carl and Ethel Erickson/Lutheran Brotherhood Endowed Scholarship
 Leif Erikson Scholarship
 Gerry and Linda Evanson Endowed Scholarship
 Anthony I. Eyring Liberal Arts Scholarship
 Faaren Family/Lutheran Brotherhood Endowed Scholarship
 Faculty Memorial Scholarship Fund
 Fairbanks Lutheran Church Scholarship
 Faith Lutheran Church of Portland Scholarship Fund
 Theresa Ferguson Endowed Scholarship
 Patricia Fisk Scholarship
 George and Carlotta Flink Scholarship
 Phylaine V. and Kenneth L. Folsom Endowed Scholarship
 Elmer Fosness Memorial Scholarship in Leadership
 L.C. Foss Memorial Scholarship
 Frank Russell Company Endowed Scholarship
 Fuchs Foundation Scholarship
 Henrietta Button Gaetz Nursing Scholarship Fund
 Richard E. and Lorraine K. Geiger Endowed Scholarship
 Alan and Bertha Gibson Scholarship
 Bertha Gilbertson Scholarship
 John M. Gilbertson Foundation Scholarship
 Garrett Goodchild Scholarship
 Edna M. Gorder/Lutheran Brotherhood Endowed Education Scholarship
 Alice and Stewart Govig Scholarship
 Clarence A. and Olga Girahn Scholarship
 Otis J. Grande/Lutheran Brotherhood Endowed Scholarship in Education
 James M. Gribbon Scholarship
 Fern R. Grimm/Lutheran Brotherhood Endowed Scholarship
 Gulsrud Family Scholarship
 Arnold Hagen Education Scholarship
 Maria Hagness Endowed Scholarship
 Frank H. and Nellie L. Haley Memorial Endowed Scholarship
 Olaf Halvorsen Scholarship
 Johanne Marie Hangen Endowed Memorial Scholarship
 Nels Marcus Hansen Endowed Memorial Scholarship
 Jennie Lee Hanson Endowed Presidents Scholarship
 Jennie Lee Hanson Scholarship Fund
 W.H. Hardtke Seminary Student Scholarship Fund
 Brian Harshman Memorial Scholarship
 Marv and Dorothy Harshman Scholarship (Church Leadership/Athletics)
 Bjug Harstad Endowed Scholarship
 Walter A. Heath Charitable Trust
 Norman and Verone Heinsen Endowed Scholarship
 Douglas Herland Memorial Rowing Scholarship (Crew)
 Earl and Astrid Hildahl Endowed Scholarship
 The Hoover Family Endowed Scholarship
 Hopper Memorial
 Caroline Howland Endowed Scholarship
 Edward W. Huber Memorial Scholarship
 Irene Hultgren Nursing Scholarship
 Humanities Scholarship Endowment
 Clement E. and Phyllis G. Hunter Scholarship
 Suzanne Ingram Memorial Scholarship
 Terry Irwin Scholarship
 Kenneth and Stella Jacobs Scholarship
 Lyle and Iris Jacobson Endowed Scholarship
 Mike Jacobson Scholarship
 Ole M. Jennestad Memorial Scholarship
 Donald L. Jerke Leadership Award
 Johnson/Alfsen Scholarship
 Johnson/Larson Scholarship
 Agnes Solem Johnson/Lutheran Brotherhood Nursing Endowment
 Judge Bertil E. Johnson Scholarship
 Edwin R. Johnson Memorial Endowed Scholarship
 Luther H. Johnson/Lutheran Brotherhood Endowed Business Scholarship
 Pearl N. Johnson Nursing Scholarship
 Pearl N. Johnson/Lutheran Brotherhood Endowed Nursing Scholarship
 T.L. Johnson Sr./Lutheran Brotherhood Endowed Scholarship
 Ted and Doreen Johnson/Lutheran Brotherhood Endowed Scholarship
 in Natural Sciences
 Ted and Doreen Johnson/Lutheran Brotherhood Endowed Scholarship
 in Physics
 Dr. Kenneth A. Johnston Endowed Scholarship in Education
 Erna M. Jorgensen Regents Scholarship
 Theodore O.H. and Betsy Karl Endowed Scholarship in Forensics
 Theodore O.H. and Betsy Karl Scandinavian Cultural Center Endowed
 Scholarship
 Lind B. Karlsen Music Scholarship
 Philip G. and Alice I. Kayser Endowed Scholarship
 Elizabeth B. Kelly Endowed Scholarship
 Anne Kensrud Memorial Scholarship
 Key Bank of Washington Endowed School of Business Scholarship
 Rev. Karl Kilian Memorial Fund
 William Kilworth Foundation Scholarship Fund
 Gundar King Endowed Scholarship
 Lars and Alberta Kittleson Endowed Scholarship
 Kluth Endowment for High Achievers in Athletics and Physical Education
 Knudsen Family Endowed Scholarship
 Gladys M. Knutzen Endowed Scholarship
 Hilda S. Kramer Musical Appreciation Scholarship
 Howard, Eugenia and Jon Kvinsland Endowed Scholarship
 Dawnell Lamb Scholarship
 Louis and Leona Lamp Scholarship
 Harry E. and Irene L. Lang Endowed Scholarship
 George Lanning Memorial/Lutheran Brotherhood Endowed Scholarship
 Dr. John O. Larsgaard/Lutheran Brotherhood Endowed Scholarship
 Dr. Charles Larson/Lutheran Brotherhood Endowed Scholarship
 Ebba and E. Arthur Larson Nursing Scholarship
 Ludvig and Clara Larson Scholarship
 Charles Lauback Student Research Fund
 John and Mary Lee Endowed Organ Scholarship
 Orlando and Myrtle Lee/Lutheran Brotherhood Endowed Scholarship
 Guy J. and Louise Leesman Scholarship
 Paul Liebelt Scholarship (Mathematics)
 Robert and Maxie Lillie Endowed Scholarship
 Ernest and Jennie Lining & Art and Ethel Cummings Endowed
 Memorial Scholarship
 Mr. and Mrs. W. Hilding Lindberg Endowed Scholarship
 Isabel Lindberg Trust
 Hildred Linder Endowment

- Richard E. and Anita Hillesland Londgren/Lutheran Brotherhood Endowed Scholarship
 Alfred and Althea Lund/Lutheran Brotherhood Endowed Scholarship
 Clarence and Grace Lundberg Endowed Scholarship
 Gene and Marian Lundgaard/Lutheran Brotherhood Endowed Scholarship
 Lutheran Brotherhood Fund for Lutheran Students
 Lutheran Brotherhood Scholarship
 Lutheran Brotherhood Sustaining Fund Scholarship
 Constance B. Lyon Scholarship
 Lindsay A. Majovski Endowed Scholarship
 James B. Malyon Scholarship
 Joe Marchinek Memorial Scholarship Fund
 Mathematics Scholarship
 Edmund Maxwell Foundation Scholarship
 McKay Scholarship
 Alma Meisnest Endowment Fund
 Robert K. Merton Prize in Sociology
 Military Order of the Purple Heart Award
 Fred and Carolyn Mills Memorial Scholarship
 Liia Moe Endowment Scholarship
 Eunice Moller Endowed Scholarship
 Katharine E. Monroe Scholarship
 Forestine Wise Morrison Memorial Piano Scholarship
 Donald and Wanda Mörken Family Endowed Scholarship
 Lillian C. Morris Memorial Scholarship
 Gladys Mortvedt Voluntary Service Award
 Murray-Danielson Management Award
 Mark E. and Lenore C. Myers Scholarship
 Richard P. Neils Memorial Fund
 George and Alma Nelson Endowed Scholarship Fund
 Harold and Sylvia Nelson Endowed Scholarship
 Lars Nerland Norwegian Scholarship
 Milton and Hazel Nesvig International Student Scholarship
 Thelma Newton Scholarship
 Mr. and Mrs. Gus H. Nieman Memorial Scholarship
 Margaret Nistad Memorial Scholarship
 Robert A. Nistad Memorial Endowed Scholarship
 Nan Nokleberg Memorial/Lutheran Brotherhood Endowed Scholarship
 Northern Lights Fund
 Orville Nupen Nursing Scholarship
 The Odberg Family Scholarship
 C & F Olson Endowed Scholarship
 Clifford O. and Ella L. Olson Endowed Athletic/Music Scholarship
 E. Goodwin and Dorothy H. Olson Endowed Scholarship in Education
 Linda Olson/Lutheran Brotherhood Endowed Nursing Scholarship
 Robert L. Olson Memorial
 Olympic Resource Management Scholarship
 Iver Opstad Memorial Scholarship
 Shereen Paff Special Education Scholarship
 Terrence and Susan Parr Scholarship
 Katherine R. Parrish Memorial Nursing Scholarship
 Gordon Pearson Memorial
 Arne and Gloria Pederson Endowed Scholarship
 O.M. and Emilie R. Pedersen Endowed Scholarship
 Rena Strandberg Pellegrini Endowed Scholarship
 Marvin J. and Ruby L. Pennington Scholarship
 Pepsi-Cola Company Merit Scholarship
 The Barbara L. Perry-Haley and Ruth C. Perry Memorial Scholarship
 Mr. and Mrs. Lester Peter Scholarship (Oregon students)
 Gustaf Peterson Memorial Scholarship
 Sharon R. Peterson and Donna L. Fisher Memorial Nursing Scholarship
 Sheryl Laubach Peterson/Lutheran Brotherhood Endowed Scholarship
 Theodore M. and Lillian L. Peterson Endowed Scholarship
 Blanche Pflaum Scholarship
 E. Bill and Louise Pihl Scholarship
 PLU Women's Club Scholarship
 PLUS Business Scholarship
 Nora J. Ponder Scholarship Fund
 Presser Foundation Scholarship
 PriceCostco Scholarship
 Puget Sound Bank Scholarship
 QFC/Coca Cola Award of Excellence
 The Edward Ramsdale Regents Scholarship
 Anders and Emma Ramstad Award
 Elmer E. and Mary Louise Rasmuson Scholarship for Students from Alaska
 Margaret L. Rasmussen Scholarship
 Recreational Equipment, Inc. (REI)
 Kathryn Reese Memorial Scholarship
 Simon and Marvel Reinbold Scholarship Endowment
 Charlotte and Lucian Rice Endowed Scholarship
 Rieke Leadership Award
 William O. Rieke Endowed Scholarship (Students from Cashmere, Leavenworth, and Wenatchee)
 Rogers High School Scholarship
 Sterling and Marjorie Rose Scholarship
 Melville and Dorothy Rue Endowed Scholarship
 Mary Baker Russell Music Scholarship
 Dr. John A. and Virginia "Jimmie" Saffell Endowed Scholarship for Graduate Students
 Mark Salzman Memorial
 Marie Scheele General Endowed Scholarship
 Al and Ella Scheibner Endowed Scholarship
 Johannes and Aleen Schiller Endowment Fund
 Dr. Walter and Joan R. Schwindt Scholarship
 SEAFIRST Bank Minority Scholarship
 Seattle Mortgage Bankers Association Scholarship
 Dorothy H. Schnaible Endowed Scholarship
 Margaret Shipley Endowed Scholarship in Accounting
 Skaga Family Endowed Scholarship
 Dr. Maurice and Patricia Skones Scholarship (Vocal Music)
 James R. Slater Endowed Scholarship
 James Slater Biology - ROTC Scholarship
 Frances Norton Smith Endowed Scholarship
 Smith Endowment Scholarship Fund
 Mr. and Mrs. Charles Smithson Scholarship
 Naydene A. Snodgrass Memorial Scholarship
 Anne E. Snow Foundation
 Society of the Arts Scholarship
 The Soine Family Endowed Scholarship
 Southeast Idaho Incentive Scholarship Fund
 Haldor P. Sponheim Scholarship Fund
 William and Astrid Stancer Endowed Scholarship in Engineering Science
 Steele - Reese Scholarship Endowment
 Genevieve Stelberg Endowed Scholarship
 Dora Strangland Memorial Scholarship
 Esther M. and Doris G. Stucke Endowed Scholarship in Nursing
 Emil and Engelena Stuhlmiller Endowed Scholarship
 Lynne and Loyd H. Sutherland Scholarship
 Tacoma Rainiers Community Fund Scholarship
 Ron and Eileen Tellefson/Lutheran Brotherhood Endowed Scholarship
 Harvey and Helen Tengesdal Endowed Scholarship
 Edvin and Ida Tingelstad Memorial Scholarship
 Leon and Don Titus Endowed Scholarship
 Alice and Marie Tobiason Endowed Scholarship
 Evelyn Torvend Memorial Education Scholarship
 Silas and Alice Torvend Endowed Scholarship
 Cliff and Ronni Tvedten Endowed Scholarship
 Tyler Memorial Nursing Scholarship
 Karl Ufer Memorial Scholarship
 David Ulleland Memorial Scholarship
 United Parcel Service Foundation Scholarship
 US WEST Diversity Scholarship
 Ellen Valle Memorial Scholarship
 Linda Van Beek Memorial Scholarship
 Arthur H. Vingerud Endowed Scholarship Fund
 Dr. Roy and Gloria Virak Endowed Scholarship
 Wade/Hinderlie Scholarship Fund
 Ina H. Wake Memorial Scholarship
 Washington Mutual Minorities in Education Scholarship
 Washington State Automobile Dealers Association Scholarship
 Washington Software Association Scholarship
 Doc and Lucille Weathers Endowed Scholarship
 Western Washington Fair Association Scholarship
 Wick Family/Lutheran Brotherhood Endowed Scholarship
 Margaret Wickstrom Endowed Scholarship for International Students
 Mabel Wing Scholarship
 Randall Yoakum Endowed Scholarship
 Ralph and Celestene Yoder Memorial Scholarship
 Shirley Zurfluh/Lutheran Brotherhood Endowed Scholarship (Business)

Tuition and Fees for 2000-2001

The Undergraduate Tuition Model (UTM) begins in the Fall of 2000. The cost information is provided below.

UNDERGRADUATE TUITION MODEL (UTM)			
Semester/Term	Credit Hours	Attending Full Time?	Cost
UNDERGRADUATE RATES			
Fall or Spring	12-17 credit hours	Yes	\$8,400 per semester
Fall or Spring	More than 17 credit hours	Yes	\$8,400 per semester + \$525 per credit hour for each credit hour over 17
Fall or Spring	1-11 credit hours	No	\$525 per credit hour
J-Term (No additional cost to Full-time Fall or Full-time Spring Students)	Up to 5 credit hours		Credit hours over 5 are charged at \$525 per credit hour
J-Term (Not attending Full-time Fall or Full-time Spring)	1 or more credit hours		All are charged at \$525 per credit hour
GRADUATE RATES			
	1 or more hours		All are charged at \$525 per credit hour

NOTE: Off Campus Program students pay a program fee (not PLU tuition) specific to the individual program sites. Contact the Center for International Programs for complete details.

CREDIT BY EXAMINATION

Students who earn Credit by Examination are charged in addition to tuition.

1 semester hour	\$125	3 semester hours	\$375
2 semester hours	\$250	4 semester hours	\$500

LATE REGISTRATION FEE

Students adding or withdrawing from courses after the last day of add/drop during a regular semester will be assessed an administrative handling fee of \$50 for each transaction. These dates are listed in the class schedule for each semester/term.

COURSE FEES

Some courses require additional fees that will be added to the tuition total. The class schedule for each term is available in the Student Services Center and provides information about any fees that may affect an individual course.

PRIVATE MUSIC LESSON FEE

This fee is charged in addition to tuition.

1 credit hour	\$165
2 or more credits per medium	\$300

EDUCATION PLACEMENT FEE

A one-time *Education Placement Fee* of \$45 is charged in the last semester of the B.A.E. program.

HEALTH SERVICES FEES

Health Services will charge a student's account, or a student may pay directly, for immunizations, lab work, and prescriptions.

ID CARD FEE

A fee of \$15 is charged to replace lost or stolen student ID's. If an ID card has been damaged, it must be brought to the ID Card Office and replaced for a fee of \$5.

UNPAID FINES

Unpaid fines such as parking violations and overdue library books will appear on the monthly billing statement. Students are encouraged to pay these fines as incurred to avoid late fees and handling charges.

ONE-TIME GRADUATION PROCESSING FEE

A \$30 fee is charged to baccalaureate and master's degree candidates upon submission of the Graduation Application form.

TRANSCRIPT INFORMATION

Unofficial and official transcripts are processed in the Student Services Center. There is a \$5 fee for each official transcript. Unofficial transcripts are issued at no charge. To request an Official Transcript, a student may fill out the Transcript Request Form in the Student Services Center. Processing time is 4 to 5 working days from the date received. For information to request an Official Transcript from off campus, one may either call the Transcript Line at (253) 535-7135, or use the Internet at www.plu.edu/~arel/ser_tran.html. Requests by e-mail cannot be processed because of the requirement for a signature. Requests may also be faxed to (253) 535-8320. The following information is required:

- \$5.00 fee for each Official Transcript ordered. If paying by bankcard, please include the VISA or MasterCard number and expiration date, and your zip code. Payments may also be made by check, cashier's check, or money order. Please do not mail cash.
- Student's full name
- Any and all former name(s) used
- Identification number (Social Security number)
- Date of birth
- Current address and phone number
- Approximate dates of attendance
- Number of transcripts needed
- Address(es) to which the transcript(s) are to be sent
- **Signature (mandatory)**
- If an account is on any type of HOLD, the request will be mailed back with information regarding the appropriate office to contact. It is the student's responsibility to resolve the HOLD and resubmit the request.

SPECIAL INFORMATION

Optional student health and accident insurance is available through an independent carrier. A brochure is available from the Student Life Office.

Parking permits are free and required for all student vehicles. They can be obtained in the Campus Safety Office. Failure to register may result in a fine.

PAYMENT OPTIONS/FINANCING

Students must pay at the time of registration or be enrolled in an approved Payment Option Plan at the time of registration.

There are four Payment Option Plans offered at the university. It is required of all students to sign up for at least one of the

four Payment Option HOLD will be placed on the account. HOLDS will restrict certain university privileges, including the right for further registration. Arrangements for payments are made through the Student Services Center, Hauge Administration Building, Room 102 or call (253) 535-7161 or (800) 678-3243.

4 Month Payment Option (Fall)

- 4 equal payments for enrollment in fall.
- A \$25 non-refundable set-up fee.
- Payments are due September 15 through December 15.
- Payments made after the 20th of each month may be assessed a \$25 late charge.
- The Annual Percentage Rate is 0%.
- Accounts 60 days delinquent may be turned over to an outside agency. Additional collection costs may be added to the account.

4 Month Payment Option (Spring)

- 4 equal payments for enrollment in spring.
- A \$25 non-refundable set-up fee.
- Payments are due January 15 through April 15.
- Payments made after the 20th of each month may be assessed a \$25 late charge.
- The Annual Percentage Rate is 0%.
- Accounts 60 days delinquent may be turned over to an outside agency. Additional collection costs may be added to the account.

Financial Aid and Other Resources Cover Costs

Payment Option

- Financial aid and other resources cover total costs.
- No set-up fee.
- Owing balances that are 30 days past due may be assessed a 1.5% monthly default charge.
- Accounts 60 days delinquent may be turned over to an outside agency. Additional collection costs may be added to the account.

Payment in Full Option

- Payment in full must be paid on the first day of each semester/term attended.
- Owing balances that are 30 days past due may be assessed a 1.5% monthly default charge.
- Accounts 60 days delinquent may be turned over to an outside agency. Additional collection costs may be added to the account.

LUTE BUCK DISCOUNT

- A \$75 discount from tuition and other costs.
- No prior owing balance to the university.
- If financial aid covers the student's total cost, the student is not eligible.
- Out of pocket expenses, including tuition, room and meals, special course fees minus any applicable financial aid for a semester, must be \$3,000 or more to be eligible.
- Applications for a "Lute Buck Discount" are sent out in the billing statement in July and November.
- Deadline dates are postmark by August 15 or fall, and December 15 for spring.
- The application outlines specific criteria for eligibility of the discount.

ROOM AND MEALS

- All single full-time (12 credit hours) students must live on campus in university housing unless they are: a) living with their parent, legal guardian, or child, or b) at least 20 years old or have completed 60 semester credit hours by September 1 (for the next fall semester), or February 1 (for the next spring semester)
- Except for residents of South Hall, all students with an active housing assignment are required to be enrolled in a university meal plan.

Room Charges

Double Room	\$1,300/semester
Designed Single Room	\$1,650/semester
Double Room used as single	\$1,750/semester
Housing for January Term only	\$285

There is no room charge for J-Term for students living on campus the previous fall or next spring semesters. The meal plan requirement remains in effect for students with active housing assignments.)

- South Hall is an alternative residential option with various apartment sizes, styles, and costs. Contact the Residential Life Office for information and applications.
- Limited housing is available on a daily fee basis during winter and spring breaks.
- Applications for single rooms, and other special housing requests should be addressed to the Residential Life Office at (253) 535-7200 or e-mailed to reslife@plu.edu.

Meal Plans

(Students living in traditional residence halls must choose from meal plan #1, #2, or #3.)

Plan #1: 20 meals/week	\$1,213/semester
	\$274 January Term
Plan #2: 15 meals/week	\$1,170/semester
	\$265 January Term
Plan #3: 10 meals/week	\$1,000/semester
	\$245 January Term
Plan #4: 5 meals/week	\$550/semester
	\$135 January Term

Meal Plan #4 is available only to commuter students and students living in Kreidler or South Halls.

Flexible PLUs Plan \$183
Commuter students and residents of South Hall have the option of purchasing blocks of 25 meals. Meals may be used at all meal plan venues and are available for use until May 31, 2001. Students may purchase as many blocks of 25 meals as they wish, but once purchased, they are non-refundable unless the student formally withdraws from the university.

ADVANCE PAYMENT

New students need to make a \$200 advance payment to confirm their offer of admission. The payment is refundable until May 15 for fall, December 15 for the January term, and January 15 for spring. Requests for a refund must be made in writing to the Admissions Office.

Returning students wanting to reserve a room for the following year must sign a Housing Contract. Cancellations, without penalty, must be submitted in writing to the Residential Life Office by July 1. Cancellations received between July 2 and August 1 will be subject to a \$100.00 penalty charge. Cancellations received between August 2 and September 1 will be subject to a \$200.00 penalty charge.

HOW TO MAKE PAYMENTS

Mail payments with statement remittance stub to PLU, Box 21167, Seattle, WA 98111-3167, or deliver payments to the PLU Business Office in the Hauge Administration Building, Room 110.

Checks should be made payable to Pacific Lutheran University. The student's name and ID number should be included with all payments. A \$15 fee is charged on all returned checks.

VISA and MasterCard are accepted. One may call the secured line 253/535-8376, 24 hours a day, to make a payment. To make automatic bankcard payments toward the 4 month (fall or spring) Payment Option, this should be indicated in the space provided on the Payment Option forms. No additional fee is charged for this service when added to a Payment Option.

Please DO NOT mail cash. A periodically adjusted discount rate will be charged against Canadian currency.

Interest and Late Fees

- A 1.5 monthly default charge may be added on all owing balances of students who have enrolled in the Financial Aid and Other Resources Cover Costs Payment Option and Payment in Full Option Plan.
- A \$25 late charge may be added to a 4 Month (fall/spring) Payment Option if payment is made after the 20th of each month.

Missed Payments

- Failure to make minimum monthly payments as agreed will result in removal from the 4 Month (fall/spring) Payment Option and the account will be placed on a Financial HOLD. The owing balance becomes due and payable immediately.
- Failure to submit all loan applications and any financial aid verification forms (if applicable) by the dates specified on the Payment Option worksheets for each academic year will result in the removal from Financial Aid and Other Resources Cover Total Costs Payment Option. The account will be placed on a financial HOLD. The owing balance becomes due and payable immediately.
- Failure to make a payment in full by the due date will result in removal from Payment in Full Option and the account will be placed on a financial HOLD. The owing balance becomes due and payable immediately.
- Student accounts 60 days delinquent may be turned over to an outside collection agency. Additional collection costs may be added to the account.

HOLDS ON ACCOUNTS

There are 14 types of holds that can be placed on student records for different circumstances. Each hold prevents certain privileges at the university. Listed below are the types of holds that can be placed on accounts and the offices responsible for them.

TYPES OF HOLD	OFFICE
Admissions	Admissions
Academic	Academic Advising
Collection	Accounts Receivable
Exit Interview	Perkins/Nursing
Financial	Accounts Receivable
International	International Student Services
Junior Review	Registrar
Medical	Health Services
Medical Expiration	Health Services
No Address	Student Services Center
Payment Option	Student Services Center
Residential Life	Residential Life
Student Life	Student Life
Write-Off	Accounts Receivable

Financial Hold

If a student account is past due, it will be placed on a "financial hold." Basic university privileges will be denied until the account is settled, including the right to register, receive copies of official transcripts or diploma, or cash checks.

Payment Option Hold

All students are required to enroll in a Payment Option for each academic year they attend. The Billing Confirmation and Payment Options can be obtained through the Student Services Center. If a student fails to enroll in a Payment Option, a hold will be placed on the account which will deny the student basic university privileges such as, but not limited to, the right to register, receive copies of official transcripts or diploma, or cash checks.

Collections Hold

Any student who has previously been sent to collections must pay in full before classes begin. The collections hold will permanently remain on the account. If a student fails to pay on the first day of classes, his/her enrollment will be terminated.

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 on the account. Basic university privileges will be denied such as, but not limited to, the right to register, receive copies of official transcripts or diploma, or cash checks.

Academic Hold

The Registrar, Student Life Office, or Residential Life Office can place an account on "academic hold." Registration for classes is precluded until any pending matter with those offices is settled.

Medical Hold

A "medical hold" prevents a student from registering because Health Services has not received the Medical History Form or because the student does not have the necessary immunizations.

Rights and Responsibilities

Upon registration, the student and his or her parents or legal guardian, agree to accept the responsibility and legal obligation to pay all tuition costs, room and meal fees, and other special fees incurred or to be incurred for the student's education. The university agrees to make available to the student certain educational programs and the use of certain university facilities, as applicable and as described in this catalog. A failure to pay when due all university bills shall release the university of any obligation to continue to provide the applicable educational benefits and services, including, but not limited to, statements of honorable dismissal, grade reports, transcript of records, diplomas, or preregistrations. The student shall also be denied admittance to classes and the use of university facilities in the event of a default.

Credit Balances

If a credit balance occurs on a student's account, the university will refund it according to pertinent federal, state, and university regulations. Credit balances are processed through the Student Services Center.

POLICIES AND PROCEDURES RELATING TO THE RETURN OF TITLE IV AND INSTITUTIONAL FUNDS IF A STUDENT WITHDRAWS FROM THE UNIVERSITY

Pacific Lutheran 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 withdraws before 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. For example, if a student withdraws when 50% of the semester has elapsed, 50% of Title IV funds will be returned to the federal programs. After 60% of the semester has elapsed, the student is considered to have used all aid received for the semester.

The return of Title IV funds is dependent upon the date a student withdraws during the semester.

Withdrawal date is defined as one of the following:

- The date the student began the withdrawal process;
- The date the student otherwise provided the school with official notification of the intent to withdraw; or
- For the student who does not begin the university's withdrawal process or notify the school of the intent to withdraw, the mid-point 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.

Pacific Lutheran University will:

1. Determine date of withdrawal
2. Calculate the percentage of aid deemed to have been used by the student
3. Calculate the percentage of aid not used by the student, which must be returned to federal programs.

Order of Return of Title IV Funds

If the withdrawal date results in a percentage of Title IV aid not used by the student, then the return of Title IV aid will occur in the following order:

1. Unsubsidized Federal Stafford loans
2. Subsidized Federal Stafford loans
3. Federal Perkins Loans
4. Federal PLUS loans
5. Direct PLUS loans
6. Federal Pell Grants
7. Federal SEOG Grants
8. Other assistance under this Title for which a return of funds is required.

University Refund Policy

In ordinary circumstances, a student who withdraws on or before the first two weeks of instruction in a semester receives a full refund of "tuition and fees." After the second week of instruction, refunds are given for full/complete withdrawals only (a student must withdraw from all classes to receive a refund).

Tuition refunds are 100% through the last day of the Drop/Add period. After that, tuition refunds are prorated on a daily basis until 60% of the semester has elapsed (Example: November 11, 2000, for fall semester, April 15, 2001, for spring semester), at which point there is no tuition refund. Refunds from university housing are also prorated on a daily basis, with meals refunded on a weekly basis.

NOTE: Housing deposits are not covered by Federal Financial Aid and are not refundable.

Notice of withdrawal must be given in writing to the Student Services Center, Pacific Lutheran University and received before the deadline above. Oral requests are not acceptable. Charges will remain on a student's account until written notice is received.

Unofficial Withdrawal

In the cases of unofficial withdrawal, the drop out date (defined as the last recorded day of class attendance as documented by the university) will be used to calculate a refund.

Medical Withdrawal

Students may also completely withdraw from all classes for a term for medical reasons. The student must provide written evidence from a physician to the vice president and dean for student life. The grade of "WM" will appear on the student's grade report and transcript. In cases of medical withdrawal, **all tuition charges for that semester will be removed. Because the student is not being charged tuition in this case, all university grants and scholarships are removed from the student's account. Federal Title IV aid will be refunded on a prorated basis, depending on the time of withdrawal. However, once 60% of the semester has elapsed, the aid for the entire semester will be considered used and will remain on the student's account.**

Procedures for Obtaining a Refund

1. Student requests withdrawal approval from the Registrar via the Student Services Center, using a withdrawal form.
2. Financial Aid will process the student's request for withdrawal according to the Federal Title IV policy 34CFR 668.22. Aid will be revised according to published federal policy.
3. The Business Office will give a tuition adjustment to the student's account for the percentage of tuition allowed to be refunded for that time period during the term (as determined by the Registrar's Office and the University Refund Policy).
4. Examples of the "Return of Title IV Funds if a Student Withdraws" are available in the Financial Aid and Student Employment Office.

NOTE: Please be aware that a refund due to withdrawal from the university can adversely affect what is owed to the university by the student. A tuition adjustment is applied to the student account, but aid is also reduced, sometimes creating a larger owing balance. Students should check with Financial Aid and Student Employment to research the effect a withdrawal will have on their student account.



Student Life

The quality of life cultivated and fostered within the university is an essential component of the academic community. The environment produced is conducive to a life of vigorous and creative scholarship. It also recognizes that liberal education is for the total person and that a complementary relationship exists between students' intellectual development and the satisfaction of their other individual needs. Interaction with persons of differing life styles, application of classroom knowledge to personal goals and aspirations, and co-curricular experiences are all available and total components of education at PLU. In a time when there is a need for meaningful community, the campus facilitates genuine relationships among members of the university from diverse religious, racial, and cultural backgrounds. All of the services and facilities provided are intended to complement the academic program. They reflect changing student needs, and the opportunities for student participation include virtually all aspects of the university. Individual attention is given to students' concerns, including a variety of specific services outlined here and on the web at plu.edu/~slif/.

CAMPUS MINISTRY

Pacific Lutheran University by its very nature is a place for the interaction between faith and reason. Opportunities for the mutual celebration of that faith on campus are rich and diverse.

Chapel worship is held Monday, Wednesday, and Friday mornings during each semester for all who wish to participate. The University Congregation meets in regular worship and celebrates the Lord's Supper each Sunday. Pastoral services of the university pastors are available to all students who desire them.

Several denominations and religious groups have organizations on campus, and there are numerous student-initiated Bible

study and fellowship groups. The Campus Ministry Council, an elected student and faculty committee, coordinates these activities in a spirit of openness and mutual respect. The Campus Ministry Office can be reached at (253) 535-7464 or on the web at plu.edu/~cmin/.

CAMPUS SAFETY AND INFORMATION

The personal safety of the PLU community is the number one goal of Campus Safety and Information. Campus safety officers are available to escort students, to provide vehicle jump starts, to unlock inadvertently locked vehicles, to assist in changing tires, to respond to medical emergencies and fire alarms, and to provide general telephone information services.

Visitor information and vehicle registration for parking on campus are available through the Campus Safety office 24 hours a day, seven days a week. The Campus Safety phone number is (253) 535-7441 and the website is plu.edu/~slif/cs/index.html/.

RESPONSIBILITIES OF COMMUNITY LIFE

Within any community certain regulations are necessary. Pacific Lutheran University adopts only those standards believed to be reasonably necessary and admits students with the expectation that they will comply with those standards. All members of the university community are expected to respect the rights and integrity of others. Conduct which is detrimental to students, faculty, staff, or the university, or which violates local, state, or federal laws, may be grounds for sanctions or for dismissal. The university prohibits the possession or consumption of alcoholic beverages on campus and limits the hours when students may have visitors of the opposite sex in their residence hall rooms. The *Student Handbook* contains the code of conduct for all students.

NEW STUDENT ORIENTATION

New student orientation endeavors to assist students and their families with the transition to PLU. The three-day fall program introduces students to many dimensions of PLU life. Fall orientation includes meeting with a faculty adviser, talking in small groups with other new students, becoming acquainted with campus services, and having some relaxed time with other students before classes begin. Special activities are also planned which respond to concerns of families of new students. While January and spring orientations are more condensed, they also provide new students with an introduction to academic life and co-curricular activities. Phone 253/535-7452 for more information about new student orientation or check the website at plu.edu/~slif/.

ACCESSIBILITY

The university complies with the American with Disabilities Act and Section 504 of the Rehabilitation Act and provides reasonable accommodations to students with disabilities. Coordination of services is through the Counseling and Testing Office (253) 535-7206. Information is available on the Counseling and Testing website at plu.edu/~slif/ct/index.html.

RESIDENTIAL LIFE

The university requires that all full-time (12 or more semester hours) students live and eat on campus unless the student meets one of the three following conditions: 1) is living at home with parent(s), legal guardian(s), spouse or child(ren); 2) is 20 years of age or older on or before September 1 for the academic year or February 1 for spring semester; or 3) has attained junior status (60 semester hours) on or before September 1 for the academic year or February 1 for spring semester.

As a residential campus, Pacific Lutheran University offers students a valuable experience in community living. The university recognizes the importance of nonclassroom activities in providing an education. The aim of residential living is to help students grow personally, socially, culturally, and spiritually.

Campus residences are organized into communities in which each individual counts as a person. New knowledge shared with

friends in the residence halls takes on a very personal meaning. Men and women of many backgrounds and cultures live on campus; therefore, students in residence have a unique opportunity to broaden their cultural horizons.

The university cares about the quality of life on campus. The attractive and comfortable residence halls enrich the quality of life and enhance the learning process. The university offers students high-quality housing opportunities including student leadership experience, formal and informal programs, and peer associations. The student governing bodies are strong and actively participate in campus life.

A selection of modern, attractive halls, each with its own traditions and unique advantages, offers students the opportunity to establish a comfortable living pattern. All halls include informal lounges, study rooms, recreation areas, and common kitchen and laundry facilities.

Most of the halls are co-educational. Although they are housed in separate wings, men and women in co-ed halls share lounge and recreation facilities and common residence government, and participate jointly in all hall activities. One all-women's hall is available for those women who desire this living experience.

An all single-room hall has been established for those 21 years of age or older, or who have attained senior or graduate status. This independent living environment is intended to meet the needs of the older student.

An apartment-style residence hall, opening Fall 2000, is designed for students who are 20 years of age or older, or who have attained a minimum of junior status. This living option will provide for some added independence while continuing the many benefits of campus living.

Further information regarding residence halls can be obtained from the Residential Life Office: (253) 535-7200 or on the web at plu.edu/~rlif/.

STUDENT ACTIVITIES

Student activities are regarded as essential factors in higher education. Some are related to courses of instruction such as drama, music, and physical education; others are connected more closely to recreational and social life. Involvement in student activities provides practical experience and at the same time develops an understanding of self in relation to others. Co-curricular programs include student government (Associated Students of PLU and Residence Hall Association), sports activities (varsity, intramural, and club sports), student media (newspaper, yearbook, artistic magazine, radio, and television), student clubs and organizations, and community service programs. With over 100 student activities in which to become involved, there is sure to be at least one which will enrich a person's college experience. Contact the Student Involvement and Leadership Office at (253) 535-7195 for more information or check out the website at plu.edu/~slif/si/index/html.

VOLUNTEER CENTER

PLU's Volunteer Center, run by students and housed in the Center for Public Service, seeks to give students opportunities to put to work their dreams for a better world. The Volunteer Center has listings for over 100 organizations who need volunteers. Students can stop by and browse through the placement lists, or make an appointment with one of the Volunteer Center coordinators who help match students with organizations. Class projects, residence hall group activities, one day or several, the Volunteer Center can help you help! Drop by or phone (535-8318) and discover how easy it is to make a big difference in life!

WOMEN'S CENTER

The Women's Center provides services, referrals, and support to all students, faculty, and staff of the university. The climate of the center is such that all persons are valued and empowered to pursue their individual and collective goals. The Center offers peer-support groups, educational resources, and programs which

celebrate the talents and creative expressions of women. The Women's Center also is the main sponsor of Women's History Month activities held every March. The Women's Center is located at 1004 124th Street S.

MULTIETHNIC RESOURCES

Multiethnic Resources serves students of color. Special activities, peer mentoring and advising, leadership opportunity, and other support services are available. Clerical assistance and other services are also available to support special projects and research focusing on national race-related issues. Multiethnic Resources is housed in Student Involvement and Leadership, located on the lower level of the University Center. The website is plu.edu/~slif/mr/index/html.

INTERNATIONAL STUDENT SERVICES

International Student Services provides assistance to international students in adjusting to the university and in meeting both education (career) and personal needs. Services include orientation, registration, and on-campus liaison with other university offices. Assistance with immigration and government regulations as well as immigration procedures regarding temporary travel, work applications, and extensions of stay is available.

OFF-CAMPUS STUDENT SERVICES/ADULT STUDENT SUPPORT SERVICES

The Office of Student Involvement and Leadership (SIL) provides administrative support and services to assist off-campus and adult students. Students who commute to the campus can find special services and resources to make their time at PLU satisfying and productive. The Associated Student Government (ASPLU) has a director of off-campus student relations and five student senate positions dedicated to representing the interests and needs of commuting students. Students may sign up for an off-campus student list serve to stay abreast of programs and information directed to all students. An off-campus newsletter is available monthly on the ASPLU website (and students may have print version sent to their homes by signing up at ASPLU). The ASPLU website is plu.edu/~asplu/.

Students needing to establish emergency contact while on campus can use the SIL Campus Locator Service and "local use" telephone. To register, bring class schedule and on-campus work information to the Student Involvement and Leadership Office, UC 153. Additionally, the associated student government director of off-campus student relations serves as an advocate for adult student needs. Off-campus student lounges are available in the University Center, Hauge Administration Building, and Rieke Science Center.

ENVIRONS

The university's geographical setting affords students a wide variety of both recreational and cultural entertainment options. Recreationally, the grandeur of the Pacific Northwest encourages participation in hiking, camping, climbing, skiing, boating, and swimming.

The most conspicuous natural monument in the area is Mt. Rainier. In addition to Rainier, the distinctive realms of the Cascade and Olympic mountain ranges and forests of Douglas Fir complete one of the most naturally tranquil environments in the United States.

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

STUDENT SERVICES

Health Services is staffed with two nurse practitioners and one physician assistant. A physician is available for consultation and referral. Services available include outpatient primary care, immunizations, allergy shots, preventive health care, pap smears, testicular and breast exams, birth control, pregnancy testing and counseling. Also offered are: sexually transmitted disease infor-

mation, testing and treatment; consultations for travel guidelines and immunizations, eating disorders, substance abuse, and tobacco usage; and health education on a wide variety of health concerns.

Sickness and Accident Insurance is available to all students on a voluntary basis. Health Services strongly urges all students to have medical insurance. The Group Accident and Sickness Plan offers coverage 24 hours a day, 12 months a year, anywhere in the world. This plan is available throughout the year. Information about the insurance policy can be found on the Health Services website listed below.

The Immunization Policy states that all students born after December 31, 1956, are required to provide on the university health history form an immunization record of two measles, mumps, rubella vaccinations (MMR) after the first birthday. This information must be on file before a student is permitted to register.

International students, faculty, and scholars from countries at risk will be required to have a tuberculosis skin test (purified protein derivative-ppd). This test will be done at the Health Services after arrival at the university. The cost is \$15.00. Documentation of tetanus-diphtheria immunization is also required.

Questions about the immunization policy should be directed to Health Services at 253-535-7337 or on the web at plu.edu/~slif/hs/index.html.

Counseling and Testing Services assists students in coping with developmental issues. Trained and experienced psychologists and counselors offer individual assessments, and a consulting psychiatrist is available for evaluations and possible medications. A variety of personality/interest inventories and psychological tests are available to assist students with career planning, educational adjustment, and personal problems. Coordination of services for students with disabilities is also available.

Dining Services, owned and operated by Pacific Lutheran University, is available to all students, faculty, staff, and their guests. Students living on campus are required to be on a meal plan. "Grab and Go" items are available during peak lunch hours. No deductions are made for students eating fewer meals than previously contracted for unless granted by the director of dining services.

Residential students are offered 3 meal options: Any 20, 15, or 10 meals per week. Students living off-campus are encouraged to select one of these meal plans or the flexible meal plan offered only to off-campus students.

Students with special dietary requirements, specifically approved in writing by a physician, can in most cases be accommodated by contacting the dining services director. This service is provided at no extra cost.

Visitors may eat in any of the facilities.

Scheduling Services for meeting rooms are maintained in the University Center. All university activities must be scheduled through this office. Scheduling activities is a joint responsibility of the requesting group, scheduling coordinator, and the University Center Office.

PLU Bookstore is owned and operated by Pacific Lutheran University for the benefit of students, faculty, and staff. The bookstore sells textbooks required for classes. Supplies, gifts, cards, and convenience store items are also available. Computer software at discounted prices is available or can be special ordered. Apple and Gateway computers at educational prices can be purchased through the bookstore. Special book orders are welcome.

PLU Northwest is a unique gift shop located at 407 Garfield Street in historic Parkland. Featuring Northwest pottery, clothing, and foods, the store also offers books and gifts depicting Northwest themes and authors.

See the websites at plu.edu/~bkst and plu.edu/~bkst/nw.

Career Development (housed with Academic Advising for students' convenience) strives to provide a program of career development and life planning. Students are assisted in integrating their personal values and aptitudes with career choices through individual counseling, workshops, residence hall presentations, and a computerized career guidance program. The office staff assist students and first-year alumni in developing job-search techniques by providing an extensive career library of opportunities in specific majors, industry directories, and employment forecasts. Additionally, the office coordinates a schedule of recruiters from industry, business, government, and graduate schools.

The center coordinates and promotes all part-time and full-time employment opportunities for students, including listings of local jobs, nation-wide internships, and summer employment opportunities. Specially selected forums throughout the year also bring students and employers together, in order to help students find work that is both financially and personally rewarding.

A more comprehensive list of services is outlined on the center's website (www.plu.edu/~slif/cd/index.html) including a link to the online program, eRecruiting. This program is a fully integrated employment and recruiting service available to students 24 hours a day, seven days a week. Students may access job listing, post their resumes, and contact employers from any computer with an Internet connection.

GRIEVANCE PROCEDURES

Policies and procedures at the university are intended to maintain an orderly educational environment conducive to student learning and development. In order to fulfill institutional responsibility and at the same time follow procedures that are fair, consistent, and protective of each person's rights, appropriate grievance procedures have been established. If a student has reason to believe that an academic or administrative action is unjust, capricious, or discriminatory, these procedures are available for the student to seek redress.

The university has a team of grievance officers to facilitate the grievance process. The grievance officers are Susan Mann (535-7187), Patricia Roundy (535-8786), Richard Seeger (535-8786), and William Yager (535-8722). Any of the grievance officers may be contacted to receive assistance.

Copies of grievance procedures are available for review at the office of each grievance officer.



Academic Procedures

Advising

The university expects that all students, at one time or another, will need assistance in planning academic programs consistent with their needs and goals. Both to help students make their initial adjustment to the academic load at PLU and to provide occasional counsel throughout their academic careers, the university has established a network of faculty advisers and an Academic Advising Office.

Faculty Advisers – All students enrolled in degree programs have faculty advisers whose overall responsibility is to guide academic progress. In their work with individual students, advisers have the assistance of personnel in a number of student services offices: the Academic Advising Office, the Academic Assistance Center, the Career Development Office, Counseling and Testing Services, the Multiethnic Resource Center, the Campus Ministry, the international student adviser, and residence hall directors and resident assistants.

Transitional Advisers: At the time of entry, each student is assigned a transitional adviser, usually according to interests expressed by the student. Students who wish to explore the general curriculum before choosing a major program are assigned to exploratory advisers (professional advising or counseling staff or especially trained faculty) who will help them to make educational plans appropriate to their interests and talents. Transitional advisers are supported by educational planning workshops and by Psychology 113 Career and Educational Planning.

During a student's first semester, an advising file is created for the student's adviser, and a "Big Envelope," an advising guide and record-keeping folder, is issued to each student.

Major Advisers: Upon formal declaration of a major, students are assigned major advisers to replace their general advisers. Major advisers guide students' progress toward their chosen degree goals.

Students may change advisers as appropriate or necessary, using a simple adviser change form. Students and advisers are expected to meet regularly, though the actual number of meetings will vary according to individual needs. Minimally, three meetings are required during the freshman year and one each year thereafter, though all students are encouraged to meet with their advisers as often as seems necessary or useful.

Registration

The Student Services Center provides many services for students and alumni. The center serves as a focal point for all matters concerning enrolling in courses, confirming schedules, and issuing official and unofficial transcripts.

EARLY REGISTRATION FOR RETURNING STUDENTS

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

EARLY REGISTRATION PROGRAM FOR ENTERING STUDENTS

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

- Most students have the opportunity to work personally with an adviser as they plan their schedules.
- A limited number of students may register by mail, and their course selections are verified by a counselor.

REGISTRATION PROCEDURES

Students may register by using the computerized tele-registration system accessible from any tone-generating telephone or by using Banner Web, an online registration system. In addition to registering, tele-registration and Banner Web also offer students the ability to add or drop a class, check their schedules, and access final grades. The phone number for tele-registration is 253/535-8935. Banner Web may be accessed through the PLU home page (www.plu.edu). Students may contact the Student Services Center with registration questions.

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

Adding or Dropping a Course: A student may add or drop a course at any time during the first ten days of class during a full-length semester. During the add/drop period, courses may be dropped and tuition will be refunded in full. In most cases, adding and dropping can be accomplished using tele-registration or Banner Web. See the *January term and summer catalogs for the add/drop periods for those terms.*

WITHDRAWAL FROM A COURSE

If a student does not wish to continue a course after the add/drop period, the student must withdraw from the course. Tuition is not refunded. A \$50 administrative fee is charged for any registration change after the add/drop period.

Official Withdrawal: To withdraw officially, the student needs to obtain a withdrawal form from the Student Services Center, fill in the form, have the instructor sign the form, and submit the completed form to the Student Services Center. Withdrawal forms must be submitted before the end of the twelfth week. A W grade will appear on the student's grade report and transcript. See the *January term and summer catalogs for the last dates to withdraw during those terms.*

Unofficial Withdrawal: A student who stops attending a course before the end of the twelfth week but does not withdraw may receive an unofficial withdrawal. The grade of UW will appear on the student's grade report and transcript. If it can be determined that a student never attended a course, the registration will be cancelled without notation on the transcript.

WITHDRAWAL FROM THE UNIVERSITY

Students are entitled to withdraw honorably from the university if their record is satisfactory and all financial obligations are satisfied. Partial tuition refunds are available. Refer to the "Tuition and Fees" section of this catalog for more information.

Medical Withdrawal: Students may also completely withdraw from the university for a term for medical reasons. The student must provide written evidence from a physician and a personal explanation to the vice president and dean for student life. This must be completed in a timely manner and in no case later than the last day of class in any given term. If granted, the grade of WM will appear on the student's grade report and transcript.

STUDENT COURSE LOADS

The normal course load for undergraduate students during fall and spring semesters is 13 to 17 hours per semester, including physical education. The minimum full-time course load is 12 hours. The minimum full-time load for graduate students is

8 hours. A normal course load during the January term is 4 hours with a maximum of 5 hours.

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

CREDIT RESTRICTIONS

An undergraduate student may repeat any course. The cumulative grade point average is computed using the highest of the grades earned. Credit toward graduation is allowed only once. Credit is not allowed for a mathematics or a foreign language course listed as a prerequisite if taken after a higher-level course. For example, a student who has completed Spanish 201 cannot later receive credit for Spanish 102.

THE GRADING SYSTEM

Students are graded according to the following designations:

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

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

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

Incomplete (I) grades indicate that students did not complete their work because of circumstances beyond their control. To receive credit, an incomplete must be converted to a passing grade within the first six weeks of the following semester. Incomplete grades that are not converted by removal are changed to the grade indicated by the instructor when the incomplete was submitted. An incomplete is not a permanent grade. An incomplete does not entitle a student to attend class again without reregistering.

Medical Withdrawal (WM) is entered when a course is not completed due to medical cause. A medical withdrawal does not affect a student's grade point average. See *Withdrawal from the University*, previously listed.

In Progress (IP) signifies progress in a course which normally runs more than one semester to completion. In Progress carries no credit until replaced by a permanent grade.

The Registrar's Office reserves two grade designations for exceptional circumstances. These special Registrar's Office notations are described below:

Grade	Description	Credit Awarded
NG	No Grade Submitted	No
UW	Unofficial Withdrawal	No

No Grade (NG) is a temporary grade entered by the Registrar's Office when no grade has been submitted by the established deadline.

Unofficial Withdrawal (UW) may be entered when a course is not completed because of a student's nonattendance in the days before the withdrawal deadline. See *Withdrawal from the University*, previously listed.

The 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 8 credit hours (regardless of repeats, pass or fail).
- Only one course may be taken pass/fail in fulfillment of general university or core requirements or of the College of Arts and Sciences requirement.
- The pass/fail option may not be applied to a course taken for fulfillment of a major or minor program. An exception to this is allowed for one course in the major or minor field if it was taken before the major or minor was declared.
- Students must file their intention to exercise the pass/fail option with the Student Services Center no later than the mid-point of the course. In a full-length semester, this is last day of the eighth week.
- The pass/fail option is limited to undergraduate students only.

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

CLASS ATTENDANCE

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

ACADEMIC HONESTY

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

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

The university's policy on academic integrity and its procedures for dealing with academic misconduct are detailed in the *Student Handbook*.

ACADEMIC STANDING POLICY

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

Good Standing: All students enrolled at the university are expected to stay in good academic standing. Good standing requires a semester grade point average of 2.00 or higher for the immediate past semester, and satisfactory academic progress.

Satisfactory Academic Progress: Satisfactory academic progress shall be defined as completion of at least 75% of credit hours attempted in an academic year. Failure to complete includes withdrawals, incompletes, and grades of E or F. The Committee for the Admission and Retention of Students reserves the right to review for academic status those students who fail to maintain satisfactory academic progress. The committee shall regularly identify such students, review their records, consider extenuating circumstances, and decide whether or not the students shall be placed on academic probation.

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

Academic Warning: Students whose most recent semester grade point average was less than 2.00, whose cumulative grade point average is 2.00 or higher, and whose academic progress is satisfactory are placed on academic warning and sent warning letters. Students whose cumulative and semester grade point averages are below 2.00 at the end of their first semester at PLU are also placed on academic warning.

Probation: Students other than first semester students are placed on probation if their cumulative grade point average falls below 2.00, or if they have been on warning in the previous semester and have failed to return to good academic standing, or (at the discretion of the Committee for the Admission and Retention of Students) if they have failed to maintain satisfactory academic progress. Probationary students must meet with the director of advising before the tenth day of a probationary semester to draw up a plan for improving their academic work. Academic probation is noted on the transcript. Failure to satisfactorily complete each course attempted in a probationary semester may result in dismissal from the university. Failure to complete includes withdrawals, incompletes, and grades of E or F.

A probation plan may specify requirements agreed on by the student and director of advising: assignment to a probationary adviser, specified contact with the adviser, limitation of credit load, limitation on work or activities, registration in a study skills class, etc. Copies of the agreement are sent to the student and probationary adviser. At the end of the semester, the adviser returns one copy to the director of advising indicating whether or not the student has made an effort to meet the terms of the probationary agreement. This copy is filed in the Office of the Registrar and may be used to make decisions regarding continued probation and academic dismissal.

Continued Probation: Students whose cumulative grade point averages are still below 2.00 after a probationary semester, but whose last semester grade point averages are above 2.00 and who are otherwise in good standing, may be granted one additional semester of probation at the discretion of the Committee for the Admission and Retention of Students. Such students must participate in the probationary semester program. Failure to satisfactorily complete each course attempted in a probationary semester may result in dismissal from the university. Failure to complete includes withdrawals, incompletes, and grades of E or F.

Academic Dismissal: Students not in good standing at the end of a probationary semester are dismissed from the university. They may apply for reinstatement by petitioning the Committee for the Admission and Retention of Students (in care of the director of advising). If the petition is approved, the reinstated student is on probation and must participate in the probationary semester program. If the petition is denied, the student may petition again after one semester unless otherwise informed. Students are dismissed for academic reasons after each fall and spring semester.

Second Academic Dismissal: A readmitted student who fails to attain a 2.00 cumulative grade point average in the semester after reinstatement, but whose semester grade point average is above 2.00, may be granted *one* additional semester of probation at the discretion of the Committee for the Admission and Retention of Students. If a semester grade point average of 2.00 is not earned in the probationary semester, or if a student fails to achieve a 2.00 cumulative grade point average after a second probationary semester, the student is dismissed a second time and may not apply for reinstatement until one full semester has passed, and then only if new evidence is presented indicating the student's probable success. This rule also applies to a readmitted student who attains good standing and is then dismissed a second time for academic reasons.

ELIGIBILITY FOR STUDENT ACTIVITIES

Any regularly enrolled, full-time student (12 hours or more) 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 extracurricular activities.

CLASSIFICATIONS OF STUDENTS

Freshmen: students who have met freshman entrance requirements.

Sophomores: students who have satisfactorily completed 30 hours.

Juniors: students who have satisfactorily completed 60 hours.

Seniors: students who have satisfactorily completed 90 hours.

Graduate Students: students who have met graduate entrance requirements and have been accepted into the Division of Graduate Studies.

Non-Degree Undergraduates: undergraduate students who are attending part-time for a maximum of 8 hours but are not officially admitted to a degree program.

Non-Degree Graduate Students: graduate students who are attending part-time for a maximum of 9 hours but are not officially admitted to a degree program.

HONORS

Honors Program: PLU offers its university Honors Program to students seeking a special academic challenge in classes with equally capable peers. Incoming freshmen may apply for a course of study that includes a minimum of 26 hours of honors-level courses. The program centers on the theme "Taking Responsibility: Matters of the Mind, Matters of the Heart" and integrates academic and experiential learning opportunities, with the objective of preparing participants for lives of service and servant leadership. See the "Honors Program" section of this catalog for further details.

Honors at Entrance: These honors are conferred at Opening Convocation on the most highly qualified entering freshmen. Certificates, which are mailed in early May to high schools for presentation to recipients, recognize outstanding high school achievement and anticipate superior performance at the university level. These awards have no monetary value and do not constitute acceptance into the Honors Program.

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*. All transfer grades are combined with PLU grades to determine eligibility. Physical education activity courses are not included in determining graduation honors.

Dean's List: A Dean's List is created at the end of each semester. To be eligible, a student must have attained a semester grade point average of 3.50 with a minimum of 12 graded hours.

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

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

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

- Alpha Psi Omega (Drama)
- Beta Gamma Sigma (Business)
- Mu Phi Epsilon (Music)
- Pi Kappa Delta (Forensics)
- Omicron Delta Epsilon (Economics)
- Sigma Theta Tau (Nursing)

Undergraduate Fellows: A limited number of undergraduate fellows are appointed annually. These appointments are given to outstanding senior students with a view to encouraging recipients to consider college teaching as a career. An undergraduate fellow is given a variety of opportunities to sample the professional life and work of a faculty member in his or her major discipline. A tuition credit accompanies the appointment.

CREDIT BY EXAMINATION (CHALLENGE)

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

To receive credit by examination, students must complete a Credit By Examination Registration Form available in the Student Services Center, obtain the signature of the respective department chair or dean, and arrange for the examination with the appropriate instructor. The completed form must be returned to the Student Services Center before the examination is taken. Grades for credit by examination will be submitted by the instructor along with all other grades at the end of the term.

CLEP general examinations are given elective credit only. The various schools, divisions, and departments determine the specific CLEP subject examinations which may fulfill requirements for majors, programs, or general university requirements in their respective academic areas. These examinations are subject to

recommendations by the Educational Policies Committee and approval by the faculty.

The minimum passing level for CLEP examinations taken at Pacific Lutheran University is the fiftieth percentile.

CLEP credits granted by other universities, colleges, and community colleges, which are earned before entrance, are honored by Pacific Lutheran University. The application of those credits toward majors, programs, and general university requirements is consistent with school, divisional, and department policies and standards.

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

NON-CREDIT INFORMAL STUDY

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

Guest of University Status: Teachers and officials of other institutions, visiting scholars and artists, and other professional persons who wish to use university facilities for independent study may apply to the provost for cards designating them as guests of the university. Such persons, in their use of facilities, will defer to the needs of students and faculty members.

Auditing Courses: To audit a course is to enroll, with the permission of the instructor, on a non-credit basis. An auditor is encouraged to participate fully in class activities but is not held accountable for examinations or other written work and does not receive a grade. If the instructor approves, the course may be entered upon the transcript as Audit. With the approval of the instructor or the department, the student may gain credit for an audited course by passing an examination set by the instructor or the department. Audit fees are the same as credit fees.

Visiting Classes: Members of the academic community are encouraged to visit classes which interest them. No fee is charge for the privilege. Because regularly enrolled students must be given first consideration, persons desiring to visit classes are required to ask permission of the instructor. Visitors are guests of the classes and must conduct themselves accordingly.

GRADUATION

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

DEGREE COMPLETION	BACHELOR'S AND MASTER'S DEADLINE
May 2001	November 1, 2000
August 2001	March 1, 2001
December 2001	May 1, 2001
January 2002	May 1, 2001

There are four degree-completion dates (end of summer session, fall semester, January, and spring semester). Degrees are formally conferred at August, December, and May commencements. Students with January degree dates are expected to take part in the December commencement. The actual date of graduation will be recorded on the permanent records.

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

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 thought and ideas. Our emphasis on literacy begins with courses designed to fulfill the university writing requirement, courses in which students

learn to use various kinds of academic and personal writing, to read different kinds of texts more effectively, and to organize the powers of clear thought and expression.

The university's commitment to excellent writing is reflected in the Writing Center, where trained student consultants from a variety of disciplines help students of varying abilities by reading and responding to papers still in draft.

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.

Because errors are a distraction and a symptom of carelessness in all disciplines, students in all courses are expected to observe the conventions of formal English in their finished work. But literacy is more than correctness. At Pacific Lutheran University reading and writing are part of the process of liberal education.

General University Requirements

The university is committed to providing a strong liberal arts base for all its baccalaureate degree programs. Accordingly, in addition to fulfilling certain minimum requirements, all undergraduate students must satisfactorily complete all general university requirements (GURs). No course used to satisfy one GUR may be used to satisfy another, except limited such use in the Perspective on D versity requirements.

SPECIFIC REQUIREMENTS – ALL BACCALAUREATE DEGREES

1. The Freshman Experience

The Examined Life: Into Uncertainty and Beyond

The freshman year program provides a supportively challenging context in which to begin the quest for, and adventure of, a larger vision for life. University education is about more than skills; at PLU it is about liberating students for critical and committed living, combining well-developed critical capacities with compassion and vision for service in a multicultural, ideologically plural world.

In addition to orientation and advising programs, the freshman year program is composed of three courses. One of the two seminars must be taken in the student's first semester. Freshman year program requirements must be completed during the student's freshman year.

1a. Inquiry Seminar: Writing (4 hours)

These seminars focus on writing, thinking, speaking, and reading. They involve writing as a way of thinking, of learning, and of discovering and ordering ideas. Taught by faculty from the university's various departments and schools, these seminars are organized around topics that engage students and faculty in dialogue and provide the opportunity to examine issues from a variety of perspectives.

NOTE: Credits earned by Advanced Placement–English and International Baccalaureate–English do not satisfy this requirement, though they may be used for elective credit. Students with officially transcribed college writing courses, including those in Washington State's Running Start program, are nonetheless eligible to enroll in the writing seminar for credit, or they may choose to use their previous credits to satisfy the writing seminar requirement.

1b. Inquiry Seminar: Critical Conversation (2 hours)

These seminars involve learning how to participate in the exchange of ideas through the experience of articulating questions, listening for meaning and nuance in what others write and say, seeing ideas and positions in context, arguing, moving to consensus, and living with conflict. Like the 1a

General University Requirements (GURs)

FRESHMAN EXPERIENCE (10-12 HOURS)	CORE REQUIREMENTS EITHER CORE I OR CORE II	OTHER GURs (20-28 HOURS)	
WRIT 101 – Inquiry Seminar: Writing (4) CRIT 117 – Critical Conversation (2 or 4) Freshman January Term (4)	Core I – Distributive and Disciplinary (32 hours) Art, Music, Theatre (4) Literature (4) Philosophy (4) Religious Studies (8) Anthropology, History, or Political Science (4) Economics, Psychology, Sociology, or Social Work (4) Natural Sciences, Computer Science, or Mathematics (4)	Core II – International Core: Integrated Studies of the Contemporary World (28 hours) INTC 111 – Authority and Discovery (4) INTC 112 – Liberty and Power (4) Four 200-level thematic courses (16) One 300-level course (4)	Mathematical Reasoning (4) Science and the Scientific Method (4) Writing (4), unless taken in freshman year Perspectives on Diversity (6-8) Alternative Perspectives Cross-Cultural Perspectives Physical Education (4) Senior Seminar/Project in Major (2-4)

writing seminars, these seminars are taught by faculty from various departments and schools. All are numbered 117-119 in their respective departments. When taught in January, these seminars are 4 hours.

1c. *Freshman January Term* (4 hours)

These courses fulfill one of the other general university requirements and are designed both for freshman students and to take advantage of the format of the January term.

2. **One of Two Alternative Cores: Core I or Core II**

Core I: The Distributive Core (32 hours)

a. Arts/Literature (8 hours, 4 from each line)

1. Art, Music, or Theatre
2. Literature (English or Languages and Literatures)

b. Philosophy (4 hours)

NOTE: Logic courses do not fulfill this requirement.

c. Religious Studies (8 hours, 4 from each of two lines)

1. Biblical Studies
2. Christian Thought, History, and Experience
3. Integrative and Comparative Religious Studies

NOTE: Transfer students entering as juniors or seniors are required to take 4 semester hours of religion (from lines 1 or 2) unless presenting 8 transfer hours of religion from other accredited colleges or universities.

d. Social Sciences (8 hours, 4 from each line)

1. Anthropology, History, or Political Science
2. Economics, Psychology, Sociology, or Social Work

e. Natural Sciences, Computer Science, Mathematics (4 hours)

Core II: The International Core: Integrated Studies of the Contemporary World (28 hours)

a. INTC 111, 112 Origins of the Contemporary World (8 hours)

b. Four 200-level INTC courses (16 hours). Normally taken in the second and third years. May include approved program of study abroad. Students select four courses subject to approval of the International Core Committee.

c. One 300-level INTC course (4 hours)

3. **Mathematical Reasoning** (4 hours)

A course in mathematics or applications of mathematics, with emphasis on numerical and logical reasoning and on using appropriate methods to formulate and solve problems. This requirement may be satisfied by any 4 hours from mathematics (except Math 9I or Math 99) or by Computer Science 115 or by Statistics 231. This requirement may also be satisfied by the completion (with at least a B average) of the equivalent of four years of college preparatory mathematics (through mathematical analysis or calculus or equivalent). In fulfilling the mathematical reasoning requirement, students with documented disabilities will be given reasonable accommodations as determined by the coordinator for students with

disabilities and the appropriate faculty member in consultation with the student.

4. **Science and the Scientific Method** (4 hours)

A science course that teaches the methods of science, illustrates its applications and limitations, and includes a laboratory component. At least one of the courses taken to meet line 4 or 2 (Core I, e) must be a course in which the subject is natural sciences, i.e., physical or biological science.

5. **Writing Requirement** (4 hours)

All students must complete 4 credit hours in an approved writing course. Freshmen satisfy this requirement through the Inquiry Seminar: Writing.

6. **Perspectives On Diversity** (6-8 hours)

A course in each of the following two lines. The only 2-hour courses that can satisfy either of the following lines completely are the freshman Critical Conversation seminars (1B).

- a. *Alternative Perspectives (2-4 hours)*: A course which creates an awareness and understanding of diversity in the United States, directly addressing issues such as ethnicity, gender, disability, racism, or poverty.
- b. *Cross-Cultural Perspectives (2-4 hours)*: A course that enhances cross-cultural understandings through examination of other cultures. This requirement may be satisfied in one of three ways: (i) a course focusing on the culture of non-Euro-American societies; (ii) a 201 or higher-level course in a language used to satisfy the admission requirement, or 8 credits in a language not previously studied, except sign language (These language courses may also be used in satisfying the Arts and Sciences Requirement, Options I or II); or (iii) participation in an approved semester-long study abroad program (January term programs are evaluated individually).

NOTE: 2-4 hours of Perspectives on Diversity courses may be used to fulfill another general university requirement. The remaining 4 hours must be a course that does not simultaneously fulfill any other general university requirement. These 4 hours may, however, satisfy a requirement in the major.

Junior and senior transfer students shall either take one Perspectives on Diversity course (4 credit hours) at PLU that does not simultaneously fulfill another general university requirement, or they shall show that they have satisfied both the alternative perspectives and cross-cultural perspectives lines of the requirement.

7. **Physical Education** (4 hours)

Four different physical education activity courses, including PHED 100. One hour of credit may be earned through approved sports participation. All activities are graded on the basis of A, Pass, or Fail.

8. **Senior Seminar/Project** (2–4 hours as designated by the academic unit of the student's major)
A substantial project, paper, practicum, or internship that culminates and advances the program of an academic major. The end product must be presented to an open audience and critically evaluated by faculty in the student's field. With approval of the student's major department, interdisciplinary capstone courses such as the Global Studies Research Seminar or the Honors Program Challenge Experience may fulfill this requirement.

Understandings Regarding All Requirements. (1) Consult particular departmental sections of the catalog for detailed specification of courses that count for these requirements. (2) For those lines of the general university requirements which refer to academic disciplines or units, selected courses outside those units may count for the requirement when approved both by the units and by the committee overseeing the general university requirements.

GENERAL REQUIREMENTS AND LIMITATIONS – ALL

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

1. **Total Hours and Cumulative GPA:** A minimum of 128 semester hours must be completed with a grade point average of 2.00 (2.50 in the Schools of Business and Education).
2. **Upper-Division Courses:** 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. At least 20 of the minimum 40 semester hours of upper-division work must be taken at PLU.
3. **Final Year in Residence:** The final 32 semester hours of a student's program must be completed in residence at PLU. No transfer credit may be applied during a student's final 32 hours in a degree program. (Special programs such as 3-1, 3-2 and semester and January term exchange study are excluded from this limitation.)
4. **Academic Major:** A major must be completed as detailed by each school or department. At least 8 semester hours must be taken in residence. Departments, divisions, or schools may set higher residency requirements.
5. **Grades for Major Courses:** 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.
6. **44 Hour Limit:** Not more than 44 hours earned in one department may be applied to the B.A. or B.S. degrees.
7. **Music Ensembles:** Non-music majors may count toward graduation requirements not more than 8 semester hours in music ensembles.
8. **Correspondence/Extension Courses:** A maximum of 24 hours in accredited correspondence or extension studies may be credited toward degree requirements, contingent on approval by the registrar.

9. **Community College Courses:** A maximum of 64 hours will be accepted by transfer from an accredited community college. All community college courses are transferred as lower-division credit.
0. **Physical Education Courses:** No more than eight 1-hour physical education activity courses may be counted toward graduation.
1. **Foreign Language Requirement:** All candidates for B.A., B.S., B.A.P.E., B.A.Rec., or B.S.P.E. degrees must complete one of three options involving a foreign language or specified alternative. See above and under *College of Arts and Sciences*.

COLLEGE OF ARTS AND SCIENCES REQUIREMENTS

In addition to meeting the entrance requirement in foreign language (two years of high school language, one year of college language, or demonstrated equivalent proficiency), candidates in the College of Arts and Sciences (all B.A., B.S., B.A.Rec., B.A.P.E., and B.S.P.E. degrees) must meet Option I, II, or III below:

- I. Completion of one foreign language through the second year of college level. This requirement may also be satisfied by completion of four years of high school study in one foreign language or by satisfactory scores on a proficiency examination administered by the PLU Department of Languages and Literatures.
- II. Completion through the first year of college level of a foreign language other than that used to satisfy the foreign language entrance requirement. This option may also be met by satisfactory scores on a proficiency examination administered by the PLU Department of Languages and Literatures.
- III. Four semester hours in history, literature, or language (at the 201 level, or at any level in a language other than that used to satisfy the foreign language entrance requirement) in addition to courses applied to the general university requirements, and four semester hours in symbolic logic, mathematics (courses numbered 100 or above), computer science, or statistics in addition to courses applied to the general university requirements.

High school languages used to satisfy any of the above options must have been completed with grades of C or higher.

Courses used to satisfy either category of Option III of the College of Arts and Sciences requirement may not also be used to satisfy general university requirements. Any college-level foreign language course numbered 201 or above used to satisfy Option I and any completion of college-level language through 102 used to satisfy Option II may also be used to satisfy the Perspectives on Diversity requirement in Cross-Cultural Perspectives.

Candidates for the B.A. in English, for the B.A. in Education with concentration in English, for the B.A. in Global Studies, for the B.B.A. in International Business, and for election to the Arete Society must meet Option I above.



Degree and Course Offerings

Academic Structure

College of Arts and Sciences

Division of Humanities

English
Languages and Literatures
Philosophy
Religion

Division of Natural Sciences

Biology
Chemistry
Computer Science and
Computer Engineering
Geosciences
Mathematics
Physics

School of the Arts

Art
Communication and Theatre
Music

School of Business

School of Education

School of Nursing

School of Physical Education

Division of Social Sciences

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

Degrees Offered

Bachelor's Degrees

Bachelor of Arts
Bachelor of Science
Bachelor of Arts in Education
Bachelor of Arts in Physical
Education
Bachelor of Arts in Recreation
Bachelor of Business
Administration
Bachelor of Fine Arts
Bachelor of Music
Bachelor of Music Education
Bachelor of Musical Arts
Bachelor of Science in Nursing
Bachelor of Science in
Physical Education

Master's Degrees

Master of Arts in Education
Master of Arts in Education
with Initial Certification
Master of Arts (Marriage and
Family Therapy)
Master of Business
Administration
Master of Science in Nursing

Majors

Bachelor of Arts (B.A.)

Anthropology	Computer Science	Physics
Art	Economics	Political Science
Biology	English	Psychology
Chemistry	French	Religion
Chinese Studies	Geosciences	Scandinavian Area
Classics	German	Studies
Communication	History	Social Work
<i>Critical Communication</i>	Individualized	Sociology
<i>Studies</i>	Mathematics	Spanish
<i>Print/Broadcast Journalism</i>	Music	
<i>Public Relations</i>	Norwegian	
<i>Theatre</i>	Philosophy	

Bachelor of Science (B.S.)

Applied Physics	Engineering Science (3-2)
Biology	Geosciences
Chemistry	Mathematics
Computer Engineering	Physics
Computer Science	Psychology

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

Majors in:

Anthropology	French	Physics
Art	German	Political Science
Biology	History	Psychology
Chemistry	Journalism	Science
Drama	Latin	Social Studies
Earth Sciences	Mathematics	Sociology
Economics	Music	Spanish
English	Norwegian	Special Education
English/Language Arts	Physical Education	Speech

Bachelor of Arts in Physical Education (B.A.P.E.)

Physical Education

Bachelor of Arts in Recreation (B.A.Rec.)

Recreation

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

Concentrations in:

Financial Resources Management	Marketing Resource Management
Professional Accounting	Entrepreneurship and New
Human Resource Management	Venture Management
International Business	Information Management

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

Art

Communication (Broadcasting, Theatre)

Bachelor of Music (B.M.)

Piano	Instrumental
Organ	Composition
Voice	

Bachelor of Music Education (B.M.E.)

K-12 Choral

K-12 Instrumental (Band)

K-12 Instrumental (Orchestra)

Bachelor of Musical Arts (B.M.A.)

Music

Bachelor of Science in Nursing (B.S.N.)

Nursing

Bachelor of Science in Physical Education (B.S.P.E.)

Concentrations in:

Exercise Science
Health and Fitness Management
Pre-therapy

Complementary Majors

Environmental Studies
Global Studies
Women's Studies

Minors

The Americas	Electrical Engineering	Physical Education
Anthropology	English	<i>Aquatics</i>
Art	<i>Literature</i>	<i>Coaching</i>
Biology	<i>Publishing and</i>	<i>Dance</i>
Business	<i>Printing Arts</i>	<i>Exercise Science</i>
Chemistry	<i>Writing</i>	<i>Health</i>
Chinese (language)	English as a Second	<i>Health and Fitness</i>
Chinese Studies	Language	<i>Management</i>
Communication	Environmental Studies	<i>Recreation</i>
<i>Critical Comm.</i>	French	<i>Sports Administration</i>
<i>Studies</i>	Geosciences	Physics
<i>Public Relations</i>	German	Political Science
Computer Science	Global Studies	Psychology
Economics	Greek	Public Affairs
Education	History	Religion
<i>Cross Disciplinary</i>	Information Science	Sociology
<i>Studies</i>	Instructional Technology	Spanish
<i>Early Childhood</i>	Latin	Special Education
<i>Special Education</i>	Legal Studies	(Non-Teaching)
<i>English as a Second</i>	Mathematics	Statistics
<i>Language</i>	Music	Theatre
<i>Instructional</i>	Norwegian	Women's Studies
<i>Technology</i>	Philosophy	
<i>Reading</i>		
<i>Special Education</i>		

COURSE NUMBERINGS

100-299 Lower-Division Courses: Open to freshmen and sophomores unless otherwise restricted.

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

500-599 Graduate Courses: Normally open to graduate students only. If, during the last semester of the senior year, a candidate for a baccalaureate degree finds it possible to complete all degree requirements with a registration of fewer than 16 semester hours of undergraduate credit, registration for graduate credit is permissible. However, the total registration for undergraduate requirements and elective graduate credit shall not exceed 16 semester hours during the semester. A memorandum stating that all baccalaureate requirements are being met during the current semester must be signed by the appropriate department chair or school dean and presented to the dean of graduate studies at the time of such registration. This registration does not apply toward a higher degree unless it is later approved by the student's adviser and/or advisory committee.

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

COURSE OFFERINGS

Most listed courses are offered every year. A system of alternating upper-division courses is practiced in some departments, thereby assuring a broader curriculum. The university reserves the right to modify specific course requirements, to discontinue classes in which the registration is regarded as insufficient, and to withdraw courses.

EXPLANATION OF SYMBOLS

Most courses have the value of 4 semester hours. Parenthetical numbers immediately after the course descriptions indicate the semester hour credit given.

Other symbols are explained as follows:

- I Course offered first semester
- II Course offered second semester
- I, II Course offered first and second semester in sequence
- I II Course offered either semester
- J Course offered in the January term
- S Course offered in the summer
- a/y Course offered in alternate years
- a/s Course offered in alternate summers
- G Course may be used in graduate programs

The Americas

This interdisciplinary minor focuses on the comparative histories, cultures, and contemporary issues shared by the two continents in the Western Hemisphere. In integrating selected information about the United States, it reflects the reality that this country is an integral part of the culturally diverse and increasingly interconnected contemporary world.

FACULTY: Olufs, *Program Adviser*; Ahna, Brown, Brusco, Carp, Dwyer-Shick, Kelleher, Killen, Klein, Marcus, Predmore, Rowe, Temple-Thurston, T. Williams.

MINOR: The minor consists of 20 hours, including one required and four elective courses completed with a grade of C or higher. Students also must take the Composition and Conversation course, or its equivalent, in a language spoken in the Americas other than their native language. Participation in a relevant off campus program is highly recommended. Students may not apply more than one 4 credit course in the minor to fulfill any other requirement, such as general university core, major, or minor requirements.

REQUIRED COURSE:

Political Science 282 – Introduction to the Americas

ELECTIVE COURSES:

Students must choose at least one course with North American content as the primary emphasis, and one course with Central or South American content as the primary emphasis.

Anthropology 336 – Peoples of Latin America

Anthropology 330 – Cultures and Peoples of Native North America

Anthropology 334 – The Anthropology of Contemporary America

Business 495 – International Business: Modern Latin America

Communication 337 – News Media of the Western Hemisphere

English 232 – Women's Literature: Women Writers of the Americas

French 341 – French Literature and Film of the Americas

History 220 – Modern Latin American History

History 305 – Slavery in the Americas

History 335 – Latin American History: Central America and the Caribbean

History 337 – The History of Mexico

History 344 – The Andes in Latin American History

Political Science 373 – Civil Rights and Civil Liberties

Religion 227 – Christian Theology: Liberation Theology, *or*

Religion 334 – Theological Studies: Liberation Theology

Religion 361 – Church History Studies: Canada, Latin Americas, and the United States

Spanish 322 – Latin American Civilization and Culture

Spanish 341 – Latino Experiences in the United States

Spanish 431 – Latin American Literature, 1492–1888

Spanish 432 – Twentieth Century Latin American Literature

Spanish 433 – Special Topics in Latin American Literature and Culture

Anthropology

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

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

FACULTY: Klein, *Chair*; Brusco, Guldin, Hasty, Hue sbeck, Vaughn.

BACHELOR OF ARTS MAJOR: 36 semester hours.

Required: 102, 103, 480, 490.

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

MINOR: 20 semester hours.

Required: 102.

Choose: 101 or 103 or 104; four hours from courses listed 330–345; four hours from 350–490; and four additional hours in anthropology.

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

1. Anthropology course work: 3.5 minimum g.p.a.
2. Demonstration of active interest in anthropological projects and activities outside of class work.
3. Completion of a senior thesis. A paper describing independent research must be conducted under the supervision of departmental faculty. A proposal must be approved by the faculty by the third week of class of the fall semester for May and summer graduates, and the third week of class of the spring semester for December graduates.

Course Offerings

101 Introduction to Human Biological Diversity

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 non-human primates. (4)

102 Introduction to Human Cultural Diversity

Introduction to social-cultural anthropology, concentrating on the exploration of the infinite variety of human endeavor in all aspects of culture and all types of societies; religion, politics, law, kinship and art. Fulfills cross-cultural line in the Perspectives on Diversity requirement. (4)

103 Introduction to Archaeology and World Prehistory

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)

104 Introduction to Language in Society

Introduction to anthropological linguistics and symbolism, including the origin of language; sound systems, structure and meaning; language acquisition; the social context of speaking; language change; nonverbal communication; and sex differences in language use. (4)

192 Practicing Anthropology: Makah Culture Past and Present

Study of Makah Culture through archaeology and history and by interacting with the Makah. Active and service learning in Neah Bay, visiting the Makah Nation. Consent of instructor required. Fulfills freshman January Term requirement and the alternative line in the Perspectives on Diversity requirement. (4)

210 Global Perspectives: The World in Change

A survey of global issues: modernization and development; economic change and international trade; diminishing resources; war and revolution; peace and justice; and cultural diversity. Fulfills cross-cultural line in the Perspectives on Diversity requirement. (Cross-referenced with HIST 210 and POLS 210) (4)

220 Peoples of the World

Exploration of the world's cultures through anthropological films, novels, and eyewitness accounts. Case studies chosen from Africa, Native America, Asia, the Pacific, and Euro-America provide an insider's view of ways of life different from our own. (2)

225 Past Cultures of Washington State

Native Americans have lived in Washington State for at least the last 12,000 years. Cultures of the people in coastal and interior Washington beginning with the first northwesterners. An examination of the ways that cultures change through time until the emergence of the distinctive cultures observed by the earliest European visitors to the area. (2)

230 Peoples of the Northwest Coast

A survey of the ways of life of the native peoples of coastal Washington, British Columbia, and Southeastern Alaska from European contact to contemporary times, including traditional methods of fishing, arts, potlatches, status systems, and wealth and their impact on the modern life of the region. Fulfills one-half of the alternative line in the Perspectives on Diversity requirement. (2)

330 Cultures and Peoples of Native North America

A comparative study of Native North American cultures from their arrival on the continent through today. Examination of U.S. and Canadian laws, policies, and conflicts, issues of sovereignty, and religious rights. Fulfills alternative line in the Perspectives on Diversity requirement. (4)

332 Prehistory of North America

An archaeological reconstruction of economic, social, political, and religious life in North America from the time the first settlers entered the continent during the Ice Ages to the Mound Builders of later times and ultimately to the first contact with European settlers. (4)

334 The Anthropology of Contemporary America

An investigation of American social patterns and problems designed to give insights from a cross-cultural perspective; exploration of American solutions to common human problems; a determination of what is unique about the "American Way." Fulfills alternative line in the Perspectives on Diversity requirement. (4)

336 Peoples of Latin America

Millions of Americans have never been north of the equator. Who are these "other" Americans? This survey course familiarizes the student with a broad range of Latin American peoples and problems. Topics range from visions of the supernatural to problems of economic development. Fulfills cross-cultural line in the Perspectives on Diversity requirement. (4)

338 Jewish Culture

An exploration of American Jewish culture through its roots in the lifeways of Eastern European Ashkenazic Jews and its transformation in the United States. Emphasis on Jewish history, religion, literature, music, and humor as reflections of basic Jewish cultural themes. Fulfills alternative line in the Perspectives on Diversity requirement. (4)

340 Anthropology of Africa

Study of Africa's diverse cultures. Focus on early studies of villages and topics such as kinship, religion, and social structure, and on more recent studies of urban centers, the impact of colonialism, popular culture, and post-colonial politics. (4)

343 East Asian Cultures

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. Fulfills cross-cultural line in the Perspectives on Diversity requirement. (4)

345 Contemporary China

An immersion into the culture and society of the People's Republic of China; contemporary politics, kinship, folk religion, human relations; problems and prospects of development and rapid social change. Fulfills cross-cultural line in the Perspectives on Diversity requirement. (4)

350 Women and Men in World Cultures

An overview of the variation of sex roles and behaviors throughout the world; theories of matriarchy, patriarchy, mother goddesses, innate inequalities; marriage patterns, impact of European patterns; egalitarianism to feminism. Fulfills cross-cultural line in the Perspectives on Diversity requirement. (4)

354 Geography and World Cultures: People, Places and Prospects

Explorations of how societies in North America and around the world have adapted to their varied human and physical environments. Cases drawn from widely difference environments. Global patterns of variation in life styles and social opportunities. Knowledge of locations and map reading will be emphasized. Prerequisite: 102 or consent of instructor. (4)

355 Anthropology and Media

Exploration of mass media produced and consumed in diverse cultural contexts. Examination of how mass media cultivate forms of gendered, ethnic, religious, and racial identities, and how different forms of media engage with the dynamic forces of popular culture and the political agendas of states and political opposition groups. (4)

360 Ethnic Groups

Examines the nature of ethnic groups in America and abroad; the varying bases of ethnicity (culture, religion, tribe, "race," etc.); problems of group identity and boundary maintenance; ethnic symbols; ethnic politics; ethnic neighborhoods; and ethnic humor. Fulfills alternative line in the Perspectives on Diversity requirement. (4)

361 Managing Cultural Diversity

Practical guidelines on how to approach people of other cultures with sensitivity and empathy and with an eye toward mutually rewarding interaction. Learn how to avoid negative attitudes toward cultural diversity and develop a positive curiosity about the global diversity represented in workplaces, schools, and neighborhoods. (2)

365 Prehistoric Environment and Technology: Lab Methods in Archaeology

Laboratory interpretation of archaeological materials. Techniques used in interpreting past human ecology, technology, and economy. Analytical procedures for bone, stone, ceramic, and

metal artifacts; analysis of debris from food processing activities. Analysis of materials from archaeological sites. (4)

370 The Archaeology of Ancient Empires

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. Fulfills cross-cultural line in the Perspectives on Diversity requirement. (4)

375 Law, Politics, and Revolution

A study of politics and law through the political structures and processes of traditional and contemporary societies; concepts of leadership, factionalism and feuds, power, authority, revolution, and other reactions to colonization; law and conflict resolution; conflicts of national and local-level legal systems. Fulfills cross-cultural line in the Perspectives on Diversity requirement. (4)

380 Sickness, Madness, and Health

A cross-cultural examination of systems of curing practices and cultural views of physical and mental health; prevention and healing; nature and skills of curers; definitions of disease; variation in diseases; impact of modern medical and psychological practitioners. Fulfills cross-cultural line in the Perspectives on Diversity requirement. (4)

385 Marriage, Family, and Kinship

Explores the nature of domestic groups cross-culturally, including the ways in which religion, myth, magic and folklore serve to articulate and control domestic life; how changing systems of production affect marriage and domestic forms; and how class and gender systems intertwine with kinship, domestic forms, and the meaning of "family." (4)

388 Applied Anthropology

Exploration of the uses of the anthropological approach to improve human conditions. Focus on anthropologists' involvement and roles in applied projects. Review of theoretical, ethical, and practical issues. Field component. (4)

392 Gods, Magic, and Morals

Anthropology of religion; humanity's concepts of and relationships to the supernatural; examination of personal and group functions that religions fulfill; exploration of religions both "primitive" and historical; origins of religion. (Cross-referenced with RELI 392) Fulfills cross-cultural line in the Perspectives on Diversity requirement. (4)

465 Archaeology: The Field Experience

A field class involving the excavation of a historic or prehistoric archaeological site, with emphasis on basic excavation skills and record keeping, field mapping, drafting, and photography. The laboratory covers artifact processing and preliminary analysis. Prerequisite: Consent of instructor. (1-8)

480 Anthropological Inquiry

Historic and thematic study of the theoretical foundations of sociocultural anthropology; research methods; how theory and methods are used to establish anthropological knowledge. Required of majors in their junior or senior year. (4)

491 Independent Study: Undergraduate Readings

Reading in specific areas or issues of anthropology under supervision of a faculty member. Prerequisite: departmental consent. (1-4)

492 Independent Study: Undergraduate Fieldwork

Study of specific areas or issues in anthropology through field methods of analysis and research supported by appropriate reading under supervision of a faculty member. Prerequisite: departmental consent. (1-4)

499 Seminar in Anthropology

Examine anthropological methods and apply anthropological theory to an investigation of a selected topic in contemporary anthropology. Required of majors in their junior or senior year. Prerequisite for other students: departmental approval. (4)

Art

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

Students may choose among a generalized program leading to a Bachelor of Arts degree; a more specialized program for the Bachelor of Fine Arts, in which each



candidate develops some area of competence; or a degree program in art education for teaching on several levels.

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

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

FACULTY: Hallam, *Chair*; Cox, Geller, Gold, Keyes, Tomsic.

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

BACHELOR OF ARTS MAJOR: Minimum of 34 semester hours, including 160, 250, 230 or 350, 365, 370, 490, and the art history sequence (180, 181, 380); 116 or courses in teaching methods may not be applied to the major. A maximum of 40 hours may be applied toward the degree. Candidates are registered in the College of Arts and Sciences and must satisfy general university requirements, including a core curriculum (Core I or Core II), and the option requirement.

BACHELOR OF FINE ARTS MAJOR: Minimum of 60 semester hours, including 160; 226; either 230 or 250; the art history sequence (180, 181, 380); 8 additional hours in 2-dimensional media, 8 additional hours in 3-dimensional media; and 4 hours in art history or theory (390, or as approved by the department faculty); requirements and electives in area of emphasis; and 490 (senior exhibition). 116 or courses in teaching methods may not be included. Candidates are registered in the School of the Arts and must satisfy general university requirements, including a core curriculum (Core I or Core II).

B.F.A. in 2-Dimensional Media

Areas of emphasis: a minimum of three courses required in one area.

Drawing/Painting:

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

Printmaking:

370 Printmaking I
470 Printmaking II (R)

Film Arts:

226 Black and White Photography
326 Color Photography
426 Electronic Imaging

Independent Study (may be applied to any area):

491 Special Projects (R)
499 Studio Projects (R)

(R)-may be repeated for credit

B.F.A. in 3-Dimensional Media

Areas of emphasis: a minimum of three courses required in one area.

Ceramics:

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

Sculpture:

250 Sculpture I
350 Sculpture II (R)

Independent Study (may be applied to any area):

491 Special Projects (R)
499 Studio Projects (R)

(R)-may be repeated for credit

B.F.A. in Design

Required basic sequence:

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

Elective courses:

398 Drawing: Illustration (R)	492 Design: Workshop
496 Design: Graphics II	

(R)- may be repeated for credit

BACHELOR OF ARTS IN EDUCATION:

See *School of Education*.

MINOR IN STUDIO ART: 20 semester hours, including 380, 4 hours in 2-dimensional media, 4 hours in 3-dimensional media, and 8 hours of studio art electives drawn from upper division courses. Courses in teaching methods (341, 440) may not be applied to the minor.

MINOR IN ART HISTORY: 24 semester hours, including 180 and 181, 12 hours in art history/theory electives, and 4 hours in studio electives. Non-concentration courses (116), practical design courses (196, 296, 396, 398, 492, 496), and courses in teaching methods (341, 440) may not be applied to the minor.

PUBLISHING AND PRINTING ARTS MINOR: The Publishing and Printing Arts minor is cross-referenced with the Department of English. See the description of that minor under *Publishing and Printing Arts*.

Course Offerings

STUDIO

- 160 Drawing
- 196 Design I: Fundamentals
- 226 Black and White Photography
- 230 Ceramics I
- 250 Sculpture I
- 260 Intermediate Drawing
- 296 Design II: Concepts
- 326 Color Photography
- 330 Ceramics II
- 341 Elementary Art Education
- 350 Sculpture II
- 360 Life Drawing
- 365 Painting I
- 370 Printmaking I
- 396 Design: Graphics I
- 398 Drawing: Illustration
- 426 Electronic Imaging
- 430 Ceramics III
- 465 Painting II
- 470 Printmaking II
- 490 Senior Exhibition
- 491 Special Projects/Independent Study
- 492 Design: Workshop
- 496 Design: Graphics II
- 499 Studio Projects/Independent Study

HISTORY AND THEORY

- 116 Design in the Contemporary World
- 180 History of Western Art I
- 181 History of Western Art II
- 380 Modern Art
- 390 Studies in Art History
- 440 Seminar in Art Education
- 497 Research in Art History—Theory

116 Design in the Contemporary World

An examination of contemporary design with a focus on trends in advertising, fashion, automotive, product and interior design. Includes a section on color theory and perception and the basic elements of design. Requires no artistic/design background. (4)

160 Drawing

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

180 History of Western Art I

A survey tracing the development of Western art and architecture from prehistory to the end of the Middle Ages. (4)

181 History of Western Art II

A survey of Western art and architecture from the Renaissance to the 20th century. (4)

196 Design I: Fundamentals

An introduction to design through the study of basic techniques, color theory, and composition. (4)

226 Black and White Photography

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)

230 Ceramics I

Ceramic materials and techniques including hand-built and wheel-thrown methods, clay and glaze formation. Includes a survey of ceramic art. (4)

250, 350 Sculpture I, II

Concentration on a particular medium of sculpture including metals, wood, or synthetics; special sections emphasizing work from the human form as well as opportunity for mold making and casting. 250 must be taken before 350; 350 may be taken twice. (4,4)

260 Intermediate Drawing

Drawing taken beyond the basics of 160. Expansion of media forms, and solutions to compositional problems. Possibility of pursuing special individual interests, with permission. Prerequisite: 160 or consent of instructor. (4)

296 Design II: Concepts

An investigation of the process of creative problem solving in a methodical and organized manner. Includes projects in a variety of design areas. Prerequisite: 196 or consent of instructor. (4)

326 Color Photography

Exploration of the issues of both painters and photographers. Students learn to make color prints and process color negatives. Includes a historical survey of color photography as well as perspectives of contemporary artists. (4)

330, 430 Ceramics II, III

Techniques in ceramic construction and experiments in glaze formation. 330 must be taken before 430; 430 may be taken twice. Prerequisite: 230. (4,4)

331 The Art of the Book I

See English 313. (4)

341 Elementary Art Education

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

350 Sculpture II

(See 250)

360 Life Drawing

An exploration of human form in drawing media. May be repeated for credit. Prerequisite: 160 or consent of instructor. (2)

365, 465 Painting I, II

Media and techniques of painting in oil or acrylics. 365 must be taken before 465; 465 may be taken twice. Prerequisite: 160. (4,4)

370, 470 Printmaking I, II

Methods and media of fine art printmaking; both hand and photo processes involving lithographics, intaglio and screen printing. 370 must be taken before 470; 470 may be taken twice. Prerequisite: 160 or consent of instructor. (4,4)

380 Modern Art

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)

390 Studies in Art History

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)

396, 496 Design: Graphics I, II

Design and execution of printed materials; emphasis on technical procedures and problems in mass communication. 496 explores advanced techniques with multiple color, typography, and other complex problems. 396 must be taken before 496. Prerequisite: 160 and 296 or consent of instructor. (4,4)

398 Drawing: Illustration

Advanced projects in drawing/illustration. Exposure to new concepts and techniques adaptable to fine art and commercial applications. Prerequisites: 160 and 196. May be repeated once. (4)

426 Electronic Imaging

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. Prerequisites: 226 and 326 or consent of instructor. May be taken twice. (4)

430 Ceramics III

(See 330)

440 Seminar in Art Education

A study of instruction in the secondary school including appropriate media and curriculum development. a/y (2)

465 Painting II

(See 365)

470 Printmaking II

(See 370)

490 Senior Exhibition

Students work closely with their advisers in all phases of the preparation of the exhibition. Must be taken in the student's final semester. Prerequisites: declared major in art (B.F.A. or B.A.), senior status, reasonable expectation of completion of all department and university requirements for graduation. Meets the senior seminar/project requirement. (2)

491 Special Projects/Independent Study

Exploration of the possibilities of selected studio areas, including experimental techniques. Emphasis on development of individual styles, media approaches, and problem solutions. May be repeated for credit. Prerequisites: junior status, minimum of two courses at 200 level or above in affected medium with minimum 2.5 GPA, consent of instructor and department chair. (2 or 4)

492 Design: Workshop

A tutorial course which may deal with any of several aspects of the design field with particular emphasis on practical experience and building a portfolio. May be taken twice. (2)

496 Design: Graphics II

(See 396)

497 Research in Art History-Theory

A tutorial course for major students with research into a particular aspect of art history or theory. May be repeated for credit. Prerequisites: senior status, consent of instructor, and program approval by department faculty. (1-4)

499 Studio Projects/Independent Study

A tutorial program for students of exceptional talent. In-depth individual investigation of a particular medium or set of technical problems. Only one project per semester may be undertaken. May be repeated for credit. Prerequisites: declared major in art, senior status, consent of instructor, written proposal, program approval by department faculty. Students meeting the above requirements but with less than a 3.0 GPA in the major may be required to present additional evidence of eligibility. (1-4)

School of the Arts

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

Members of the School of the Arts strive to create art and scholarship that acknowledges the past, defines the present, and anticipates the future. Art, communication, music, and theatre are mediums of understanding and change which reward those who participate in them, whether as artist, scholar, learner, or audience. Performances by students, faculty, and guests of the School enhance the cultural prosperity shared by Pacific Lutheran University and its surrounding environs. The School promotes venues for collaboration between artists and scholars, among artistic and intellectual media, and between the university and the community.

FACULTY: Spicer, *Dean*; faculty members of the Departments of Art, Communication and Theatre, and Music.

DEGREES OFFERED by the School of the Arts include the B.F.A. (Bachelor of Fine Arts) in art and communication and theatre; the B.M. (Bachelor of Music), the B.M.A. (Bachelor of Musical Arts); the B.M.E. (Bachelor of Music Education). Students may also earn the B.A. (Bachelor of Arts), but this degree is awarded through the College of Arts and Sciences. Candidates for all degrees must meet general university requirements and the specific requirements of the Departments of Art, Communication and Theatre, or Music.

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

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

Course Offering

341 Integrating Arts in the Classroom

Methods and procedures for integrating the arts (music, visual, drama, dance) in the classroom and across the curriculum. Offered for students preparing for elementary classroom teaching. Meets state certification requirements in both music and art. II (2)

Biology

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

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

FACULTY: Carlson, *Chair*; Alexander, Crayton, Ellard-Ivey, Garrigan, Gee, Hansen, Kennedy, Lerum, Main, D.J. Martin, Matthias, McGinnis, Teska.

BACHELOR OF ARTS or BACHELOR OF SCIENCE MAJOR:

The major in biology is designed to be flexible in meeting the needs and special interests of students. For either the Bachelor of Arts or Bachelor of Science degree the student must take the principles of biology sequence (161, 162, 323). Completion of this sequence (or an equivalent general biology sequence at another institution) is required before upper division biology courses can be taken. Each of these courses must have been completed with a grade of C- or higher. Courses not designed for biology majors (111, 113, 116, 201, 205, 206) ordinarily cannot be used to satisfy major requirements. Independent study (491) and cooperative education may be used for no more than 4 of the upper division biology hours required for the B.S. degree, and for no more than 2 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 324 or higher and including 499, must be earned in residence at PLU. Each student must consult with a biology adviser to discuss selection of electives appropriate for educational and career goals. Basic requirements under each plan for the major are listed below.

Bachelor of Arts: 34 semester hours in biology, including 161, 162, 323, and 499, plus 20 additional upper division biology hours. Required supporting courses: Chemistry 120 (or 125) and Mathematics 140. Recommended supporting courses: Physics 125 (with laboratory 135) and Physics 126 (with laboratory 136).

Bachelor of Science: 42 semester hours in biology, including 161, 162, 323, and 499, plus 28 additional upper division biology hours. Required supporting courses: Chemistry 120 (or 125), 232 (with laboratory 234), and one additional upper division chemistry course with laboratory; Mathematics 151 or Mathematics 241; Physics 125 (with laboratory 135) and Physics 126 (with laboratory 136), or Physics 153 (with laboratory 163) and Physics 154 (with laboratory 164).

BACHELOR OF ARTS IN EDUCATION: Students interested in this degree develop their biology program through the Biology Department in conjunction with the School of Education. Such students should have a biology adviser. See the School of

Education section of the catalog for recommended biology courses and other pertinent information.

MINOR: At least 20 semester hours selected from any biology courses. A grade of C- or higher must be earned in each course, and total GPA must be at least 2.00. Course prerequisites must be met unless written permission is granted in advance by the instructor. Applicability of non-PLU biology courses will be determined by the department chair. At least 8 of the 20 credit hours in biology must be earned in residence at PLU; for students applying only 8 PLU biology hours toward the minor, those hours cannot include independent study (491) or cooperative education hours.

Course Offerings

111 Biology and the Modern World

An introduction to biology designed primarily for non-biology majors. Fundamental concepts chosen from all areas of modern biology. Lecture, laboratory, and discussion. I (4)

113 The Human Organism

A study of biological principles using the biology of humans as the model and focal point for discussion. Topics include cellularity, heredity, structure and function, reproduction and development, evolution, global environmental concerns, and bioethics. Attention to the connections between biology and medicine, law, politics, technology, hunger, and culture. Lecture and laboratory. For non-majors, satisfies the Core I natural sciences requirement. J (4)

116 Introductory Ecology

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. Satisfies the Core I natural science/mathematics/computer science requirement. I (4)

161 Principles of Biology I: Cell Biology

Cellular and molecular levels of biological organization; cell ultrastructure and physiology. Mendelian and molecular genetics, energy transduction. Includes laboratory. Co-registration in Chemistry (104, 120, or 125) recommended. I (4)

162 Principles of Biology II: Organismal Biology

An introduction to animal and plant tissues, anatomy, and physiology, with special emphasis on flowering plants and vertebrates as model systems, plus an introduction to animal and plant development. Includes laboratory. Prerequisite: 161. II (4)

201 Introductory Microbiology

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. I (4)

205, 206 Human Anatomy and Physiology

First semester: matter, cells and tissues; nervous, endocrine, skeletal, and muscular systems. Laboratory includes cat dissection and experiments in muscle physiology and reflexes. Second semester: circulatory, respiratory, digestive, excretory, and reproductive systems; metabolism, temperature regulation, and stress. Laboratory includes cat dissection, physiology experiments, and study of developing organisms. 205 (I) prerequisite to 206 (II). (4,4)

323 Principles of Biology III: Ecology, Evolution and Diversity

Evolution, ecology, behavior, and a systematic survey of life on earth. Includes laboratory. Prerequisite: 162 or consent of department chair. I (4)

324 Natural History of Vertebrates

Classification, natural history, and economic importance of vertebrates with the exception of birds. Field trips and laboratory. Prerequisite: 323. I (4)

326 Animal Behavior

Description, classification, cause, function, and development of the behavior of animals emphasizing an ethological approach and focusing on comparisons among species. Includes physiological, ecological, and evolutionary aspects of behavior. Prerequisite: 323 or consent of instructor. II (4)

327 Ornithology

The study of birds inclusive of their anatomy, physiology, behavior, ecology and distribution. Special emphasis on those attributes of birds that are unique among the vertebrates. Laboratory emphasis on field identification, taxonomy, and anatomy/topology. Prerequisite: 323 or consent of instructor. II (4)

328 Microbiology

The structure, physiology, genetics, and metabolism of microorganisms with emphasis on their diversity and ecology. The laboratory emphasizes design, implementation, and evaluation of both descriptive and quantitative experiments as well as isolation of organisms from natural sources. Prerequisite: 323; one semester organic chemistry recommended. II (4)

332 Genetics

Basic concepts considering the molecular basis of gene expression, recombination, genetic variability, as well as cytogenetics, and population genetics. Includes tutorials and demonstration sessions. Prerequisite: 323. II (4)

340 Plant Diversity and Distribution

A systematic introduction to plant diversity. Interaction between plants, theories of vegetational distribution. Emphasis on higher plant taxonomy. Includes laboratory and field trips. Prerequisite: 323. II (4)

348 Advanced Cell Biology

Deals with how cells are functionally organized, enzyme kinetics and regulatory mechanisms, biochemistry of macromolecules, energy metabolism, membrane structure and function, ultrastructure, cancer cells as model systems. Laboratory includes techniques encountered in cellular research: animal/plant cell culture, cell fractionation, use of radiotracers, biochemical assays, membrane phenomena, spectrophotometry, respirometry. Prerequisite: 323 and one semester of organic chemistry or consent of instructor. II (4)

351 Natural History of the Pacific Northwest

Introduction to the natural history of the Pacific Northwest: geology, climatology, oceanography, ecology, common life forms, and human impact. Includes local one-day field trips and three-day trips to the Olympic Peninsula and the Columbia Gorge and Basins. Prerequisite: 323 or consent of instructor. S (4)

361 Comparative Anatomy

Evolutionary history of the vertebrate body, introduction to embryology, and extensive consideration of the structural and functional anatomy of vertebrates. Includes laboratory dissections following a systems approach. Mammals are featured plus some observation of and comparison with human cadavers. Prerequisite: 323. II (4)

364 Plant Physiology

Physiology of plant growth and development. Emphasis on seed-plants, but includes other plant groups as model systems. Topics include: photosynthesis, secondary plant metabolism including medicinal compounds, hormones, morphogenesis. Includes laboratory. Prerequisite: 323. Organic chemistry recommended. II (2)

365 Plant Anatomy

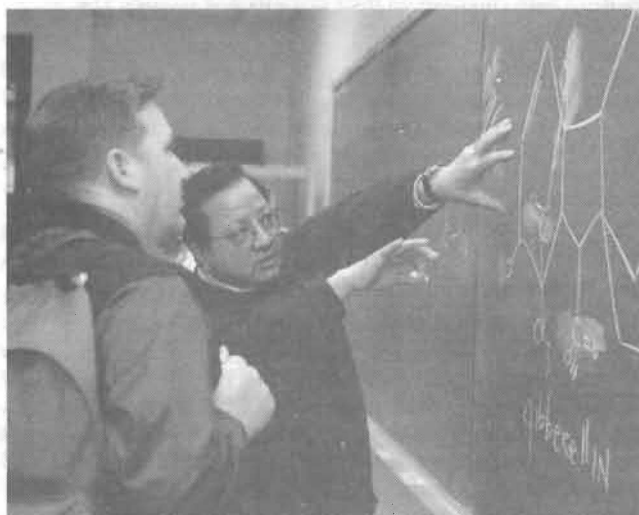
Tissue organization and cellular details of stems, roots, and leaves of seed plants, with emphasis on development and function. Includes laboratory. Prerequisite: 323 (2)

403 Developmental Biology

The embryonic and larval development of multicellular organisms (primarily animals). Examples are chosen from popular contemporary model systems, and the emphasis is on cellular and molecular aspects of development. The laboratory includes descriptive and quantitative experiments, as well as student-planned projects. Prerequisite: 323. I (4)

407 Molecular Biology

An introduction to molecular biology, emphasizing the central role of DNA: Structure of DNA and RNA, structure and expression of genes, genome organization and rearrangement, methodology and applications of recombinant DNA technology. Laboratory features basic recombinant DNA techniques. Prerequisite: 323. II (4)



411 Histology

Microscopic study of normal cells, tissues, organs, and organ systems of vertebrates. The emphasis is mammalian. This study is both structurally and physiologically oriented. Includes laboratory. Prerequisite: 323. I (4)

424 Ecology

Organisms in relation to their environment, including organismal adaptations, population growth and interactions, and ecosystem structure and function. Prerequisite: 323. I (4)

425 Biological Oceanography

The ocean as environment for plant and animal life; an introduction to the structure, dynamics, and history of marine ecosystems. Lab, field trips, and term project in addition to lecture. Prerequisite: 323. II (4)

426 Ecological Methods

An examination of methodology used for discerning structure and function of natural ecosystems: description of the physical environment, estimation of population size, quantifying community structure, and measurement of productivity. Include an introduction to general statistical techniques. Writing of scientific papers and a focus on accessing the scientific literature. Lecture, laboratory, and field work. Prerequisite: 323 or consent of instructor. II (4)

441 Mammalian Physiology

An investigation of the principles of physiological regulation. Part I: fundamental cellular, neural, and hormonal mechanisms of homeostatic control; Part II: interactions in the cardiovascular, pulmonary, renal, and neuromuscular organ systems. Laboratory allows direct observation of physiological regulation in living animals. Prerequisites: 323 and CHEM 120. Anatomy and biochemistry recommended. I (4)

448 Immunology

Consideration of the biology and chemistry of immune response, including theoretical concepts, experimental strategies and immunochemical applications. Prerequisites: Any two of the following courses in Biology: 328, 332, 348, 403, 407, 411, 441. I (4)

475 Evolution

Evolution as a process: sources of variation; forces overcoming genetic inertia in populations; speciation. Evolution of genetic systems and of life in relation to ecological theory and earth history. Lecture and discussion. Term paper and mini-seminar required. Prerequisite: 323. I (4)

491 Independent Study

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. I II (1-4)

499 Senior Seminar

The goal of this course is to assist students in the writing and presentation of a paper concerning a topic within biology which would integrate various elements in the major program. A proposal for the topic must be presented to the department early in the spring term of the junior year. The seminar may be linked to, but not replaced by, laboratory independent study or internship experience. Satisfies the senior seminar requirement. I II(2)

School of Business

The purpose of the PLU School of Business is to be a bridge connecting students with the future by integrating competency-based business education, engaging a diverse, globalized society, using technologies that improve learning, and exemplifying lives of service.

Objectives of the Undergraduate Business Program

- To prepare students for positions in commercial and not-for-profit organizations by providing them the basic knowledge of how these organizations function and equipping them with the necessary competencies to work effectively. These competencies include 1) leadership, 2) critical/creative thinking, 3) effective communication, 4) team effectiveness, and 5) taking initiative and managing change.
- To help students see the interconnections among the many aspects of their world by integrating the liberal arts with professional business education
- To identify and challenge students to adopt high standards for ethical practice and professional conduct
- To prepare students for lives of service to the community
- To prepare students to use contemporary technologies and to embrace the changes caused by technological innovation
- To inculcate a global perspective in students

FACULTY: Bell, Dean; Ahna, Albers, Bancroft, Barnowe, Berniker, Finnie, Gibson, Hegstad, Lee, MacDonald, C. Miller, Moreland, Myers, Ramaglia, Sepic, Simpson, Thrasher, Van Wyhe, Yager.

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

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

1. Be officially admitted to the university, and
2. Have completed at least 32 semester credit hours, and
3. Have successfully completed with a minimum grade of C- (or be currently enrolled in) MATH 128, CSCE 120, ECON 151-152, STAT 231 and BUSA 201, or their equivalents in another college or university, and
4. Have a minimum cumulative grade point average of 2.50, and
5. Declare a major or minor in business through the School of Business.

Access to upper division business courses is limited to students who have been admitted to the School of Business with a cumulative grade point average of 2.50 or above, and who have met the required prerequisites.

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

AFFILIATIONS: The School of Business of Pacific Lutheran University is a member of the AACSB – The International Association for Management Education. The B.B.A., M.B.A., and accounting programs are nationally accredited by the Accreditation Council of the AACSB. The School is privileged to have a student chapter of Beta Gamma Sigma, the national business honorary society recognized by the AACSB. Pacific Lutheran University is accredited regionally by the Northwest Association of Schools and Colleges.

DEGREE REQUIREMENTS: The Bachelor of Business Administration degree program consists of a minimum of 128 semester hours completed with an over-all grade point average of 2.50 or above as well as a 2.50 grade point average separately in business courses. C- is the minimal acceptable grade for business courses.

At least one-half of the minimum total degree requirements are taken in fields outside the School of Business. At least 40 semester hours are taken in required and elective business subjects. A minimum of 20 semester hours in business must be taken in residence at PLU.

Business degree and concentration requirements are established at the time of major declaration. Students with a declared major in business who have not attended the university for a period of three years or more will be held to the business degree requirements in effect at the time of re-entry to the university.

BACHELOR OF BUSINESS ADMINISTRATION:

Required foundation courses:

MATH 128 Linear Models and Calculus, an Introduction or (MATH 151)	4
CSCI 220 Computerized Information Systems (Information Management students may substitute CSCI 144 for 220)	4
ECON 151-152 Macro/Micro Economics	4/4
STAT 231 Introductory Statistics	4
PHIL 325 Business Ethics	4
COMA 336 Effective Business Presentations	4

Minimum semester hours in foundation courses: 28

Required business courses:

BUSA 201 Value Creation in the Global Environment	4
BUSA 202 Financial Accounting	4
BUSA 203 Managerial Accounting	4
BUSA 301 Managing Careers and Human Resources	4
BUSA 302 Managerial Finance	4
BUSA 305 Creating and Leading Effective Organizations	4
BUSA 308 Principles of Marketing	4
BUSA 309 Managing Value Creating Operations	2
BUSA 310 Information Systems	2
BUSA 400 Business Law	4
or BUSA 405 Law of the Financial Marketplace	
or BUSA 406 Law of the Workplace: Employees, Employers, Their Rights and Responsibilities	
or BUSA 407 Law of the Marketplace: Consumers, Companies, and Products	
or BUSA 408 International Business Law	
BUSA 490 Capstone Seminar: Strategic Management	4

Minimum semester hours in business courses: 40

CONCENTRATIONS: A student may elect to complete one or more concentrations within the Bachelor of Business Administration program. The concentration, which is noted on the student's transcript, must be completed with at least a 3.00 grade point average. C- is the minimal acceptable grade for concentration courses. A minimum of 8 semester hours of the total required for a concentration must be taken in residence at PLU. School of Business internships, (BUSA 492, Applications of Business Knowledge in Field Setting) will be graded as pass/fail only. A limit of one internship in any concentration will be accepted, not to exceed 4 credit hours. An end product may be required, as determined by the sponsoring instructor.

Financial Resources Management 24 sem. hrs.

BUSA 335 Financial Investments	4
BUSA 405 Law of the Financial Marketplace	4
BUSA 437 Financial Analysis & Strategy	4

One of the following:

ECON 351 Intermediate Macroeconomics Analysis (4)	
ECON 361 Money & Banking (4)	

Eight semester hours from the following: 8

BUSA 321 Intermediate Accounting I (2)	
BUSA 322 Intermediate Accounting II (2)	
BUSA 323 Cost Accounting & Control Systems (4)	
BUSA 430 Entrepreneurial Finance (4)	
BUSA 438 Financial Research & Analysis (4)	
BUSA 492 Internship (4 hours maximum)	
ECON 344 Econometrics (4)	

Professional Accounting 28 sem. hrs.

BUSA 405 Law of the Financial Marketplace	4
BUSA 320 Financial Information Systems	4
BUSA 321 Intermediate Accounting I	2
BUSA 322 Intermediate Accounting II	2
BUSA 422 Consolidations and Equity Issues	2
BUSA 423 Accounting for Not-for-Profit and Governmental Entities	2
BUSA 323 Cost Accounting and Control Systems	4
BUSA 327 Tax Accounting I	2
BUSA 427 Tax Accounting II	2
BUSA 424 Auditing	4

Human Resource Management 24 sem. hrs.

BUSA 406 Law of the Workplace: Employees, Employers, Their Rights and Responsibilities	4
BUSA 342 Managing Human Resources	4
ECON 321 Labor Economics	4

Three of the following (at least two from BUSA): 12

BUSA 343 Managing Reward Systems (4)	
BUSA 442 Leadership and Organizational Development (4)	

- BUSA 445 Quality Improvement Strategies (4)
- BUSA 449 Current Issues in Human Resource Management (4)
- BUSA 492 Internship (4)
- COMA 435 Organizational Communication (4)
- COMA 437 Advanced Interpersonal Communication (4)
- PSYC 450 Psychological Testing (4)
- PSYC 461 Psychology of Work (4)

International Business 20–34 sem. hrs.

- BUSA 408 International Business Law 4
- ECON 331 International Economics 4
- BUSA 352 Global Management 4
- BUSA 355 Managing Global Operations 4
- One of the following: 4

An approved area course from POLS, ANTH, or HIST (4)
 or BUSA 460 International Marketing (4)

Must also complete *either* Option 1 of the College of Arts and Sciences foreign language requirement *or* one semester of study abroad 0–16

Marketing Resource Management 24 sem. hrs.

- BUSA 407 Law of the Marketplace: Consumers, Companies, and Products 4
- BUSA 467 Marketing Research 4
- BUSA 468 Marketing Management 4
- Three of the following (at least two from BUSA): 12

- BUSA 363 Consumer Behavior & Promotional Strategy (4)
- BUSA 365 Sales & Sales Management (4)
- BUSA 460 International Marketing (4)
- BUSA 492 Internship (4)
- COMA 271 Media Literacy (4)
- ECON 331 International Economics (4)
- ECON 344 Econometrics (4)
- PSYC 462 Consumer Psychology (4)

Entrepreneurship and New Venture Management 24 sem. hrs.

- BUSA 405 Law of the Financial Marketplace 4
- BUSA 358 Entrepreneurship 4
- BUSA 430 Entrepreneurial Finance 4
- BUSA 492 Internship 4
- Two of the following (one must be BUSA): 8

- BUSA 323 Cost Accounting (4)
- BUSA 438 Financial Research and Analysis (4)
- BUSA 365 Sales and Sales Management (4)
- BUSA 442 Leadership and Organizational Development (4)
- BUSA 467 Marketing Research (4)
- ECON 371 Industrial Organization and Public Policy (4)
- ECON 361 Money and Banking (4)

Information Management 22 sem. hrs.

- BUSA 375 Introduction to Information Management 4
- BUSA 376 Ethical Issues in Information Management 2
- BUSA 478 Information Management Seminar 4
- Twelve elective hours from the following: 12

- BUSA 377 Data Base Applications in Business (4)
- BUSA 378 Electronic Commerce (4)
- BUSA 492 Internship (2-4)
- Any Upper Level Computer Science Course

MINOR IN BUSINESS ADMINISTRATION: A minimum of 20 semester hours in business courses, including BUSA 201 – Value Creation in the Global Environment. All courses must be completed with a grade of C- or higher. A cumulative grade point average of 2.50 for all courses in the minor is required. At least 12 semester hours must be upper division, and at least 8 semester hours must be completed in residence.

ACCOUNTING CERTIFICATE PROGRAM: The accounting certificate program is available for students who hold a baccalaureate degree (any field) and wish to complete the educational requirements to sit for the C.P.A. examination. Contact the School of Business for further information.

MASTER OF BUSINESS ADMINISTRATION:
 See Graduate Studies.

Course Offerings

105 Personal Financial Planning and Consumer Law

Basic financial and legal decision making. Includes an introduction to elementary concepts in finance, economics, law, and consumer psychology. (4)

201 Value Creation in the Global Environment

Understanding business economic value, creating activities and the demands of stakeholders in competitive markets and the global environment. Designed for students who are taking a first look at the role of business in society and who have not had extensive study in economics, business law, or political science. (4)

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. Prerequisites: sophomore standing; MATH 128. (4)

203 Managerial Accounting

Introduction to the use of accounting data for decision making, managerial planning, and operational control. Topics include cost-volume-profit relationships, cost accounting methods, budgeting, and performance evaluations. Familiarity with Microsoft Excel or other spreadsheet software is required. Prerequisites: BUSA 202; CSCE 120 (4)

301 Managing Careers and Human Resources

An exploration of individual and organizational practices and responsibilities related to organizational entry, competency development, and performance improvement as careers unfold. (4)

302 Managerial Finance

Principles and procedures pertaining to business investment activity, financial decision-making, financial statement analysis, valuation, financial planning, capital asset acquisition, cost of capital, financing strategies. Prerequisites: BUSA 202; CSCE 220; ECON 151, 152; MATH 128; STAT 231. (4)

305 Creating and Leading Effective Organizations

A study of how to organize and manage in today's context of changing internal and external demands and expectations, with a strong emphasis on competencies and practices which enhance teamwork. (4)

308 Principles of Marketing

A study of marketing concepts, principles, and contemporary issues in small and large businesses, as well as non-profit organizations. Particular attention to service-related concepts, principles, and issues found to predominate in these organizations. (4)

309 Managing Value Creating Operations

The study of the organization and management of economic value producing processes in service and manufacturing businesses. Prerequisites: MATH 128; ECON 151, 152. (2)

310 Information Systems

Introduction to information technology and information systems from a management perspective. Emphasis on strategic use of technology and systems, and impacts on corporate strategy, competition, organizational structure, and the firm's value creation process. Prerequisite: CSCE 120. (2)

320 Financial Information Systems

Study of the flow of information through an enterprise, the sources and nature of documents, and the controls necessary to

insure the accuracy and reliability of information. Prerequisites: CSCE 120, BUSA 302. (4)

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. Prerequisites: CSCE 120; BUSA 202. (2)

322 Intermediate Accounting II

Additional study of valuation theory. Advanced issues in asset and income measurement and financial statement disclosure. Includes evaluation of U.S. positions relative to those of other nations and international agencies. Prerequisite: BUSA 321. (2)

323 Cost Accounting and Control Systems

A critical examination of systems for cost accounting and managerial control. Emphasis on development of skills to critique cost and control systems and to understand the dynamic relationship between systems, operations, strategy, and performance evaluation. Prerequisites: CSCE 120; BUSA 202. (4)

327 Tax Accounting I

Study of income tax concepts, regulations and tax planning principles. Emphasis on individual income taxation. (2)

335 Financial Investments

In-depth exploration of fundamental principles governing the valuation of particular securities, and knowledgeable construction, management, and evaluation of portfolios. Prerequisite: BUSA 302. (4)

342 Managing Human Resources

Detailed coverage of personnel/human resource procedures in the U.S. and other countries. Prerequisite: BUSA 301. (4)

343 Managing Reward Systems

Detailed examination of reward system development and practices. Prerequisites: CSCE 120, ECON 151/152, BUSA 301. (4)

352 Global Management

Integrated study of decisions and challenges faced by managers in large and small companies as they do business globally. Competencies involved in communicating and negotiating across cultures. Prerequisite: ECON 331. (4)

355 Managing Global Operations

Study of practical issues in operating globally using case studies. Prerequisite: BUSA 352. (4)

358 Entrepreneurship

Intensive study of issues and challenges associated with start-up, growth, and maturation of a new enterprise. Emphasizes reduction of risk through planning for and assessing possible future conditions. (4)

363 Consumer Behavior and Promotional Strategy

Study of how buyers gain awareness, establish purchasing criteria, screen information, and make decisions. Promotion topics include defining target audience, message design, media selection, budgeting, evaluating the promotion mix, and a field project. (4)

365 Sales and Sales Management

Professional selling—prospecting, active listening, benefit presentation, objection handling, closing and territory management. Also covered are territory design, hiring, motivating, and evaluating sales personnel. (4)

367 Marketing of Business Services

Managing the service experience for business customers. Creating and retaining business relationships in a customer-focused organization through marketing strategies. In-field assignments give insights into specific business services. (4)

375 Introduction to Information Management

Focus on the basic concepts and models of information manage-

ment and the information economy including such areas as business processes, the hierarchy of systems from transaction processing through decision support systems, and the impacts of networks and the Internet. (4)

376 Ethical Issues in Information Management

Focus on the ethical principles and power relationships that relate information management and decision making to society. Discussion of the major tensions among business, economic, and social objectives as related to the use and misuse of information technology. (2)

377 Data Base Applications in Business

The concepts, strategy, and features of data base design and management for applications in economic organizations. Focus on how data base applications support decision processes. (4)

378 Electronic Commerce

The managerial, organizational, and technical challenges of electronic transaction and communication systems among customers, distributors, and suppliers. (4)

400 Business Law

Exploration of the legal issues inherent in the business environment. Designated sections of this course will include emphases which are aligned with the School of Business concentrations. These include: accounting/finance, marketing, human resource management, information management, and international business. (4)

405 Law of the Financial Marketplace

Designed for students whose interests are in finance, accounting, personal financial management, or similar fields which demand an understanding of the laws affecting financial transactions. (4)

406 Law of the Workplace: Employees, Employers, Their Rights and Responsibilities

Exploration of legal issues which arise in the workplace. Analysis of the impact of employment-related statutes and cases on business. (4)

407 Law of the Marketplace: Consumers, Companies, and Products

Legal issues found in marketing practices and the regulatory framework surrounding them. (4)

408 International Business Law

An overview of the law involved in conducting a world business. (4)

422 Consolidations and Equity Issues

Concentrated study of equity measurement including the accounting aspects of partnerships, corporations, and consolidations. Also includes accounting for multinational corporations. Prerequisites: BUSA 320, 321, 322. (2)

423 Accounting for Not-for-Profit and Governmental Entities

Study of fund accounting, including its conceptual basis, its institutional standard setting, framework, and current principles and practices. Prerequisites: CSCE 120; BUSA 202. (2)

424 Auditing

Comprehensive study of auditing concepts and procedures. Prerequisites: BUSA 320, 321, 322. (4)

427 Tax Accounting II

Concentrated study of income tax concepts, regulations, and tax planning principles. Emphasis on business taxation. Prerequisites: CSCE 120; BUSA 202, 327. (2)

430 Entrepreneurial Finance

Financial strategies unique to the creation and/or expansion of small, closely-held businesses. Prerequisite: BUSA 302. (4)

437 Financial Analysis and Strategy

Intermediate treatment of managerial finance topics. Prerequisite: BUSA 302. (4)

438 Financial Research and Analysis

Seminar course directed at current issues and developments. Prerequisite: BUSA 302, and at least one upper division BUSA prefix elective from the list of Financial Resources Management concentration courses. (4)

442 Leadership and Organizational Development

Experiential course designed to explore the principles of organizational development. Preparation of students to be leaders in effective, systematic planned change programs. Prerequisite: BUSA 305. (4)

445 Quality Improvement Strategies

Examination of quality improvement strategies used by American businesses to meet customer requirements and improve corporate performance. Prerequisite: BUSA 305. (4)

449 Current Issues in Human Resource Management

Seminar course focused on current issues and developments in managing human resources. Advanced business students, in consultation with the instructor, will select appropriate topics for research and discussion. Prerequisite: BUSA 301. (4)

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. Prerequisite: junior standing. (4)

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: STAT 231, CSCE 120, BUSA 308. (4)

468 Marketing Management

An integrated application of marketing mix concepts in a competitive business simulation. Applying marketing strategies, developing a business plan, and constructing an annual report. Prerequisites: BUSA 308 and one upper division marketing class. (4)

478 Information Management Seminar

Advances in information technology and their impact on organizational and business strategies with particular emphasis on the challenges of project design and implementation. (4)

489 Study Abroad

PLU-sponsored academic or experiential study in other countries. Prerequisite: junior standing. (1–32)

490 Strategic Management

Study of managing organizations from the perspective of strategic decision makers. Formulation, implementations, and assessment of strategies and policies aimed at integrating all organizational functions in support of major objectives. Satisfies the Senior Seminar/Project requirement. Prerequisites: BUSA 302, 305, 308, 309, 310; senior standing. (4)

491 Directed Study

Individualized studies in consultation with an instructor. Prerequisites: junior standing and instructor approval. (1–4)

492 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.

495 Special Seminar

Seminar on specifically selected topics in business.

503 Understanding and Managing Financial Resources

Integrated study of financial decision-making variables (both book and market), the relationships among them, and relevant decision theories/models. Primary perspective is that of the manager, rather than the accountant or the external investor. (4)

504 Legal and Ethical Environment of Business

Background for understanding and acting upon the legal and ethical issues decision makers in the business world face today. (4)

505 Managing Effective Organizations

Examines how leaders manage four sets of factors to achieve organizational effectiveness: the organization's internal environment, the organization's environmental context, cultural differences, and change. (4)

511 Managerial Accounting

Focuses on the strategic and supporting roles of management accounting in the measurement of economic performance and in monitoring and delivering value to customers. Prerequisites: ECON 500; BUSA 503. (4)

512 Value Creation: Operations & Information Systems

An integrating framework of how operations and information systems create value in a business and impact the firm's value chain and extended enterprise. Prerequisites: ECON 500; BUSA 503. (4)

513 Marketing & Value Creation

Marketing in a contemporary business, treating marketing strategy and decisions required to create value and fulfill the objectives of traditional (manufacturing), service, and e-commerce businesses in a global context. Prerequisites: ECON 500; BUSA 503. (2)

535 Financial Investments

Emphasis on concepts, principles, and issues relating to individual securities. Prerequisites: ECON 500; BUSA 503. (4)

537 Decision Models and Strategies for Financial Managers

In-depth examination of risk-return relationships in the construction/revision of real asset portfolios and associated financing strategies. Prerequisite: ECON 500; BUSA 503. (4)

540 Effective Negotiations

Approaches negotiation from a complex organizational viewpoint in a global economic context rather than solely a buy-sell approach. In an integrating approach, demonstrates the strategic nature of how to think like a negotiator. Prerequisite: BUSA 505. (4)

541 Managing Innovation and Technology Change

Focus on the planning and implementation of major new technologies, processes, or systems which pose significant uncertainty and the necessity for fundamental change in the organization's design, culture, and industry structure. Prerequisite: BUSA 505. (4)

542 Management of Change

Detailed examination of techniques for diagnosing opportunities requiring change. Planning, implementing, intervening, and evaluating changes. Emphasis on the problem assessment skills of internal change agents. Prerequisite: BUSA 505. (2)

545 Continuous Improvement Strategies

Focus on managing for quality, including organizational analysis, process development, and selection of improvement tools. Prerequisite: BUSA 505. (2)

549 Contemporary Human Resource Management

Seminar addressing current issues in human resource management. Prerequisite: BUSA 505. (2)

553 Transnational Management

Examination of ways in which traditional approaches to globalization—multinational adaptation, worldwide technology transfer, and global standardization—may be synthesized into transnational strategy and practice. Prerequisite: BUSA 505. (2)

558 New Venture Management

Examines the entrepreneurial skills and conditions needed for effective new business start-ups whether independent or within larger organizations. Prerequisite: BUSA 503. (4)

564 Managing Services Marketing

Services now constitute more than 75% of domestic GDP and employment. Consideration of the demand and characteristics of services, focusing and positioning the service organization, listening and responding to the service customer, implications of e-commerce, and challenges to improving service. Prerequisites: ECON 500; BUSA 503. (4)

566 Developing New Products and Services

Study of the process required for developing a new product or service. Prerequisite: BUSA 506. (4)

574 Advanced Service and Manufacturing Delivery Systems

Managerial and operational challenges of advanced service and manufacturing systems. Prerequisite: BUSA 506, 507. (2)

575 Electronic Commerce

Electronic commerce as a critical delivery system for products and services throughout the entire business ecosystem. Managerial, technological, and organizational challenges of establishing and doing business in the digital economy. Prerequisites: ECON 500, 520. (4)

577 Project Management

Study of the unique conditions, challenges, requirements, and techniques associated with designing and managing major non-repetitive undertakings. Prerequisite: BUSA 505. (2)

578 Management of Information Technologies and Systems

Focus on information technology, internet, information systems design, and applications to business problems. Prerequisites: BUSA 503, 505. (4)

579 Technology Commercialization & Transfer

Nature, process, and impact of commercializing new technologies and technology transfer. Explores the framework for "getting the mind to market" — examining successes and failures of various companies. Prerequisites: ECON 500, 520; and BUSA 505. (2)

580 Technology Strategy & Competitiveness

Concepts and methods for competitive strategy for organizations in hyper-competitive environments, with short product life cycles and short time to market. Emphasis on strategic choices that create sustainable advantage. Prerequisite: ECON 500, 520; BUSA 503, 504, 505, 511, 512, 513.

590 Strategic Management in a Global Context

An integrated study of business strategy formulation and implementation under conditions of continuing economic, technological, and competitive change in the global marketplace. Explores industry, competitive, and company analysis. Prerequisites: BUSA 503, 504, 505, 511, 512, 513. (4)

591 Independent Study

Individualized reading and studies. Minimum supervision after initial planning of student's work. Requires prior approval by M.B.A. program director and consent of instructor. (1-4)

592 Internship

Application of business knowledge in a field setting. Graded pass/fail only. Requires prior approval by M.B.A. program director and consent of instructor. (1-4)

595 Seminar

Selected advanced topics. (2-4)



Chemistry

Chemistry seeks to understand the fundamental nature of matter, as well as how its composition and energy content change. Use of this knowledge influences our lives in many profound ways. Whether interested in the chemical profession itself, including biochemistry, polymer chemistry, radiation chemistry, and other specialties, or in chemistry in conjunction with other fields such as business, the social sciences, and the humanities, students will have suitable programs available to meet their interests at PLU. Diversity in career planning is a key concept in the chemistry department. Programs are available which are broadly applicable to the health, biological, physical, environmental behavioral, and fundamental chemical sciences.

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

The department uses numerous scientific instruments in the laboratories. Research and teaching equipment include: 300 MHz Fourier transform nuclear magnetic resonance, Fourier transform infrared, ultra-violet, visible, emission, and electron spin resonance spectrometers; X-ray crystallographic cameras; gas and liquid chromatographs; gas chromatograph/mass spectrometer; electrophoresis; precision refractometer; dipolometer; short path distillation apparatus; scintillation counter; zone refiner; fluorometer; C-H-N analyzer; ICP-OES; and two SGI workstations.

Faculty research projects involve undergraduate participation.

FACULTY: Fryhle, *Chair*; Mardis, Rink, J. Schultz, Swank, Tonn, Waldow.

Students deciding to major in chemistry should officially declare their intent as soon as possible and not later than after having completed Chemistry 232 and after consultation with a faculty adviser in the chemistry department. Transfer students desiring to major in chemistry should consult a departmental adviser no later than the beginning of their junior year.

The chemistry department considers computers to be important tools and strongly recommends that a student planning to major in chemistry take at least one two-credit hour course in computer science.

BACHELOR OF ARTS MAJOR: Chemistry 120 or 125, 232, 234, 332, 334, 338, 341, 342, 343, 490. Required supporting courses: Math 151, 152; Physics 153, 154, 163, 164.

BACHELOR OF SCIENCE MAJOR (three alternatives):

1. *General* – leads to American Chemical Society certification; Chemistry 120 or 125, 232, 234, 332, 334, 338, 341, 342, 343, 344, 405 or 450 or 456, 410, 435, 490; Math 151, 152; Physics 153, 154, 163, 164. For American Chemical Society certification, 450 and either 405, 440, or 456 are required.
2. *Biochemistry emphasis:* Chemistry 120 or 125, 232, 234, 332, 334, 338, 341, 343, 403, 405, 410, 435, 490; Biology 161, 162, 323; four hours selected from Biology 326, 328, 331, 346, 359, 385, 407, 441 or Chemistry 342; Math 151, 152; Physics 153, 154, 163, 164.
3. *Chemical-physics emphasis:* Chemistry 120 or 125, 232, 234, 332, 334, 341, 342, 343, 344, 490; Math 151, 152, 253; Physics 153, 154, 163, 164, 331, 332, 336, 356.

Generalized Chemistry Curriculum for the B.S. Degree

FALL	SPRING
<i>Freshman (1)</i>	
Chemistry 120 or 125 Math 151 Critical Conversation or Writing Seminar Core course PE 100 or activity	Chemistry 232, 234 Math 152 Physics 153, 163(2) Writing Seminar or Critical Conversation PE 100 or activity
<i>Sophomore</i>	
Chemistry 332, 334 (or 336) Physics 154, 164(2) Biology 161(2) Core courses	Chemistry 338 Biology 162(2) Core courses
<i>Junior</i>	
Chemistry 341, 343 Core courses	Chemistry 342, 344 Chemistry 410
<i>Senior</i>	
Chemistry 490 Electives	Chemistry 490 Chemistry 435 Electives

1. Refer to the Division of Natural Sciences section of this catalog for other beginning curriculum options.
2. The department stresses the importance of taking physics during either the freshman or the sophomore year. This permits a better understanding of chemistry and enables a student to complete degree requirements with no scheduling difficulties in the junior and senior years. Students interested in the Bachelor of Science with biochemistry emphasis should plan to take biology in the alternate year.
3. Students desiring to fulfill the College of Arts and Sciences foreign language requirement under Option I, or who desire to attain or maintain a language proficiency, should take a language course as part of their optional selections.

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

1. *Course work:* The grade point average in chemistry courses must be at least 3.50.
2. *Written work:* From the time a student declares a major in chemistry, copies of outstanding work (e.g., laboratory, seminar, and research reports) will be kept for later summary evaluation.
3. *Oral communication:* Students must evidence ability to communicate effectively as indicated by the sum of their participation in class discussion, seminars, help session leadership, and teaching assistantship work.

4. *Independent chemistry-related activities:* Positive considerations include the extent and quality of extracurricular work done in background reading, independent study, and research; assisting in laboratory preparation, teaching, or advising; any other chemistry-related employment, on campus or elsewhere; and participation in campus and professional chemistry-related organizations.

The departmental honors designation will appear on a graduating chemistry major's transcript.

BACHELOR OF ARTS IN EDUCATION: Students interested in this degree develop their chemistry program through the department in conjunction with the School of Education. See *School of Education* section.

CHEMICAL ENGINEERING: Students interested in pursuing studies in chemical engineering should see the course outline in the *Engineering Science* section of this catalog. The department chair should be consulted for assignment of a program adviser.

MINOR: 22 semester hours, including 120 or 125, 232, 234, 332, 334 or 336, 338, and 4 hours of additional 300 or 400 level chemistry course(s) completed with grades of C or higher.

Prerequisite and corequisite requirements are strictly enforced.

Course Offerings

104 Environmental Chemistry

Basic principles of chemical structure and reactions, with applications to human activities and the natural environment. No prerequisite; students without high school chemistry are encouraged to take 104 before taking 105 or 120. Also suitable for environmental studies, general science teachers, B.A. in geosciences, and general university core requirements. I (4)

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 104 before taking 105. II (4)

120 General Chemistry

An introduction to energy and matter, atomic and molecular theory, periodic properties, nomenclature, states of matter, chemical calculations, solution properties, acids and bases, equilibrium, and kinetics. Includes laboratory. One year of high school chemistry is required. Students with no high school chemistry or a weak mathematical background should take Chemistry 104 before this course. Corequisite: MATH 140 or math placement in a course higher than 140. I (4)

125 Advanced General Chemistry

An advanced presentation of thermodynamics, atomic structure, valence bond and molecular orbital theories, complex equilibrium, kinetics, macromolecules, and coordination chemistry. Includes laboratory. Designed for those who desire to pursue studies beyond the bachelor's degree. An outstanding record in a one year high school chemistry course or advanced high school chemistry is required. Corequisite: MATH 151. I (4)

210 Nutrition, Drugs, and the Individual

An introduction to basic metabolic interactions, general endocrinology, mind and body interactions, and roles of drugs in modifying biological and behavioral functions. Prerequisites: one year of high school chemistry or equivalent suggested. Meets general university core requirements. I (4)

232, 332 Organic Chemistry

An interpretation of properties and reactions of aliphatic and aromatic compounds on the basis of current chemical theory. Prerequisite: 120 or 125, 232 for 332. Corequisites: 234, 334. II, I (4, 4)

234, 334 Organic Chemistry Laboratory

Reactions and conventional and modern techniques of synthesis, separation, and analysis of organic compounds. Microscale techniques. Must accompany 232, 332. Prerequisite: 234 for 334. II, I (1, 1)

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 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. II

338 Analytical Chemistry

Chemical methods of quantitative analysis, including volumetric, gravimetric, and selected instrumental methods. Includes laboratory. Prerequisites: 120 or 125 and MATH 140. II (4)

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. Prerequisite: CHEM 120 or 125, MATH 152, PHYS 154. I (4)

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 120 or 125, MATH 152, PHYS 154. II (4)

343, 344 Physical Chemistry Laboratory

Experiments in thermodynamics, solution behavior, and molecular structure designed to acquaint students with instrumentation, data handling, correlations with theory, computational analysis, and data reliability. Corequisite or prerequisite: 341, 342, 343 or consent of instructor required for 344. I II (1,1)

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 403 and 405 for a comprehensive exposure to biochemical theory and techniques. Prerequisites: 332, 334. I (4)

405 Biochemistry II

A continuation of 403 that provides further insight into cellular metabolism and regulation, enzyme kinetics and mechanisms of catalysis, protein synthesis, nucleic acid chemistry, and biotechnology. Concepts introduced in Physical Chemistry and Biochemistry I will be applied to this course. Laboratory designed to stimulate creativity and problem-solving abilities through the use of modern biochemical techniques. Prerequisites: 332, 334, 341 and/or 342 or permission, 403. II (3)

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. II (2)

435 Instrumental Analysis

Theory and practice of instrumental methods along with basic electronics. Special emphasis placed on electronics, spectrophotometric, radiochemical, and mass spectrometric methods. Prerequisites: 338, 341 and/or 342, 343. II (4)

440 Advanced Organic Chemistry

Students will develop a repertoire of synthetic methodology and a general understanding of a variety of organic reaction mechanisms. Synthetic organic strategies and design, the analysis of classic and recent total syntheses from the literature, and advanced applications of instrumentation in organic chemistry. Prerequisite: 332. a/y II (2)

450 Inorganic Chemistry

Techniques of structural determination (IR, UV, VIS, NMR, X-ray, EPR), bonding principles, non-metal compounds, coordination chemistry, organometallics, donor/acceptor concepts, reaction pathways and biochemical applications are covered. Laboratory: Synthesis and characterization of non-metal, coordination and organometallic compounds. Prerequisites: 332, 341; Corequisite 342. a/y II (3)

456 Polymers and Biopolymers

A course presenting the fundamentals of polymer synthesis, solution thermodynamic properties, molecular characterization, molecular weight distribution, and solution kinetics. Free radical, condensation, ionic, and biopolymer systems, with emphasis on applications. The one-credit laboratory examining polymer synthesis through experiments is optional. Prerequisite: 341; Corequisite, 342. a/y II (3)

491 Independent Study

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. I II (1,2, or 4)

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 an expanded study of the research project developed in 490. I II (1,2 or 4)

499 Seminar

Senior capstone course. Presentation by students of knowledge gained by personal library or laboratory research, supplemented with seminars by practicing scientists. Participation of all senior chemistry majors is required and all other chemistry-oriented students are encouraged to participate. Seminar program will be held during the entire year but credit will be awarded in the spring semester. I II (2)

597, 598 Graduate Research

Open to master's degree candidates only. Prerequisite: consent of department chair. I II (2-4)

Chinese Studies

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

Students are strongly encouraged to participate in the university's China exchange programs (currently at Sichuan University and Zhongshan University) and may request that credits earned through these programs be counted toward the major or minor. With the approval





of the program director, selected January-term, summer, and experimental courses may be included in the major or minor.

FACULTY: A committee of faculty administers this program: Benson, *Chair*; Barnowe, Byrnes, Dwyer-Shick, Guldin, Ingram, Jensen, McGinnis, Warner, Yie, Youtz. Mr. Sidney Rittenberg serves as honorary adviser.

BACHELOR OF ARTS MAJOR: 32 semester hours (24 required, 8 elective); students must take at least one Chinese history course.

Required Courses: (24 semester hours)

Anthropology 343 – East Asian Cultures
Chinese 201 – Intermediate Chinese
Chinese 202 – Intermediate Chinese
History 339 – Revolutionary China
Religion 233 – Religions of China
Chinese Studies 490 – The Senior Project (4)

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.

Electives: (8 semester hours)

Anthropology 345 – Contemporary Chinese Culture
Business 352 – Global Management*
Chinese 221 – Appreciating Things Chinese
Chinese 301 – Composition and Conversation
Chinese 371 – Chinese Literature in Translation
Chinese Studies 200 – Selected Topics in Chinese Studies
History 338 – Modern China
History 496 – Seminar: The Third World (A/Y on China)**
Music 105J – The Arts of China
Nursing 397 – Health Care Practices in China, India, and Tibet*
Political Science 381 – Comparative Legal Systems

MINOR: 20 semester hours (8 required, 12 elective)

Required Courses: (8 semester hours in Chinese language)

Chinese 101 – Elementary Chinese
Chinese 102 – Elementary Chinese
(or one equivalent year of university level Chinese, upon approval of the program chair)

Electives: (12 semester hours from at least two additional departments)

Anthropology 345 – Contemporary Chinese Culture
Chinese 221 – Appreciating Things Chinese
Chinese 371 – Chinese Literature in Translation
Chinese Studies 200 – Selected Topics in Chinese Studies
History 338 – Modern China
History 339 – Revolutionary China
Music 105J – The Arts of China
Religion 233 – Religions of China

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

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

Classics

The Classics Program is a cooperative effort among the Departments of Languages and Literatures, History, Philosophy, Religion, and Art. Its goal is to unite the "heart of the liberal arts" with the mind, through history and philosophy, and the soul, through religion, and to embellish this trinity of themes with the visual experience of art.

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

The Classical Languages major requires all 40 semester hours in language study.

CLASSICS COMMITTEE: Snee, *Coordinator*; Arnold, Jansen, E. Nelson, Oakman.

Latin 101-102 – Elementary
Latin 201-202 – Intermediate
Greek 101-102 – Elementary
Greek 201-202 – Intermediate
Art 110 – Introduction to Art
Art 180 – History of Western Art I
Art 386 – Imagery and Symbolism
Classics 231 – Masterpieces of European Literature
Classics 250 – Classical Mythology
Classics 321 – Greek Civilization
Classics 322 – Roman Civilization
Natural Sciences 204 – History of Science
Philosophy 331 – Ancient Philosophy
Religion 211 – Religion and Literature of the Old Testament
Religion 212 – Religion and Literature of the New Testament
Religion 221 – Ancient Church History
Religion 330 – Old Testament Studies
Religion 331 – New Testament Studies
Independent Study Courses
Selected January-term Courses

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

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

All core classics courses are taught out of the Department of Languages and Literatures.

College of Arts and Sciences

Division of Humanities

English
Languages and Literatures
Philosophy
Religion

Division of Natural Sciences

Biology
Chemistry
Computer Science and Computer Engineering
Geosciences
Mathematics
Physics

Division of Social Sciences

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

DEGREES OFFERED: Bachelor of Arts, Bachelor of Science

MAJOR REQUIREMENT: A major is a sequence of courses in one area, usually in one department. A major should be selected by the end of the sophomore year. The choice must be approved by the department chair (or in case of special academic programs, the program coordinator). Major requirements are specified in this catalog. The quality of work must be 2.00 or better. D grades may be counted toward graduation but not toward a major.

RECOGNIZED MAJORS:

Anthropology	Global Studies
Applied Physics	History
Art	Individualized Study
Biology	Mathematics
Chemistry	Music
Chinese Studies	Norwegian
Classics	Philosophy
Communication	Physics
Computer Engineering	Political Science
Computer Science	Psychology
Economics	Religion
Engineering Science (3-2)	Scandinavian Area Studies
English	Social Work
Environmental Studies	Sociology
French	Spanish
Geosciences	Theatre
German	Women's Studies

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

COLLEGE OF ARTS AND SCIENCES REQUIREMENTS:

In addition to meeting the entrance requirement in foreign language (two years of high school language, one year of college language, or demonstrated equivalent proficiency), candidates in the College of Arts and Sciences (all B.A., B.S., B.A.Rec., B.A.P.E. and B.S.P.E. degrees) must meet Option I, II, or III below:

I. Completion of one foreign language through the second year of college level. This requirement may also be satisfied by completion of four years of high school study in one foreign language or by satisfactory scores on a proficiency examination administered by the PLU Department of Languages and Literatures.

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

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

Four semester hours in symbolic logic, mathematics (courses numbered 100 or above), computer science, or statistics in addition to courses applied to the general university requirements.

High school languages used to satisfy any of the above options must have been completed with grades of C or higher.

Courses used to satisfy either line of Option III of the College of Arts and Sciences requirement may not also be used to satisfy general university requirements. Any college-level foreign language course numbered 201 or above used to satisfy Option I and any completion of college-level language through 102 used to satisfy Option II may also be used to satisfy the Perspectives on Diversity requirement in Cross-Cultural Perspectives.

Candidates for the B.A. in English, for the B.A. in Education with concentration in English, for the B.A. in Global Studies, for the B.B.A. in International Business, and for election to the Arete Society must meet Option I above.



Communication and Theatre

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

We focus our curriculum and education on four ability groups that all students should master. First is the ability to think and reflect critically. Students should be able to observe, analyze, perceive relationships, reason, and make inferences about their lives and world. Second, students should be able to express themselves effectively using verbal and non-verbal techniques. Third, students should be able to interact with one another and their environ-

ment. Finally, students should develop an ability to value themselves, their environment, and others as diverse and important facets of our social lives. With the learning of these abilities comes a responsibility to community and social service.

FACULTY: Inch, Chair; Bartanen, Becvar, Clapp, Ehrenhaus, Feller, Harney, Lisosky, Rowe, Spicer.

CORE REQUIREMENT: Only the following courses from Communication and Theatre may be used to meet the general university core requirement in the arts: 151, 160, 162, 163, 241, 358, 359, 363, 364, 458. No course beginning with the prefix COMA counts toward the university core requirements.

COMMUNICATION CORE SEQUENCE: Print/broadcast journalism, critical communication studies, and public relations majors must take an initial core of courses as follows: 123, 271, 284, 285. NOTE: 123 and 271 should not be taken concurrently.

DECLARATION OF MAJOR: Students who want to declare a communication major with an emphasis in print/broadcast journalism, critical communication studies, or public relations:

1. Will, at the time of declaration, have a cumulative grade point average of at least 2.50.
2. Will have successfully completed the Communication Core (123, 271, 284, 285) with a grade point average of 2.50 or higher.

Students who complete 123 with a 2.50 or higher grade may declare provisionally until successful completion of the core.

BACHELOR OF ARTS MAJORS: Maximum of 44 semester hours in any of the areas of concentration:

1. *Critical Communication Studies* – required courses: 123, 271, 284, 285, 328, 330, 333, 433 plus 12–16 additional hours from 300 and 400 level communication courses selected after consultation with adviser. Required supporting areas: 3–4 hours in economics, 4 hours in statistics or research methods, and 12 hours in social sciences or a minor approved by an adviser.
2. *Print/Broadcast Journalism* – required courses: 123, 271, 284, 285, 384 or 378, 480, plus 24 additional hours from 300 and 400 level communication courses selected after consultation with adviser. Required supporting areas: 3–4 hours in economics, 4 hours in statistics or research methods, and 12 hours in social sciences or a minor approved by an adviser.
3. *Public Relations* – required courses: 123, 271, 284, 285, 385, 435, 378 or 384 or an approved writing course, plus 16–20 additional hours from 300 and 400 level communication courses selected after consultation with adviser. Required supporting areas: 3–4 hours in economics, 4 hours in statistics or research methods, and 12 hours in social sciences or a minor approved by an adviser.
4. *Theatre – Acting/Directing Emphasis* – required courses: 151, 160, 225, 250, 352, 357, 363, 364, 425, plus 6 hours from communication and theatre courses in consultation with adviser.
5. *Theatre – Design/Technical Emphasis* – required courses: 151, 160, 225, 250 or 454, 352, 356, 363, 364, 425, 452 or 453, plus 6 hours from communication and theatre courses in consultation with adviser.

All candidates for the B.A. degree must satisfactorily complete a formal internship of 1 to 8 semester hours under the supervision of a faculty member.

In addition to requirements listed above, candidates for the B.A. degree must meet the option requirements in the College of Arts and Sciences.

BACHELOR OF FINE ARTS MAJOR: At least 54 semester hours in any of the two areas of concentration:

1. *Communication* – required courses: 123, 271, 284, 285, 4 hours in each ability group, and 8 hours in external requirements.

2. *Theatre – Acting/Directing Emphasis* – required courses: 151, 160, 241, 250, 352, 357, 363, 364, 454, plus 18 hours selected in consultation with adviser.

3. *Theatre – Design/Technical Emphasis* – required courses: 151, 225, 250 or 454, 352, 356, 363, 364, 425, 452 or 453, plus 18 hours selected in consultation with adviser.

All candidates for the B.F.A. degree must satisfactorily complete a formal internship of 1 to 8 semester hours under the supervision of a faculty member.

BACHELOR OF ARTS IN EDUCATION:

See *School of Education*.

MINORS:

1. *Critical Communication Studies*: 20 semester hours, including 123, 284, 285, 330, 333 or 433, 328 or 436.
2. *Public Relations*: 20 semester hours, including 123, 271, 284, 285, 385, plus 4 hours from 300–400 level communication courses selected in consultation with adviser.
3. *Theatre*: 20 semester hours, including 151, 160, 241, 250, plus 4 hours from communication and theatre course selected in consultation with adviser.
4. *The Dance Minor* is cross-referenced with the School of Physical Education. See the description of that minor under *Physical Education*.
5. *The Publishing and Printing Arts Minor* is cross-referenced with the Department of English. See the description of that minor under *Publishing and Printing Arts*.

Course Offerings: Communication

123 Communication and Theatre: A Way of Seeing, A Way of Sharing

Introduces the study of communication and theatre. Surveys the contexts and applications of study in these disciplines. Introduces the use of rhetorical theory as a means of understanding communication behavior. (4)

225, 425 Communication Practicum

One semester hour credit may be earned each semester, but only 4 semester hours may be used to meet university requirements. Students put classroom theory to practical application by individually completing a project relating to an aspect of communication. An instructor in the area of interest must approve the project and agree to provide guidance.

234 Introduction to Research in Communication

The study of methods of gathering, interpreting, and evaluating data in the study of human communication. Both quantitative and qualitative research methods. (2)

271 Media Literacy

Introduces the critical study of mass communication. Surveys how the technical, economic and behavioral elements of media influence its structure and content. Surveys significant trends and issues in both domestic and international media contexts. (4)

284 Communication as Process: Speaking Seminar

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. (2)

285 Communication as Process: Writing Seminar

Introduces the process of communication writing. Surveys copy formats and style rules for writing in communication-related careers. Students complete a number of diverse writing assignments to appreciate the mechanics of writing and the role of audiences. (2)

321 The Book in Society

See English 311. (4)

322 Publishing Procedures

See English 312. (4)

324 Nonverbal Communication

Focus on the nonverbal aspects of communication within the framework of interpersonal interaction. Prerequisite: Communication core or consent of instructor. (2)

326 Group Communication

Studies how people interact in groups. Introduces theoretical constructs regarding the role of groups in organizational and social settings. Provides experience in analyzing and improving group performance and interaction. (4)

328 Argumentation

Studies how people use reasoning giving in social decision-making. Analysis of genres, forms, and techniques of arguers. Focus is on methods of creating, understanding, and criticizing arguments. (4)

330 Public Speaking

Focuses on improving skill in public speaking. Introduces theories and techniques for effectively participating in various speaking contexts. Provides experience through writing and delivering a range of different kinds of public speeches. (4)

333 Foundations of Communication Theory

Introduces the theories and research tools used to study interpersonal and mass communication. Studies the role of theories in providing practical understanding of the communication process. Emphasizes the role of empirical research in broadening understanding of communication. (4)

334 Gender and Communication

Attempts to analyze and understand the relationship between gender and communication behavior. Comparison and contrast of male and female communication styles, similarities and differences in language usage, interpersonal dialogues, group discussions and listening in personal and professional arenas. (4)

335 Intercultural Communication Workshop

Designed to acquaint students with the influence of cultural backgrounds, perceptual systems, social organization, language, and nonverbal messages in intercultural communication. (2)

336 Communicating in Business and the Professions

Focuses on the nature of communication processes in organizational settings. Students deal with interpersonal communication, interviewing techniques, informative and persuasive speaking, working in groups, and basic business writing skills. (4)

373 Audio Production

Elements of audio production, analysis of program design, scripting, and production tools and techniques. Lecture and laboratory. Prerequisite: Communication core or consent of instructor. (4)

374 Video Production

Analysis and application of program design, writing and production tools and techniques. Lecture and laboratory. Prerequisite: Communication core or consent of instructor. (4)

378 Broadcast Journalism

Techniques of broadcast journalism. Applications of news gathering, writing, and reporting in a broadcast context. Radio, television, and news production assignments using broadcast equipment in the field and studio. Prerequisite: Communication core or consent of instructor. (4)

380 Newspaper Editing, Layout, and Design

Selection and editing of news copy and headline writing. Selection, sizing, and cropping of photos. Functions of layout. Principles of newspaper design and their practical applications. Prerequisite: Communication core or consent of instructor. (4)

381 Media Law and Principles

The theory and application of law in news gathering, publishing, and broadcasting. Will conduct legal research. (4)

384 Advanced News Reporting

Reporting of politics and police, courts and other governmental functions, investigative reporting and writing. Blend of field trips and writing exercises. Prerequisite: Communication core or consent of instructor. (4)

385 Introduction to Public Relations

Introduces the theories, methods, and practice of public relations. Emphasizes technical and analytical skills. Prerequisite: Communication core or consent of instructor. (4)

388 Editorial Writing

Research and writing of editorials and commentaries for newspapers and broadcast. Function of the editorial and editorial pages in the news media. Prerequisite: Communication core or consent of instructor. (4)

390 Ethics in Communication

Studies the basic principles of moral philosophy and explores ethical issues involving those engaged in communication professions such as journalism, public relations, broadcasting, and advertising. Students use case studies to learn to recognize ethical dilemmas and develop strategies for dealing with them. (4)

391, 392, 393 Communication Abroad: Studies in Culture

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

433 Rhetorical Theory

Introduces the theories and research tools used to study communication from a rhetorical perspective. Analyzes the role of rhetoric as a crucial means of human problem-solving. Emphasizes the role of critical research in understanding the rhetorical significance of messages. (4)

435 Organizational Communication

Studies the role of communication in formal organizations. Provides insight into how organizations use and misuse communication techniques in accomplishing their ends. Emphasizes the interrelationship of theory and case studies in understanding the complex nature of contemporary organizations. (4)

436 Persuasion

The study of persuasion as a means of personal and social influence. Examines the theoretical foundations and explores the ethical and social implications of contemporary persuasion. (4)

437 Advanced Interpersonal Communication

Studies the role of communication as the basis for how people interact with each other. Introduces the various theories helping to explain the success and failure people experience in interaction. Emphasizes the importance of learning to diagnose and provide solutions to common communication difficulties. (4)

438 Advanced Public Relations

Examination of public relations issues such as campaign planning, crisis management, theoretical foundations, and ethics. Prerequisite: 385 or consent of instructor. (4)

439 Intercultural Communication

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. Prerequisite: Communication core or consent of instructor. (4)

440 Conflict and Communication

Studies the role of communication in the development and management of human conflict. Use of the theories of prominent conflict and peace scholars and significant case studies to

develop a method for better understanding the nature and resolution of conflict. Prerequisite: Communication core or consent of instructor. (4)

450 Workshop in Effective Public Speaking

Audience analysis, topic selection, organization of ideas for various audiences, types of speeches, use of visual aids, and delivery. Designed for both novices and those who have had some experience as speakers. (2)

475 Advanced Media Production

Producing, scripting, directing, performing, and evaluating sophisticated audio and video programming. Prerequisite: 374. (4)

480 In-Depth and Investigative Reporting

Group reporting in depth on a single issue for both newspaper and television. Prerequisites: 380, 378 or 384. (4)

485 Interdisciplinary Perspectives in Communication

Provides senior-level communication and theatre students with the opportunity to synthesize their study through discovering means of cross-applying theories and practices in various contexts. Allows students to experience study in a seminar atmosphere. Allows students to complete a research paper or project in their area of interest. (4)

491, 492, 493 Special Studies in Communication

Investigations or research in area of special interest not covered by regular courses; open to qualified junior or senior students. A student should not begin registration for independent study until the specific area for investigation has been approved by a departmental sponsor. (1-4)

500 Effective Communications

A look at communication processes in organizations with development of specific communication skills; includes public speaking techniques, informative and persuasive communication, interviewing strategies, and the role of listening. (2)

596-598 Research in Communication

For graduate students only. (1-4)

Course Offerings: Theatre

151 Stage Technology

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

160 Introduction to Theatre

Exposure to theatre and its numerous offshoots (e.g., film, television, rock concerts) through audience participation and personal contact. (4)

162 History of American Film

Concentrates on the development and growth of the motion picture in the United States from 1895 to the present. (4)

163 History of the Foreign Film

Concentrates on the development and growth of international film. (4)

225, 425 Theatre Practicum

One semester hour credit may be earned each semester, but only 4 semester hours may be used to meet university requirements. Students put classroom theory to practical application by individually completing a project relating to an aspect of theatre. An instructor in the area of interest must approve the project and agree to provide guidance.

241 Oral Interpretation of Literature

The art of communicating the essence of a piece of literature to an audience; interpreting it essentially, logically, and emotionally. Individual and group performance. (4)

250 Fundamentals of Acting

An examination of the work of actors and actresses, their natural

and learned skills; exercises in memory, imagination, and observation; improvisations and scenes from modern plays. (4)

351 Stage Makeup

Specialized work in planning and application of techniques from straight makeup through aging, three dimensional, and special effects. (4)

352 Stage Management

All of the facets of managing a theatrical production: planning, scheduling, rehearsal process, documentation, and interpersonal relationships. (4)

356 Stage Lighting

Stage lighting from the development of electricity and lighting instruments to the complete design of lighting a show. (4)

357 Intermediate Acting, The Actor At Work

Practical experience in the art of the actor through performance of scenes from plays of the modern theatre, emphasis on the importance of play analysis by the actor, and examination of current acting theory. Prerequisite: 250. (4)

358 Advanced Acting

Study of the work of an actor; character analysis and embodiment, using scenes from plays; includes styles of acting as defined by historical period. Prerequisite: 357. (4)

359 Acting for the Non-Actor

Specifically designed for those who have nourished a curiosity to explore the art of acting but have been intimidated by a lack of knowledge or prior experience. Not open to theatre majors or minors. (4)

363 History of the Theatre: Aeschylus Through Turgenev

Theatre as it evolved from its primitive origin through representative societies; Ancient Greece, Rome, Renaissance, Modern European, and American. (4)

364 History of the Theatre: Ibsen Through to the Present

(See description for 363.) (4)

452 Scenic Design

Development of artistic and technical abilities in the field of scenic design incorporating many periods and styles as well as preparation of models, rendering, and draftings. (4)

453 Costume Design

Development of artistic and technical abilities in the field of costume design incorporating history, patterns, and renderings. (4)

454 Play Direction

The role of the director, historically and critically; an intensive study that is both practical and theoretical in its approach to the art of the play director. Each student is required to direct scenes from plays representative of all periods of theatre history. A final project, consisting of a contemporary scene, will culminate the course. Prerequisites: 151, 250, and junior status. (4)

458 Creative Dramatics

Designed to acquaint the student with materials, techniques, and theories of creative dramatics. Intended for elementary and junior high school teachers or prospective teachers, theatre majors, religious leaders, youth and camp counselors, day care workers, social and psychological workers, and community theatre leaders interested in working with children. S (4)

491, 492, 493 Special Studies in Theatre

Investigations or research in area of special interest not covered by regular courses; open to qualified junior or senior students. Requires pre-registration approved by a departmental sponsor. (1-4)

596-598 Research in Theatre

For graduate students only. (1-4)

Computer Science and Computer Engineering

Computer Science

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

The Bachelor of Science degree in computer science has been accredited by the Computer Science Accreditation Commission of the Computing Sciences Accreditation Board, Inc.

Computer Engineering

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

FACULTY: Hauser, Chair; Blaha, Brink, Chung, Fofanova, Kakar, Murphy, Spillman, Wolff.

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

Computer Science and Computer Engineering 115:

Solve it with the Computer!

Especially for students with little or no background in computer science who wish an introduction to the use of the computer for problem solving. Not recommended for students with strong mathematics backgrounds. This course also satisfies the Mathematical Reasoning requirement.

Computer Science and Computer Engineering 120:

Computerized Information Systems

Especially appropriate for business majors and other students wishing an introduction to the computer and applications of software packages.

Computer Science and Computer Engineering 144:

Introduction to Computer Science

For students majoring in computer science, computer engineering, mathematics, and most science majors, as well as others wishing a strong experience in computer programming.

Computer Science and Computer Engineering 270:

Data Structures

This is the second course in the major. With departmental approval, students with a strong programming background may receive advanced placement into this course.

COMPUTER EQUIPMENT: All students have unlimited access to the university Computer Center's user-room facilities. The Department of Computer Science and Computer Engineering also maintains a Solaris server and laboratories of its own. The upper level lab contains Macintosh, Linux, and Windows workstations. The other lab is used as a teaching laboratory and open lab; it has fifteen Windows NT workstations and computer pro-

jection equipment. All machines are on the Ethernet, are accessible through the campus network, and have full access to the Internet.

COMPUTER SCIENCE MAJORS: Students majoring in computer science may choose to earn either a Bachelor of Arts degree or a Bachelor of Science degree. 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 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.

Both degrees are based on the same core courses: Computer Science and Computer Engineering 144, 270, 346, 380, 490, Mathematics 151, 152, and 245. Students should begin Computer Science and Computer Engineering 144–270 and Mathematics 151–152 early in their program.

BACHELOR OF ARTS MAJOR: At least 26 semester hours of computer science and engineering including 144, 270, 346 or 380, and 490. The remaining hours are from computer science and engineering courses numbered above 329 (excluding 449). Up to 4 hours may be substituted from Math 341, 345, and 356. Required supporting: Math 151–152 and Math 245.

BACHELOR OF SCIENCE MAJOR: 40 semester hours in computer science plus 30 hours of supporting courses in mathematics and science. The 40 semester hours of computer science must include 144, 270, 343, 346, 375, 380, 490, and 14 additional credits of approved elective courses, one of which must be from 367, 420, 436, or 444. Elective courses submitted for approval are to be selected from the computer science courses numbered above 329 (except 345, 434, 449 and 501–509), or hours from Math 356 not counted toward the 30 hours of required supporting courses. The 30 hours of supporting courses in mathematics and science must include:

1. Math 151, 152, 245, 230 (or 331), 345 (or 341).
2. A minimum of 12 hours of approved science courses which includes a year's sequence of a laboratory science (Physics 153–154 with 163–164, Chemistry 120 or 125 and either 232 or 338, Biology 161–162, Geosciences 101, 102, or 103; and 201).
3. Approved sciences courses are: any Biology except 111, 112; any Chemistry except 104, 105, 210; any Geosciences except 104; any Physics except 205; Computer Science and Engineering 345 or 434.
4. The remaining hours, if any, may be chosen from any math course numbered above 329 (except 446) or any approved science course.

MINOR IN COMPUTER SCIENCE: 20 semester hours including Computer Science and Computer Engineering 144, 270, and eight additional hours of upper division computer science courses (excluding 322 and 449). Required supporting: Math 151, 128, or equivalent.

MINOR IN INFORMATION SCIENCE: 20 semester hours including Computer Science and Computer Engineering 144 and 367, at least four hours from computer science courses numbered above 250 (excluding 322 and 449), and Business 202. Required supporting: Math 151, 128, or equivalent.

SECONDARY TEACHING MINOR: See description under *School of Education*.

ELEMENTARY TEACHING MAJOR: See description under *School of Education*.

STATE ENDORSEMENT REQUIREMENTS: See description under *School of Education*.



BACHELOR OF SCIENCE MAJOR IN COMPUTER

ENGINEERING: Computer Science and Computer Engineering 131, 245, 345, 346, 490; Mathematics 151, 152, 245, 253, 340 or 341 and one of 230, 331, or 356; Computer Science and Computer Engineering 144, 270, 380, 480; Physics 153, 154, 163, 164; Chemistry 120 or 125; at least four semester hours chosen from Physics 233, 234, 333, 334, 336, or Chemistry 341; 10 additional semester hours from any upper level Computer Science and Computer Engineering course (except 449 or 503).

MINOR IN ELECTRICAL ENGINEERING: Computer Science and Computer Engineering 131, 245, 345, 346, and 144 or 240. Required supporting: Math 151, 152, and 245 or 253; Chemistry 120 or 125; Physics 125, 126, 135, 136 or 153, 154, 163, 164.

Course Offerings

A grade of C or higher is strongly recommended in all prerequisite courses.

115 Solve It With the Computer

Teaches how computer use can be combined with mathematical reasoning to solve problems. Spreadsheet package and other computer tools to solve problems from elementary statistics, financial transactions, and other areas where mathematics and data are used in every day life. Prerequisite: fulfillment of the PLU entrance requirement in mathematics. II (4)

120 Computerized Information Systems

Introduction to computers including management information systems development, telecommunications, operating systems, spreadsheets, graphics, and database management. Includes a computer laboratory component. Prerequisite: MATH 128 or 140 or equivalent. I II (4)

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. I (2)

144 Introduction to Computer Science

An introduction to computer science including problem solving, algorithm design, structured programming, numerical and non-numerical applications, and use of data files. Ethical and social impacts of computing. Prerequisite: 4 years of high school mathematics or MATH 140 or equivalent. I II (4)

199 Directed Reading

Supervised study of topics selected to meet the individual's needs or interests, primarily for students awarded advanced placement in computer science. Admission only by department invitation. (1-2)

245 Electrical Circuits

Introduction to the fundamental concepts of DC circuits including Ohm's and Kirchhoff's Laws and the function of inductive and capacitive elements. Prerequisite: PHYS 154. I (4)

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: a grade of C- or higher in 144. I II (4)

291 Independent Study

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

330 Introduction to Artificial Intelligence

An introduction to concepts of artificial intelligence, including expert systems, natural language processing, image understand-

ing, and problem solving techniques. Consideration of the ethical and social dilemmas posed by AI. The programming language LISP will be taught and used in several projects. Prerequisite: 270, MATH 245. a/y 1998-99 I (4)

343 Programming Language Concepts

A study and comparison of features found in different computer languages. Imperative object-oriented, functional, and declarative languages will be studied. Programs written in several of the languages. Prerequisite: 270. II (4)

345 Analog Electronics

An introduction to analog integrated circuit design techniques, including single and multistage amplifiers, frequency response and feedback methods. Laboratory work is part of the course. I (4)

346 Digital Electronics

Analysis of digital design techniques, including a review of combinational logic, flip flops, registers, counters, and timing circuits. Prerequisite: 144. I II (4)

348 Modeling and Simulation

An introduction to the fundamental concepts of mathematical modeling and computer simulation. The course will cover building and validating abstract models and simulating them using simulation languages. Prerequisite: 144. Recommended: 270 and either MATH 341 or 345. a/y (4)

367 Database Management

An introduction to the fundamental concepts necessary for design, use, and implementation of database systems. The entity-relationship and relational models are studied in detail. Individual, organization, and societal concerns related to accuracy and privacy of data. Major small group project. Prerequisite: 144 Recommended: 270. II (4)

371 Design and Analysis of Algorithms

Elementary data structures reviewed for efficiency under different conditions. Analysis of problems associated with searching and sorting. Study of formal models of computation (finite automata, pushdown automata, and Turing machines). Study of formal language concepts such as regular expressions and grammars. Prerequisite: 270, MATH 245. I (4)

372 Algorithms, Machines, and Grammars

Analysis of advanced data structures including B-Trees, Hash Tables, and Red-Black trees. Study of algorithms for graph theory, heuristic search, databases, file systems, and other topics selected by the instructor. Prerequisite: 371. II (4)

380 Assembly Language and Computer Organization

Computer assembly language applied to various problems. Topics include data and instruction formats, addressing, linking, macro definition, and computer architecture. Prerequisite: 270. Strongly recommended: 346. (4)

385 Computer Architecture

An introduction to the structure and operation of large computer systems. Topics include data representation, memory structure, I/O processing, multi-processing systems such as parallel, pipeline, and stack machines. Examples of the architecture of several large systems are analyzed. Prerequisite: 380, MATH 245. (2)

386 Computer Networks

An introduction to computer networks and computer communication. Topics include system topology, message and packet switching, bus structures and data-link transmission. Prerequisite: 144. Recommended: 270, 346, MATH 341 or 345. a/y (4)

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: 270 or consent of instructor. I (1)

400 Topics in Computer Science

Selected topic from the list below or topic of current interest in the discipline. Frequent topics are: Computer Security, Parallel Computing, Graphical User Interface Programming, Parallel Processing Topologies, Genetic Algorithms, and Neural Networks. J S a/y (1-4)

410 Topics in Computer Engineering

Selected topic from the list below or topic of current interest in the discipline. Frequent topics are: Computer Security, Parallel Computing, Graphical User Interface Programming, Parallel Processing Topologies, Genetic Algorithms, and Neural Networks. J S a/y (1-4)

412 Computer Graphics

A study of the techniques and theory used to generate computer graphics. Both two-and three-dimensional representations will be covered. Course work includes several programming assignments plus a project. Prerequisites: 270 and MATH 230 or 331. a/y II (4)

420 Software Engineering

An engineering approach to the development of large software packages. Topics include software requirements definition, structured programming, software design, specifications, and software testing. Consideration of societal and ethical issues surrounding software engineering. Major small group project. Prerequisite: 270, MATH 245. a/y II (4)

434 Transport: Momentum, Energy and Mass

Concepts and equations of classical continuum fluid mechanics: momentum, energy, and mass transport, transport coefficients — viscosity, thermal conductivity, mass diffusivity — inviscid and laminar flows, boundary layers, experimental and numerical modeling of transport processes. Prerequisite: PHYS 333 or consent of instructor. II (4)

436 Pattern Recognition

The use of the computer to recognize patterns in data. Topics include artificial intelligence, cluster analysis algorithms, learning algorithms, and pattern processing. Issues associated with making decisions from data analyzed by machines and the societal and privacy implications and ethical concerns involved in those kinds of decisions. Major small group project. Prerequisites: 270, MATH 245. a/y II (4)

438 Expert Systems

The development of AI systems which operate at the level of a human expert. Students will explore the structure of expert systems and use an expert system development tool. Prerequisite: 330 or consent of instructor. a/y II (4)

444 Operating Systems

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

446 VLSI Design

An introduction to the design of very large-scale integrated systems using computer-aided design methods. Prerequisite: 346. II (2)

449 Computer Science in the Secondary School

Methods and materials in secondary school computer science teaching. LOGO, PILOT, etc., may be considered. Does not count toward a major in computer science. Prerequisite: 144. a/y II (2)

455 Compilers

An introduction to the organization, specification, and analysis of programming languages, including scanning, parsing, object code, run-time machine structures and optimization. Prerequisite: 380, MATH 245. a/y 1998-99 (2)

480 Microprocessors

Study of microprocessors and their use in microcomputer systems. Prerequisites: 346, 380. I (4)

491 Independent Study

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

495 Computer Science Research

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

499 Capstone Seminar

Written and oral presentation of a project in a topic of interest by the student under the supervision of a faculty member. Discussion of the skills needed for good research and technical communication of that research. Study of the social implications of computing. Completion of this course satisfies the core requirement for a senior capstone seminar/project. Lasts two semesters 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. Final presentations are given during the spring semester. There are 2 credits given each term for a total of 4 credits. Prerequisite: Senior Computer Science or Computer Engineering major or consent of department chair. I II (2)

503 Workshops in Educational Technology

Workshops designed to expand teachers' knowledge about the application of new computer and related technology in educational settings. Does not count toward degrees in computer science. (1-4)

Cooperative Education Internships

Cooperative education is a unique program that offers "hands-on" job experience (called experiential education). Through internships students can weave opportunities for work and learning at the same time. The program features systematic cooperation between the university and an extensive number of employers in the Puget Sound community.

Although the program's career-related advantages are obvious, its main benefits are educational. Students gain an appreciation of the relationship between theory and application, and may learn, both early and first-hand, about new developments in a particular field. Cooperative education provides timely and extended opportunities for developing communication skills orally and in writing.

A cooperative education program can enable students to become aware of opportunities to contribute creatively to the changing dimensions of work in present-day society.

FACULTY: Phelps, *Director*.

TWO MODELS: The Cooperative Education Program accommodates both part-time and full-time work modes. Part-time work which allows students the opportunity to take on-campus courses concurrently is labeled the "Parallel Model." A full-time work experience fits under the "Alternating Model." In most cases, students will follow one or the other, but some departments or schools may develop sequences that combine both parallel and alternating work modes.

Full-time summer work, for example, would be classified as an alternating cooperative education experience, and many summer jobs provide for learning that relates to students' academic objectives.

THE PROCESS FOR STUDENTS: To be eligible for admission into the Cooperative Education Program a student must have completed 30 semester hours and be in good standing.

Students who wish to participate apply to either the Co-op Office in Harstad Hall or to a Co-op faculty coordinator or sponsor serving this function in specified departments, divisions, or schools. Both written application and personal interview are required to determine eligibility, terms for placement, areas of interest, academic requirements, and kinds of positions available.

Students are responsible for their learning activities during their cooperative education position. Each student must seek out and arrange for academic supervision from a faculty coordinator or sponsor. Faculty are responsible for insuring that the work experience provides appropriate learning opportunities for helping to establish the learning agreement, and for determining a grade.

Learning is facilitated through: (1) use of a "Learning Agreement"; (2) completing an academic project; (3) periodic contact with the faculty sponsor; (4) attendance at one workshop during the work experience; and (5) an on-site supervisor who accepts the responsibility to function in a resource role.

The learning agreement, developed by each student with the assistance of a faculty sponsor, lists learning objectives with measurable indicators of learning, and also incorporates supplementary resources such as reading materials and participation in work-related training sessions. The learning agreement is signed by the student, the faculty sponsor, the program director, and the work supervisor, each of whom receives a copy.

Contact between the faculty sponsor and the student must be sufficient to allow the sponsor to serve as a resource and provide academic supervision. Typically, this can be accomplished during one or two site visits. Students in a "parallel" cooperative education program may arrange to meet with the sponsor on campus. Those involved in "alternating" programs some distance from campus may maintain contact through periodic phone conferences, when site visits are impractical.

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

Students are required to register for at least one credit hour after accepting a Co-op position. Throughout an undergraduate academic career a student may receive a maximum of 16 semester hours of credit in cooperative education.

Course Offerings

376 Work Experience I

A supervised educational experience in a work setting. Requires the completion of a Cooperative Education Learning Agreement in consultation with a faculty sponsor. (1-8)

476 Work Experience II

A supervised educational experience in a work setting providing for advanced level of responsibility. Requires the completion of a Cooperative Education Learning Agreement in consultation with a faculty sponsor. (1-8)

477 International Work Experience

A supervised educational experience in another country. Requires completion of the International Cooperative Education Agreement, completion of a clearance checklist, and an approved plan of reporting in consultation with a faculty sponsor. (1-12)

576 Work Experience III

A supervised educational experience at the graduate level. Requires completion of a Cooperative Education Agreement in consultation with a faculty sponsor and the student's graduate program adviser. (1-4)

Economics

"Want is a growing giant whom the coat of Have was never large enough to cover." — RALPH WALDO EMERSON

Economics is the study of how people establish social arrangements for producing and distributing goods and services to sustain and enhance human life. Its main objective is to determine a wise use of limited economic resources so that people receive the maximum benefit at the lowest cost.

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

FACULTY: Reiman, *Chair*; Brue, R. Jensen, Nugent, N. Peterson, Terada, Travis, Wentworth.

BACHELOR OF ARTS MAJOR: (A) Minimum of 40 semester hours, including 151, 152, 351, 352, 499, 12 hours of electives in economics, 4 hours selected from Statistics 231 or Mathematics 341, and 4 hours selected from Economics 344 (if not used as economics electives), Business 202 or 302, Mathematics 348, or up to 4 hours in computer science. (B) A grade point average of 2.50 in all classes included in the 40 semester hours toward the major. With departmental approval, Economics 130 may be substituted for Economics 152 for purposes of major and minor requirements. Economics 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 adviser.

HONORS MAJOR: Outstanding students may choose to pursue graduating in economics with honors. In addition to meeting all other major requirements, in order to be granted departmental honors a student must: (A) have an overall university grade point average of 3.50 or better; (B) take four hours beyond the standard major in 495, Honors Thesis (Students apply for admission to this course in the second semester of their junior year. The department grants admission to 495, Honors Thesis, based on the student's prior work in economics and the quality of the general research proposal.); (C) present the results of the work completed in 495, Honors Thesis, at a meeting of Omicron Delta Epsilon (the economics honorary).

MINOR: 24 semester hours, including 151, 152, 351 or 352, and 12 additional hours of electives, 4 of which may be in statistics.

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

BACHELOR OF ARTS IN EDUCATION: See *School of Education*.

Course Offerings

130 Global and Environmental Economic Principles

Analysis of public policy and private behavior; appropriate pricing, resource valuation, taxes and subsidies, trade policies, sustainable development, and income growth and distribution. Students cannot take both 130 and 152 for credit. (4)

151 Principles of Macroeconomics

Introduces the economy as a whole and major issues such as inflation, unemployment, economic growth, and international trade. (4)

152 Principles of Microeconomics

Introduces the study of economic decision making by firms and

individuals. Economic tools and concepts such as markets, supply and demand, and efficiency applied to contemporary issues. (4)

321 Labor Economics

Analysis of labor markets and labor market issues; wage determination; investment in human capital, unionism and collective bargaining; law and public policy; discrimination; labor mobility; earnings inequality, unemployment, and wages and inflation. Prerequisites: 130 or 152, or consent of instructor. (4)

330 Environmental and Natural Resource Economics

The first half of the course examines the theory of externalities, congestion and the common-property basis for environmental degradation, and the valuation of environmental amenities. The second part of the course develops analytical models for the use of renewable and exhaustible resources over time. Prerequisite: 130 or 152, or consent of instructor. (4)

331 International Economics

Regional and international specialization, comparative costs, international payments and exchange rates; national policies that promote or restrict trade. Prerequisites: 130 or 152, or consent of instructor. (4)



341 Economic Development: Comparative Third World Strategies

Analysis of the theoretical framework for development with applications to alternative economic development strategies used in the newly emerging developing countries. Emphasis on comparison between countries, assessments of the relative importance of cultural values, historical experience, and governmental policies in the development process. Fulfills cross-cultural line in the Perspectives on Diversity requirement. Prerequisites: 130 or 151, or consent of instructor. (4)

343 Operations Research

Quantitative methods for decision problems. Emphasis on linear programming and other deterministic models. Prerequisite: STAT 231 or equivalent. (2)

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: STAT 231 or equivalent. (4)

345 Mathematical Topics in Economics

An introduction to basic applications of mathematical tools used in economic analysis. Prerequisites: 130 or 151 or 152, or consent of instructor. (4)

351 Intermediate Macroeconomic Analysis

National income determination including policy implications within the institutional framework of the U.S. economy. Prerequisites: 130 or 151, and MATH 128 or 140 or 151. (4)

352 Intermediate Microeconomic Analysis

Theory of consumer behavior; product and factor prices under conditions of monopoly, competition, and intermediate markets; welfare economics. Prerequisites: 130 or 152, or consent of instructor and MATH 128, 140, or 151. (4)

361 Money and Banking

The nature and role of money; monetary theory; tools and implementation of monetary policy; regulation of intermediaries; banking activity in financial markets; international consequences of and constraints on monetary policy. Prerequisites: 151 or consent of instructor. (4)

362 Public Finance

Public taxation and expenditure at all governmental levels; the incidence of taxes, the public debt and the provision of public goods such as national defense, education, pure air, and water. Prerequisites: 130 or 152, or consent of instructor. (4)

371 Industrial Organization and Public Policy

An analysis of the structure, conduct, and performance of American industry and public policies that foster and alter industrial structure and behavior. Prerequisites: 130 or 152, or consent of instructor. (4)

381 Comparative Economic Systems

An analysis and comparison of contemporary economic systems. Prerequisites: 151 or 152, or consent of instructor. Fulfills cross-cultural line in the Perspectives on Diversity requirement. (4)

399 Internship

A research and writing project in connection with a student's approved off-campus activity. Prerequisites: sophomore standing plus one course in economics, and consent of the department. (1-4)

491, 492, 493 Independent Study

Prerequisite: consent of the department and completion of either 351 or 352. (1-4)

495 Honors Thesis

Independent research supervised by one or more faculty members. Research proposal and topic developed by the student in the junior year. Application to enroll is made in the second semester of the junior year. Prerequisite: economics major and consent of the department. (4)

496 Seminar

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: consent of instructor. (1-4)

499 Evolution of Economic Thought

Economic thought from ancient to modern times; emphasis on the period from Adam Smith to J.M. Keynes; the classical economists, the socialists, the marginalists, the neoclassical economists, and the Keynesians. Prerequisite: 351 or 352 (may be taken concurrently). Meets the senior seminar/project requirement. (4)

500 Applied Statistical Analysis

An intensive introduction to statistical methods. Emphasis on the application of inferential statistics to concrete situations. (4)

501 Analytical Methods for Decision-Making

The concepts of probability, sampling, statistical decision theory, linear programming, and other deterministic models applied to managerial problems. Prerequisite: 500. (4)

520 Economic Policy Analysis

An intensive introduction to the concepts of macroeconomics and microeconomics with an emphasis on policy formation within a global framework. (4)

School of Education

The School of Education offers programs of study leading to certification for elementary, secondary, and special education teachers, administrators, reading specialists, and school librarians. The curriculum is designed to provide graduates with a blending of the liberal arts and a variety of guided field experiences beginning early in the educational sequence. The faculty is committed to the development of educational personnel sensitive to the varied individual needs of learners.

FACULTY: Beck, *Dean*; Baughman, *Associate Dean*; Lamoreaux, *Director of Graduate Studies*; Barritt, Byrnes, Chastain, Gerlach, Hillis, Leitz, Lewis, McGraw, Minetti, Mulder, Reisberg, Shanton, Wentworth, G. Williams, Yerian, Yetter.

PROGRAMS OFFERED: The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), the Northwest Association of Schools and Colleges, and the Washington State Board of Education for the preparation of elementary and secondary teachers, principals, program administrators, and special education teachers, with the Master of Arts in Education the highest degree approved. The accreditation gives PLU graduates reciprocity with many other states.

Programs for the preparation of school administrators and school librarians are available. The School offers coursework toward the conversion, renewal, or reinstatement of teaching certificates. For preparation of school nurses, see School of Nursing section of this catalog.

The School of Education offers graduate degrees in Classroom Teaching, Educational Administration, Literacy Education, Special Education, and the master's degree with Initial Teaching Certification. Information regarding these programs is available from the director of graduate programs in the School of Education (535-7272).

ELIGIBILITY REQUIREMENTS FOR PROFESSIONAL STUDIES (Undergraduate or Certification Only): Students seeking to register for Education 302 or for Educational Psychology 261/Education 262 must apply to the School of Education, in order to receive a registration number. Official transcripts of all college/university work, writing samples, and official documentation of college admission test scores must be submitted to the School of Education by the first Friday in October or March before being admitted to the School of Education and allowed to enroll in education courses the following term.

Requirements include:

1. Evidence of verbal and quantitative ability as illustrated by one of the following test scores:
 - a. Scholastic Aptitude Test (SAT)
Verbal 425 or above; Total 1040 or above**
 - b. Washington Pre-College Test (WPCT) or (TETEP)
Verbal 48 or above; Total 103 or above**
 - c. American College Test Assessment (ACT)
Verbal 20 or above; Composite 23 or above**
- * All applicants who have not taken SAT, ACT, WPCT or TETEP must submit a TETEP score.
- ** Test score requirements are set by the State of Washington and are subject to change.
2. Sophomore standing (30 or more semester hours)
3. Cumulative grade point average (GPA) of 2.50
4. Psychology 101: grade of C or higher
5. Writing 101: grade of C or higher

Application forms and procedures for admission to professional studies in education are available from the School of Education. Students who do not meet all the requirements may exercise the appeal process for admission to Education 302 or Educational Psychology 261/Education 262. Admission appeal process forms are available from an adviser in the School of Education.

All students admitted to Education 302 or Educational Psychology 261/Education 262 are admitted provisionally to a program of professional studies, subject to conditions and procedures identified in the Elementary/Secondary Initial Level Certification Handbooks, available in the School of Education. Continuation in the program of professional studies is subject to continuous assessment of student development and performance.

BAE and/or CERTIFICATION REQUIREMENTS: Students become candidates for certification when they have successfully completed the following:

1. All course work with a cumulative grade point average of 2.50 or above.
2. Professional Education Sequence for elementary or secondary teaching.
3. An approved teaching major(s) or concentration(s) (see requirements as listed under Academic Preparation).
4. All courses in education and in major and minor fields with grades of C or higher (for secondary education, B- or higher required in education courses).
5. Achievement of proficiency in writing and math skills.
6. Anthropology 210/History 210 or Anthropology 102 for secondary teaching and Anthropology 102 for elementary teaching.
7. Coursework or courses on the issues of abuse, as approved by the School of Education (SPED 480).
8. A student teaching experience. Students must complete all application procedures by the last Friday in March for fall student teaching or the last Friday in October for spring student teaching.
9. A valid first aid card.

TEACHER CERTIFICATION

Initial Teaching Certificate: Students who successfully complete a program of professional studies in the School of Education, and who meet all related academic requirements for a degree or a certificate, will be recommended by the School of Education for a Washington initial teaching certificate. Additional state requirements for the certificate include a Washington State Patrol check, an FBI fingerprint check, and a passing score on state entry-to-practice tests. Information regarding all state requirements and procedures for certification is available in the School of Education. *State requirements are subject to immediate change. Students should stay in close contact with their School of Education advisers for updates in program or application requirements.*

Initial Teaching Certificate Renewal: Under state regulations in effect at the publication of this catalog, the Initial Certificate is valid for four years, and may be renewed for an additional three years by meeting the following requirements:

1. In order to be eligible to renew or have an initial certificate reissued, an individual must have completed all coursework requirements for continuing certification or have completed 10 semester (15 quarter) hours of study since the issuance of the MOST RECENT initial certificate in the role for which renewal or reissuance is being sought (WAC 180-79-065) (1)(a). The individual must also meet the recency requirement described below. In some cases the same credits may apply to both the renewal/reissuance requirement and the recency requirement.
2. In order to be eligible to obtain, renew, or have an initial certificate reissued, the individual must have completed 10

semester (15 quarter) hours within the seven years preceding application for the initial certificate. The recency requirement does not apply to individuals who are seeking the continuing certificate. (WAC 180-79-065)(3)

3. An individual must complete the renewal application form and send it to the School of Education, with the \$15 renewal fee (*check made payable to Pacific Lutheran University*).
4. An individual must have a copy of his or her Initial Certificate on file in the School of Education.

Converting to the Continuing Certificate: At the time of publication of this catalog, state requirements include:

1. 30 semester hours of upper division or graduate level post-baccalaureate study.
2. 180 days of full-time teaching, of which 30 days must be with the same employer.
3. Two endorsements.
4. Coursework in issues of abuse.

Although the master's degree is no longer required, any School of Education M.A.E. degree can be used to meet the academic requirements for the continuing certificate. Other means by which the School of Education can help persons meet continuing certification requirements will be considered as they become known.

ELEMENTARY PREPARATION

General requirements: In addition to the general university and core requirements in all curricula, certain specific requirements in general education must be met.

1. Anthropology 102, Exploring Anthropology; Culture and Society (recommended) or Anthropology 210/History 210, Global Perspectives, or the equivalent must be taken.
2. Mathematics 223 or equivalent must be taken.
3. Biology 111 or life science.
4. Natural Sciences 206 or physical science.

State Endorsement Requirements: Program shall be comprised of the appropriate pedagogy courses and field experiences/internship as well as the following subject areas: 1) Language literacy (reading strategies, writing process, communication, language skills, child and adolescent literature); 2) Mathematics (number sense, measurement, geometric sense, probability & statistics, algebraic sense); 3) Science (life, physical, and lab); 4) Social studies (U.S. history, geography, economics, civics); 5) The arts (music, visual arts, drama, creative movement); 6) Health/fitness (foundations of health, fitness, and safe living); 7) pedagogy; 8) field experiences.

SECONDARY PREPARATION

General requirements: In addition to the general university requirements in all curricula, certain specific requirements for general education must be met.

1. Anthropology/History 210, Global Perspectives (recommended) or Anthropology 102, Culture and Society, must be taken.
2. Computer Science 322, Microcomputers in the Classroom, must be taken (Physical Education and Music Education degree majors excepted).
3. Minimum grade requirements include a cumulative grade point average of 2.50 for the following:
 - a. Entrance to professional sequence.
 - b. Enrollment in any course in professional education.
 - c. Graduation and/or certification.
4. Grades of C or higher in the following:
 - a. All courses in majors and minors.
 - b. Writing 101, Psychology 101, Anthropology/History 210 or Anthropology 102.
 - c. Computer Science 322.

ACADEMIC PREPARATION: All students desiring to teach in Secondary Schools (4-12) must complete a minimum of one of the primary endorsements listed below. They may also opt to complete (a) a second primary endorsement, (b) one or more supporting endorsements, (c) a university major or minor that does not result in a teaching endorsement.

The teaching endorsements listed below have been revised because of changes in the Washington Administrative Code. These endorsements affect all students who are admitted to the university after August 31, 2000.

PRINCIPAL'S AND PROGRAM ADMINISTRATOR'S

CERTIFICATE: Preparation programs leading to certification at the initial and continuing levels for school and district-wide program administrators are available through the School of Education. Specific requirements for the certificates are identified in handbooks available upon request. Master's degrees in educational administration are described in the *Graduate Studies* section of this catalog.

CERTIFICATION REQUIREMENTS FOR SCHOOL NURSES:

Educational Staff Associate certification for school nurses is individually designed through the School of Nursing. For information regarding school nurse certification, contact the School of Nursing (535-8872).

TEACHING ENDORSEMENTS: Students preparing to teach in the elementary schools (K-8) will complete a program in the School of Education which meets the endorsement requirements already listed under Elementary Preparation. They may opt to include an additional primary or supporting endorsement from those that follow.

Students preparing to teach in the secondary school (4-12) will complete a program in the school of Education as described in handbooks prepared by the School of Education and they will also complete a minimum of one of the primary endorsements that follow. They may opt to include an additional primary or supporting endorsement from those that follow or a university major or minor as listed elsewhere in the catalog.

The following teaching endorsements reflect the current requirements listed in the Washington Administrative Code for all those who graduate after August 31, 2000.

Elementary: See endorsement requirements already listed under Elementary Preparation and specific requirements given by the School of Education.

Teaching Endorsements

ARTS – VISUAL ARTS

State endorsement requirements: (1) Skills and techniques in multiple media (painting, sculpture, drawing, computer, photography); (2) Composition and production using design principles; (3) Analysis and interpretation of art; (4) Social, cultural and historical contexts and connections; (5) Material, equipment and facilities safety.

All levels – primary – 34 semester hours.

Art 160, 226, 250, 365 (1, 5); 196 (2); 296 (3); 180 or 181 (4); 341, 440.

All levels – supporting – 20 semester hours.

Courses to be selected in consultation with adviser in Art and Education.

BIOLOGY

State endorsement requirements: (1) Botany/lab; (2) Zoology/lab; (3) Genetics; (4) Microbiology or cell biology/lab; (5) Chemistry/lab; (6) Ecology; (7) Evolution; (8) Lab safety, practice, and management; (9) Lab, inquiry-based experience, (10) Contemporary, historical, technological, and societal issues and concepts.

Secondary – primary – 32 semester hours.

Biology 161 (1, 2, 3, 4, 10); 162 (1, 2, 10); 323 (2, 6, 7); 340 (1, 9); 332 or 407 (3, 9, 10); 328 or 348 (1, 2, 3, 4, 9); 424 (6, 10) or 473 (7, 10); Chemistry 105 or 120 (5, 8, 10).

Secondary – supporting – 20 semester hours.

Biology 161 (1, 2, 3, 4, 9); 162 (1, 2, 9); 201 or 328 (4); 323 (6, 7, 10); Chemistry 105 or 120 (5, 8, 10).

CHEMISTRY

State endorsement requirements: (1) General principles of chemistry – inorganic, physical, and analytical/lab; (2) Organic chemistry/lab; (3) Quantitative analysis/lab; (4) Biochemistry/lab; (5) Physics; (6) Laboratory safety, practice, and management; (7) Lab inquiry-based experience; (8) Relationship of the concepts of science to contemporary historical, technological, and societal issues.

Secondary – primary – 50 semester hours.

Chemistry 120 or 125 (1, 6, 7); 232/332 and 234/334 (2, 6, 7); 338 (3); 341, 342, 343, 344 (1, 6, 7); 403 (4, 5, 8); Physics 153, 154, 163, and 164 (5); Required supporting: Math 151, 152.

Secondary – supporting – 22 semester hours.

Chemistry 120 (1, 6, 7); 232/332, 234/334 (2, 6, 7); 338 (2, 3, 6, 7); 403 (4, 5, 8).

DRAMA

State endorsement requirements: (1) Acting skills; (2) Theatre design and construction; (3) Directing; (4) Stage management; (5) Analysis and criticism; (6) Equipment, materials, and facilities safety.

All levels – supporting – 20 semester hours.

NOTE: Students who “major” in Drama will only receive a “Supporting Endorsement” and must still complete a “Primary Endorsement.”

Theatre 250 or 458 (1); 8 hours from 151, 352, 356, 452 (2, 4, 5, 6); 454 (3); 358 or Communication 123 (5).

EARTH SCIENCE

State endorsement requirements: (1) Physical geology; (2) Historical geology; (3) Environmental issues related to earth science; (4) Oceanography; (5) Astronomy; (6) Meteorology; (7) Lab safety, practice, and management; (8) Lab, inquiry-based experience; (9) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

Secondary – primary – 32 semester hours

Geoscience 201 (1, 2); 103 or 104 (3, 7, 8); 102 (4, 7, 8, 9); 105 (6, 7, 8); Physics 110 (5, 7, 8); 4 hours from Math 140 or higher or one course from Computer Science and Computer Engineering 144 or 220; 12 hours from upper division geoscience courses; Chemistry 104 or 120; Physics 125, 135.

Secondary – supporting – 20 semester hours

Geoscience 201 (1, 2); 103 or 104 (3, 7, 8); 102 (4, 7, 8, 9); 105 (6, 7, 8); Physics 110 (5, 7, 8).

ENGLISH

State endorsement requirements: (1) Reading; (2) Writing; (3) Communication – speaking, listening, and analyzing; (4) Language; (5) Literature – American, British, world, and multicultural.

Secondary – primary – 36 semester hours.

Students must have four years of high school foreign language in one language or courses through 201 and 202 at the university in one foreign language: English 214 or 215 (1); 4 hours from 216, 218, 230, 233, 343 (1, 5); 328 (2); 403 (4); 241, 251 301 (5); Communication 330 (3); 4 hours from 214, 221, 234, 325, 327, 341, 374.

Secondary – supporting – 24 semester hours.

English 214 or 215 (1); English 328 (2); Communication 284 and 285 or 330 (3); English 403 (4); English 241 and 251 (5).

K-8 – primary – 31-32 semester hours.

Students preparing to teach in K-8 may opt to take the following courses for a primary endorsement in English. English 214, 215, or Education 408 (1); 4 hours from English

224, 225, 227, 326, 328 (2); Communication 284 and 285 or 330 (3); Language 446 or English 403 (4); English 241 (5); 4 hours from English 333, 334, Education 428, 429; 4 hours from English 215, 216, 217; 4 hours from English 230, 232, 233, 234.

ENGLISH/ENGLISH LANGUAGE ARTS

State endorsement requirements: (1) Reading; (2) Writing; (3) Communication; (4) Language; (5) American, British, world, multicultural, and adolescent literature.

Secondary – primary – 40 semester hours.

English 214 or 215 (1); 4 hours from English 224, 225, 227, 326, 328 (2); Communication 284 and 285 or 330 (3); Language 446 or English 403 (4); English 241, 251, 301 (5); Theatre 250 or 458 (1, 3, 4, 5); 4 hours from English 216, 218, 230, 233, 343 (5); 4 hours from English 221, 325, 327 341, 374 (5).

ENGLISH AS A SECOND LANGUAGE (ESL)

State endorsement requirements: (1) Language acquisition theory; (2) Cross-cultural teaching and learning strategies; (3) Literacy development (reading, writing, listening, speaking); (4) History and theory of ESL; (5) Instructional strategies for ESL.

ESL – all levels – 16 semester hours.

Anthropology 102 (2); Language 445 (2, 5); 446 (1, 2); 470, 475 (2, 3, 4).

HEALTH/FITNESS

State endorsement requirements: (1) Foundations of health and fitness; (2) Safe living, including first aid and CPR; (3) Scientific foundations for health and fitness (anatomy, exercise physiology, kinesiology/biomechanics, psychomotor maturation and development, and motor learning); (4) Movement, activities, and application with attention to special needs populations; (5) Coordinated health education (alcohol and other drugs, diseases, injury prevention, human relationships, nutrition, HIV prevention, and abuse prevention).
Please see requirements under Physical Education.

HISTORY

State endorsement requirements: (1) Pacific Northwest history; (2) United States history; (3) World history; (4) Civics/political science/United States government; (5) Geography; (6) Economics.

Secondary – primary – 32 semester hours.

History 460 (1, 4, 5, 6); 8 hours from History 251, 252, 253 (2, 4, 5, 6); 16 hours (at least 4 upper division electives in U.S./European and 4 upper division electives in non-Western history, from 107 or 108 and 215, 335, 337, 338, 339, 340, 344 (3, 4, 5, 6); 301 (2, 4, 5, 6).

Secondary – supporting – 16 semester hours.

History 460 (1, 4, 5, 6); 4 hours from 251, 252, or 253 (2, 4, 5, 6); 4 hours from 107, 108, or 215 (3, 4, 5, 6); 4 upper division hours from 335, 337, 338, 339, 340, 344 (3, 4, 5, 6).

MATHEMATICS

State endorsement requirements: (1) Geometry (Euclidean and non-Euclidean); (2) Probability and statistics; (3) Calculus (integral and differential); (4) Discrete mathematics; (5) Logic and problem solving; (6) History of math or foundations of math.

Secondary – primary – 40-41 semester hours.

Math 151, 152 (3); 203 (6); 253 (3, 4); 317 (4, 5); 321 (1, 2); 331 (5); 341 (2); 433 (5); 351 or 356 or Physics 153, 163 (3).

MUSIC

Choral music, General music, Instrumental Music
See requirements under Music.



PHYSICS

State endorsement requirements: (1) General principles of physics/lab; (2) Lab safety, practice and management; (3) Lab, inquiry-based experience; (4) Relationships of the concepts of science to contemporary, historical, technological and societal issues.

Secondary – primary – 38 semester hours.

Physics 153 and 154 (1); 163 and 164 (1, 2, 3); 223 (1, 4); 331 and 336 and 354 (1); Math 151, 152, and 253.

Secondary – supporting – 26 semester hours.

Physics 153 or 125 (1); Physics 154 or 126 (1); 163 or 135 (1, 2, 3); 164 or 136 (1, 2, 3); 223 (1, 4); Math 151, 152, and 153.

READING

State endorsement requirements: (1) Assessment and diagnosis of reading skills and deficiencies; (2) Strategies of how to teach reading; (3) Language acquisition/integration; (4) Social/cultural contexts for literacy; (5) Reading process including decoding, encoding, and student response to child and adolescent literature; (6) Beginning literacy (reading, writing, spelling, and communication); (7) Reading in the content areas; (8) Literacy for a second language learner; (9) Metacognitive strategies; (10) Risk factors for reading difficulties and intervention strategies for students experiencing reading difficulties.

All levels – supporting – 17 semester hours.

Education 408 (1, 2, 5, 6, 9, 10); 411 (2, 3, 6, 8, 9); 413 (1, 3, 9); 438 (3, 4); 490 (3, 8, 10); 4 hours from 426, 427, 428, or 429.

SCIENCE

State endorsement requirements: (1) a primary endorsement in biology, chemistry, earth science, or physics (as described under designated sciences); (2) a minimum of one course from each of the other designated sciences.

Secondary – primary – 44-52 semester hours.

Students opting to be endorsed in the general sciences should meet with an adviser in sciences and education.

SOCIAL STUDIES

State endorsement requirements: (1) Pacific Northwest history; (2) United States history, including chronological, thematic, multicultural, ethnic and women's history; (3) world, regional, or country history; (4) Geography; (5) Political science, civics, or government; (6) Anthropology, psychology, or sociology; (7) Economics.

Secondary – primary – 40 semester hours.

History 460 (1, 4); 4 hours from 251, 252, 253 (2, 4); 4 hours from 107, 108 (2, 4, 5, 7); 4 hours from 335, 337, 338, 339,

340, 344 (3, 4, 5, 6, 7); Political Science 151 (5); 8 hours, 4 each from two of the three disciplines – any anthropology course other than 102 or 210; any psychology other than 101; Sociology 101 or 330 (6); 4 hours from Economics 130, 151, 152.

SPECIAL EDUCATION

State endorsement requirements: (1) Exceptionality; (2) Curriculum modification and adaptation; (3) Inclusion; (4) Assessment including behavior analysis, IEP, accommodations; (5) Legal issues; (6) Specially designed instruction in all content areas; (7) Pro-social skills and behavioral problems; (8) School, family, community partnerships; (9) Transition; (10) Organization and management systems; (11) Methods in early childhood education; (12) Collaboration with para-educators.

All levels – primary – 35 semester hours

Special Education 200 (1, 5); 301 (2, 4, 5, 6, 10); 350 (3, 4, 5, 6, 8, 9); 355 (2, 3, 4, 5, 7, 8, 10); 404 (12); 405 (2, 3, 4, 5, 6); 407 (2, 3, 4, 6, 9, 10); 480 (1, 5, 12); 492 (1, 2, 11); 440 (1-12); 408 (8, 9); 438 or 439 (1-12).

WORLD LANGUAGES

State endorsement requirements: (1) Communication – speaks, understands, reads, and writes in a variety of contexts and situations; (2) Culture; (3) Interdisciplinary integration; (4) Language acquisition theory; (5) Methodological study.

Chinese – all levels – supporting – 27 semester hours.

Chinese 101, 102, 201, 202, 301 (1, 2); 371 (2, 3, 4); Language 445 (3, 4, 5).

French – all levels – primary – 31 semester hours.

French 201, 202, 301, 302 (1); 321 (2, 3); 421, 422 (1, 2); Language 445 (3, 4, 5).

French – all levels – supporting – 23 semester hours.

French 201, 202, 301, 302 (1); 321 (2); Language 445 (3, 4, 5).

German – all levels – primary – 31 semester hours.

German 201, 202, 301, 302 (1); 321 (2, 3); 421, 422 (1, 2); Language 445 (3, 4, 5).

German – all levels – supporting – 23 semester hours.

German 201, 202, 301, 302 (1); 321 (2); Language 445 (3, 4, 5).

Norwegian – all levels – primary – 31 semester hours.

Norwegian 201, 202, 301, 302 (1); 4 hours from upper division electives in Scandinavian culture (2, 3) and 8 hours from upper division elective in Scandinavian literature (1, 2, 3); Language 445 (3, 4, 5).

Norwegian – all levels – supporting – 23 semester hours.

Norwegian 201, 202, 301, 302 (1); 4 hours from upper division electives in Scandinavian culture (2, 3); Language 445 (3, 4, 5).

Spanish – all levels – primary – 31 semester hours.

Spanish 201, 202, 301, 302 (1); 321 (2); 8 hours from 421, 422, 431, 432 (2, 3); Language 445 (3, 4, 5).

Spanish – all levels – supporting – 23 semester hours.

Spanish 201, 202, 301, 302 (1); 321 (2, 3); Language 445 (3, 4, 5).

Course Offerings

262 Foundations of Education

Introduction to teaching; historical, philosophical, social, political, ethical and legal foundations. Federal and state legislation for special populations. Prerequisites: WRIT 101, PSYC 101, test scores, sophomore standing, cumulative GPA of 2.50. (3)

263 School Observation

Graded observation in schools. Concurrent with 262. (1)

302 Human Learning: Growth and Development

Overview of theories of human development emphasizing the individual cognitive, linguistic, socio-cultural, emotional, and

physical development of children and adolescents in and out of school. Initial course in Elementary Education certification program; permission required. (Concurrent with 303.) (3)

303 Field Observation

Observation of the developmental nature of growth in learners in various settings including K-8 schools. Emphasis on the development of the skills of observation and informal assessment. (Concurrent with 302.) (1)

322 Microcomputers in the Classroom

Introduction to the use of microcomputers in educational settings. Pre or co-requisite: EDUC 262 or 302. Does not count toward degrees in computer science. (2)

341 Philosophy of Vocational Education

Objectives of high school business education programs, the business curriculum, layout and facilities planning, the evaluation of business teachers and competence for business occupations. (2)

342 Methods of Teaching Typing

Application of research findings and psychological principles to the teaching of typing. Prerequisite: advanced typing. (2)

343 Methods of Teaching Bookkeeping

Application of research findings and psychological principles to the teaching of bookkeeping. Prerequisite: BUSA 281. (1)

344 Methods of Teaching General Business Subjects

Application of research findings and psychological principles to the teaching of general business, consumer economics, economics, business law, business mathematics, and business communications subjects. Prerequisites: ECON 151-152 and BUSA 281. (1)

345 Methods of Teaching Secretarial Subjects

Application of research findings and psychological principles to the teaching of shorthand, office practice, simulation, word processing, and related subjects. Prerequisites: advanced typing and advanced shorthand. (2)

357 Media and Technology in K-8 Classrooms

Consideration of the role of media in today's society and its potential in the learning process as a way of facilitating learner empowerment. Prerequisite: EDUC 302. (Concurrent with 358, 406, 408.) (2)

358 Practicum I

Extended experience and participation in an assigned public school classroom. Prerequisite: EDUC 302. (Concurrent with 357, 406, 408.) (1)

400 Topics in Elementary Education: Classroom Issues and Instructional Strategies

Consideration of current theory into practice as pertinent to effective teaching and learning, including classroom management, organization of classroom environments, and meeting the needs of diverse learners. Prerequisite: 357. (Concurrent with 401, 410, 412.) (3)

401 Practicum II

Extended experience and participation in an assigned public school classroom focusing on application of content methods courses. Includes collection of video lessons. Prerequisite: 357. (Concurrent with 400, 410, 412.) (1)

406 Mathematics in K-8 Education

Exploration of mathematical principles and practices consistent with NCTM curriculum standards. Prerequisite: 302. (Concurrent with 357, 358, 408.) (3)

408 Literacy in K-8 Education

Participation in the development of appropriate curricular strategies and instructional methods for supporting the diversity of learners' language/literacy growth. Prerequisite: 302. (Concurrent with 357, 358, 406.) (3)

410 Science/Health in K-8 Education

Strategies for teaching science by using inquiry methods and problem-solving techniques will be employed to explore interactive curricula from an environmental point of view. Issues of nutrition and health. Prerequisite: 357. (Concurrent with 400, 401, 412.) (3)

411 Strategies for Language/Literacy Development

(Cross-referenced with 511.) (2)

412 Social Studies in K-8 Education

Focus on drawing connections between the content of social studies curricula and the lived experiences of human lives. Prerequisite: 357. (Concurrent with 400, 401, 410.) (3)

413 Language/Literacy Development: Assessment and Instruction

(Cross-referenced with 513.) (4)

426 Special Topics in Children's Literature

(Cross-referenced with 526.) (2)

427 Multicultural Children's Literature

(Cross-referenced with 527.) (2)

428 Children's Literature in the K-8 Curriculum

(Cross-referenced with 528.) (2)

429 Adolescent Literature in the Secondary Curriculum

(Cross-referenced with 529.) (2)

430 Student Teaching in K-8 Education

Teaching in classrooms of local public schools under the direct supervision of School of Education faculty and classroom teachers. Prerequisite: EDUC 400, art, music, and physical education methods. 2.50 GPA. Concurrent enrollment in 435. (Meets senior seminar/project requirement.) (9)

434 Student Teaching – Elementary (Dual)

Designed for persons who do dual student teaching. Ten weeks of teaching in classrooms of local public schools under the direct supervision of School of Education faculty and classroom teachers. Prerequisite: 400, art, music, and physical education methods. 2.50 GPA. Concurrent enrollment in 435. (Meets senior seminar/project requirement.) (9)

435 Topics in Elementary Education Classroom: Practice in the Context of Educational Foundations

School-based experiences will be explored in the context of the historical, socio-cultural, political, legal, financial, ethical, and philosophical foundations of education. Prerequisites: 302, 303, 357, 358, 406, 408. (Concurrent with 430.) (3)

436 Alternate Level Student Teaching – Elementary

A course designed to give some knowledge, understanding, and study of children, subject matter fields, and materials in the student's alternate teaching level plus student teaching on that level. Students who have completed secondary preferred level student teaching should enroll in this course. (6)

437 Alternate Level Student Teaching – Secondary

A course designed to give some knowledge, understanding, and study of children, subject matter fields, and materials in the student's alternate teaching level plus student teaching on that level. Students who have completed elementary preferred level student teaching should enroll in this course. Independent study card required. (Meets senior seminar/project requirement.) (6)

438 Strategies for Whole Literacy Instruction (K-12)

(Cross-referenced with 538.) (2)

44X Subject Area Methods

Instructional strategies, long and short range planning, curriculum and other considerations specific to the disciplines. Prerequisites: 262, 263, EPSY 261, 361, SPED 362

- 440 Art in the Secondary School** (3)
- 444 English in the Secondary School** (3)
- 445 Methods of Teaching Foreign Languages and English as a Second Language** (Required for foreign language endorsement and ESL minor.) (3)
- 446 Mathematics in the Secondary School** (3)
- 447 Science in the Secondary School** (3)
- 448 Social Studies in the Secondary School** (3)
- 449 Computer Science in the Secondary School** (2)
- 456 Storytelling**
A combination of discovery and practicum in the art of storytelling. Investigates the values and background of storytelling, the various types of and forms of stories, techniques of choosing and of telling stories. Some off-campus practice. Demonstrations and joint storytelling by and with instructor. (2)
- 457 The Arts, Media, and Technology**
Students use a variety of techniques, equipment, and materials to explore ways of seeing and expressing how they see and experience their environment. (2)
- 461 General Teaching Methods – Secondary**
Skills and understandings related to decision-making, instructional techniques, evaluation and testing, classroom management, and discipline. Prerequisites: 262, 263; concurrent with 462. (3)
- 462 Teacher Assisting – Secondary**
Guided instructional assistance and tutoring in schools; concurrent with 461. (1)
- 466 Student Teaching – Secondary (Dual)**
Designed for persons who do dual student teaching. Ten weeks of teaching in the public schools under the direction and supervision of classroom and university teachers. Prerequisite: 2.50 GPA. Taken concurrently with SPED 439. (8)
- 467 Evaluation**
Evaluation of school experiences; problems in connection with development, organization, and administration of tests (standardized and teacher-made). Required of fifth-year students. Prerequisites: student teaching or teaching experience; 262, 253, EPSY 361. May be taken concurrently with student teaching. G (2)
- 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. (Meets senior seminar/project requirement.) (9)
- 469 Seminar – Secondary**
A seminar for secondary student teachers. Concurrent with 468. (3)
- 470 Curriculum, Materials and Instruction for Teaching English as a Second Language**
Application of language teaching methodology to various instructional situations. (4)
- 473 Parent-Teacher Relationships**
Issues and skills important in conferencing and parent-teacher relationships. (2)
- 475 Practicum in Teaching English as a Second Language**
Extended experience and participation in an assigned ESL setting. Prerequisite: LANG/EDUC 445 (Concurrent with LANG/EDUC 470). (1)
- 485 The Gifted Child**
A study of the gifted child, characteristics and problems, and school procedures designed to further development. G (2)
- 490 Acquisition and Development of Language**
(Cross-referenced with 510.) (2)

- 496 Laboratory Workshop**
Practical course using elementary-age children in a classroom situation working out specific problems; provision will be made for some active participation of the university students. Prerequisites: conference with the instructor or the dean of the School of Education.
- 497 Special Project**
Individual study and research on education problems or additional laboratory experience in public school classrooms. Prerequisite: consent of the dean. (1–4)
- 501 Workshops**
Graduate workshops in special fields for varying lengths of time. (1-4)
- 503 On-Campus Workshops in Education**
On-campus graduate workshops in education for varying lengths of time; enrollment subject to adviser's approval.
- 505 Issues in Literacy Education**
Initial course required for all students in the master's program in literacy education. Overview of historical and current theory, practice, definitions, and research in language and literacy acquisition and development in and out of schools. Required of any track option selected. (2)
- 506 Foundations of School Library Media Center Management**
Functions of the school library media center with particular emphasis on the roles and responsibilities of the school library media specialist within instructional and administrative arenas. (2)
- 507 Principles of Information Organization, Retrieval, and Service**
Exploration of a broad range of data and information in primary and secondary sources, including document, bibliography, full-text, statistical, visual, and recorded formats. (2)
- 508 Principles of Bibliographic Analysis and Control**
The organization and structure of a broad range of information formats with an emphasis on the analysis of standard bibliographic components prescribed by national bibliographic databases. (2)
- 509 Foundations of Collection Development**
The philosophical bases and parameters of collection development in the school library media center. (2)
- 510 The Acquisition and Development of Language and Literacy**
Investigation of how young children acquire their first language and what they know as a result of this learning. (2)
- 511 Strategies for Language/Literacy Development**
The developmental nature of literacy learning with emphasis on the vital role of language and the interrelatedness and interdependence of listening, speaking, reading, and writing as language processes. Prerequisite: 510. (2)
- 513 Language/Literacy Development: Assessment and Instruction**
Understanding of a wide variety of strategies and tools for assessing and facilitating students' development in reading, writing, listening, and speaking. Prerequisite: 510; highly recommended to be taken at the end of the track sequence. (4)
- 515 Professional Seminar; Continuing Level, Teachers**
The preparation and sharing of selected topics related to the minimum generic standards needs of the individual participants. Required for the continuing level certification of teachers. (2)
- 516 Teacher Supervision**
Identification and development of supervisory skills for teachers who work with other adults in the classroom. (1)

526 Special Topics in Children's Literature

Students explore the various themes of social issues found in children's literature through discussion groups and the construction of text sets and thematic units used in elementary and middle school classrooms. (2)

527 Multicultural Children's Literature

Exploration of multi-cultural issues in the context of children's literature. (2)

528 Children's Literature in K-8 Curriculum

Investigation of genres of contemporary children's literature and development of a personal repertoire for classroom use. (2)

529 Adolescent Literature in the Secondary Curriculum

Genres in adolescent literature and exploration of strategies for integration of young adult materials across the middle and secondary school curriculum. (2)

530 Children's Writing

Current theory and practice in the teaching and learning of writing in elementary classrooms. (2)

537 Media and Technology for School Library Media Specialists

The management of media and technology services in the school library media center. Special emphasis on emerging technologies used in K-12 instructional programs (CD-ROM, interactive video, distance learning, computer technologies). (2)

538 Strategies for Whole Literacy Instruction (K-12)

The use of language as a tool for learning across the curriculum, and the roles of language in all kinds of teaching and learning in K-12 classrooms. Strategies for reading/writing in content areas, thematic teaching, topic study, and integrating curriculum. (2)

544 Research and Program Evaluation

Knowledge of evaluation techniques, including portfolios, and of research design; ability to interpret educational research; to identify, locate, and acquire typical research and related literature; to use the results of research or evaluation to propose program changes and write grants. (2)

545 Methods and Techniques of Research

Seminar in research methods and techniques in education with emphasis on designing a research project in the student's area of interest. Required for M.A. Prerequisites: Admission to the graduate program; 544; minimum of 24 semester hours of coursework leading to the M.A.; consultation with student's adviser. (2)

550 Principalsip I

Introduction to the role and function of the principalsip with emphasis on team building and interpersonal professional relationships and ethical decision-making. Prerequisite: Admission to the graduate program or permission of graduate adviser. (3)

551 Principalsip II

The principal as an instructional leader who oversees curriculum, student achievement, and assessment, and supervises teachers in their work. (4)

552 Principalsip III

The principal as a manager of resources and community relations. Local, state, and federal issues in school finance and communicating with school stakeholders the mission and services of the school. (4)

553 Principalsip IV

The principal as a developer of personnel. Study of contemporary federal, state, and local statutes, regulations, and case law related to working with personnel issues, including legal principles in hiring, firing, in-service and staff development, support services, and contract negotiation. (4)

554 Principalsip V

The principal as a change agent. Study of current issues in administration. (1, 1)

560 Practicum

Guided instructional assistance and tutoring in schools. Designed for MA/Cert Program. (2)

562 Schools and Society

Individual and cooperative study of the socio-cultural and cultural, political, legal, historical, and philosophical foundations of current practices of schooling in America. Prerequisite: Admission to the MA/Cert Program or consent of instructor. (3)

563 Integrating Seminar

Students work cooperatively and individually to integrate education coursework, field experience, and individual perspective throughout the MA/Cert program. May be repeated for credit. Prerequisite: Admission to the MA/Cert program. (1-4)

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)

565 The Art and Practice of Teaching

Through application projects, micro-teaching experiences, and reading representing different perspectives, participants will practice and assess a variety of options for designing, implementing, and assessing lessons and units that integrate mathematics, science, social science, language arts, and physical education in K-8 classrooms. (6)

568 Internship in Teaching

Internship in classroom settings. Fourteen weeks of teaching under the direct supervision of cooperating teachers and university supervisors. Designed for students in the MA/Cert program. (6)

585 Comparative Education

Comparison and investigation of materials and cultural systems of education throughout the world. Emphasis on applying knowledge for greater understanding of the diverse populations in the K-12 educational system. (3)

586 Sociology of Education

Viewing the educational system as a complex and changing social institution. Emphasis on value orientations from diverse human populations and their impact on K-12 education and educational issues. (3)

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)

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)

590 Graduate Seminar

A workshop for all Master of Arts candidates in the School of Education. Candidates should register for this seminar for assistance in fulfilling requirements. No credit is given, nor is tuition assessed.

595 Internship in Educational Administration

Students will register for 2 semester hours in each of two semesters. Internship in educational administration jointly planned and supervised by the School of Education and public and/or private school administrators in full compliance with state requirements. Prerequisites: Admission to the graduate program or to the credentialing program; completion of educational administration concentration; consultation with adviser. (2, 2)

596 Graduate Seminar

Students register for 1 semester hour in each of two semesters. Professional seminars are scheduled and presented by candidates, their university professors, and professional colleagues in the schools in partnership. Prerequisites: Completion of coursework in educational administration concentration. (2)

597 Independent Study

Projects of varying length related to educational issues or concerns of the individual participant and approved by an appropriate faculty member and the dean. (1-4)

598 Studies in Education

A research paper or project on an educational issue selected jointly by the student and the graduate adviser. Prerequisites: Admission to the graduate program; 544, 545; minimum of 26 hours of coursework leading to the M.A.; consultation with the student's adviser. (2)

599 Thesis

The thesis problem will be chosen from the candidate's major field of concentration and must be approved by the candidate's graduate committee. Candidates are expected to defend their thesis in a final oral examination conducted by their committee. (3-4)

Educational Psychology

261 Human Relations Development

Study and laboratory experiences in the development of human relations skills, especially those skills needed to facilitate problem-solving and personal, social, and moral development, including both healing and growth. Prerequisites: WRIT 101, PSYC 101, test scores, sophomore standing, cumulative GPA of 2.50. (3)

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. Prerequisites: EDUC 262, 263; EPSY 261. (3)

368 Educational Psychology

Principles and research in human learning and their implications for curriculum and instruction. Prerequisites: EDUC 251, 253. (4)

501 Workshops

Graduate workshops in special fields for varying lengths of time. (1-4)

512 Group Process and the Individual

A human interaction laboratory to facilitate the exploration of the self concept through the mechanisms of interpersonal interactions and feedback. Emphasis placed on the acquisition of skill in self-exploration, role identification, and climate-making. G (2)

535 Foundations of Guidance

The focus is on developing an understanding of the services and processes available to assist individuals in making plans and decisions according to their own life pattern. G (4)

536 Affective Classroom Techniques

Exploration of various techniques designed to facilitate understanding of self and others; methods for working with students. Prerequisite: student teaching or graduate status. Laboratory experience as arranged. G (2)

550 Beginning Practicum

Learn and practice the basic counseling skills in a structured and closely supervised environment. Clients used in this practicum will be relatively high functioning and will usually be seen in an observation room. (3)

555 Practicum

In addition to those skills learned in Beginning Practicum, learn and practice various counseling approaches, skills and techniques with individuals from diverse populations in community or various school settings. Prerequisites: EPSY 550 and 561. (3)

560 Communication in Schools

The study of the theories and concepts of those helping skills needed to facilitate problem-solving and personal and academic growth with applications to the classroom and to interactions with professional colleagues. Prerequisite: Admission to MA/Cert program. (3)

561 Basic Relationships in Counseling

A study of the theory, process, techniques, and characteristics of the counseling relationship. (4)

563 Practicum in Group Process and Leadership

A human interaction laboratory which explores interpersonal operations in groups and facilitates the development of self-insight; emphasis on leadership and development of skill in diagnosing individual, group, and organizational behavior patterns and influences. Students will co-facilitate a laboratory group. Prerequisite: EPSY 512. (2)

565 Advanced Human Development

A comparative study of human development at various levels through observational assessments using non-standardized instruments: e.g., sociometric scales, autobiographies, interviews, interaction analysis, and other appropriate measurements. A practicum (a minimum of one hour each week) is required in a school or appropriate agency. Prerequisite: Fifth year or graduate status. (4)

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. (3)

569 Career Guidance

A study of careers, theories of choice, and guidance techniques. (4)

570 Fieldwork in Counseling and Guidance

A culminating practicum of field experience in schools or agencies using theory, skills, and techniques previously learned. Students incorporate consultation experience following the Adlerian model. (4)

575 Mental Health

Basic mental health principles as related to interpersonal relationships. Focus on self-understanding. Laboratory experiences as arranged. (4)

578 Behavioral Problems

Adlerian concepts provide the basis for observation, motivation, modification, and life style assessment. Skills for assisting people in developing responsibility for their own behavior. Laboratory experience as arranged. (4)

583 Current Issues in Exceptionality

The characteristics of exceptional students and current issues involving the educator's role in dealing with their special needs. G (2-4)

597 Independent Study

Projects of varying length related to educational issues or concerns of the individual participant and approved by an appropriate faculty member and the dean. (1-4)

598 Studies in Education

A research paper or project on an educational issue selected jointly by the student and the graduate adviser. It will be reviewed by the student's graduate committee. (2)

599 Thesis

The thesis problem will be chosen from the candidate's major field of concentration and must be approved by the candidate's graduate committee. Candidates are expected to defend their thesis in a final oral examination conducted by their committee. (3-4)

Special Education
195 Individuals with Disabilities

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

200 Individuals with Special Needs

Introduction to the needs and characteristics of individuals with special needs. Federal and state legislation, current issues, and service delivery systems will be included. Prerequisite for all SPED and Elementary Certification coursework. (2)

201 Observation in Special Education Programs

Observation in special education programs, schools, and community settings. (1)

292 Assessment in Special Education

Examination of knowledge and skills used in formal and informal assessment. Includes examination of scoring procedures, issues in validity and reliability, and the role of assessment in decision making. (2)

296 Educating the Physically Challenged and Medically Fragile

The course focuses on meeting the psychological, social, and educational needs of individuals who are physically challenged and/or medically fragile. (2)

NOTE: PREREQUISITE FOR 300/400 LEVEL SPECIAL EDUCATION: EDUC 302 or EPSY 261/EDUC 262 or consent of instructor. Students not majoring in education may be excused from this requirement.

338 Issues in Early Childhood Special Education

Current issues related to young children with special needs. (Cross-listed with SPED 538.)

340 Advanced Strategies and Techniques for Teaching in P-3 Settings

Current practices in educational strategies and curriculum modifications to meet the needs of the early learner. Prerequisites: SPED 399, 490, 492. (Cross-listed with SPED 540.)

341 Assessment of Infants and Preschoolers

Formal and informal assessment techniques used to meet the needs of children and their families in integrated settings. Prerequisites: SPED 399, 490, 492. (Cross-listed with SPED 541.)

362 Teaching for Individual Differences – Secondary

The roles of classroom management, effective instruction, and curriculum modification in meeting the needs of diverse learners. (4)

390 Instructional Strategies for Learners with Moderate Disabilities

Examination of specific interventions to enhance the acquisition of knowledge and skills for those students who need additional support to meet their learning potential. (2)

391 Practicum: Learners with Moderate Disabilities

Taken concurrently with SPED 390. (1)

393 Teaching Students with Behavior Disorders

Examination of knowledge and skills related to the instruction and management of learners with behavior disorders. (2)

394 Practicum: Students with Behavior Disorders

Experience with children and youth who have behavior problems. Must complete 45 clock hours in an educational setting and take concurrently with SPED 393. (1)

395 Introduction to Language Development and Disorders

Introduction to language disorders, assessment, and intervention. Focus on theories of language development and normal language acquisition. (2)

396 Students with Special Needs in the Inclusive Classroom

Examination of specific techniques that promote positive classroom environments within inclusionary special education settings. Prerequisite: SPED 292. (2)

399 Practicum in Special Education

Experience with children and youth who have special needs. 1 hour credit given after successful completion of 45 clock hours and specific course competencies. Prerequisite: consent of instructor. (1-2)

401 Instruction for Learners with Mild Disabilities

Examination of knowledge and skills needed for academic instruction and remediation of students with mild disabilities. Prerequisite: SPED 292. (3)

402 Practicum: Learners with Mild Disabilities

Experience with children and youth who have mild disabilities. Must complete 45 clock hours in an educational setting and take concurrently with SPED 401. (1)

403 Parent/Professional Partnership in Special Education

Methods for communicating effectively with parents of special needs children. (2)

404 Communication and Collaboration

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

407 Curriculum, Instruction, and Technology

Examination of knowledge and skills needed for teaching academic, social, and adaptive skills to learners with special needs. Includes writing IEP's, data based instruction, task analysis, and computer assisted instruction. Prerequisite: EDUC 400 and SPED 292, 390, 391 or 393, 394 and 401. (4)

408 Transitions from School to Community

Examination of knowledge and skills related to career vocational transition and life adjustment. (2)

438 Student Teaching in Elementary School

Teaching in special education programs under the direction and supervision of school and university personnel; 8 weeks. (5)

439 Student Teaching in Secondary School

Teaching in special education programs under the direction and supervision of school and university personnel; 8 weeks. (5)

440 Student Teaching Seminar

A seminar which meets concurrently with student teaching and enhances skills and knowledge required for teaching. (1)

475 Supervising Para-Professionals and Volunteers

Emphasis on the effective management of para-professionals and volunteers in the classroom. (1)

480 Issues and Problems of Child Abuse and Neglect

Issues and problems of child abuse, neglect, domestic violence, substance abuse, and harassment. Includes identification and reporting procedures, and the legal and professional responsibilities of the mandated reporter. (1)

485 The Gifted Child

A study of the gifted learner's characteristics and needs. Focus on instructional procedures designed to further development. (2)

490 Development in Early Childhood Special Education

Implications of normal and atypical child development for the learning process, including hands-on experiences in EC/SPED settings. (2)

492 Strategies for Teaching Early Learners

Early childhood methods, materials, curriculum, and techniques for teaching children with special needs. Prerequisite: SPED 490 or consent of instructor. (2)

494 Computer Application in Special Education

An introduction into the application of computer technology for learners with special needs. Focus on current issues and uses of computer technology including computer assisted instruction, software evaluation, pupil and data management, and assistive devices. (2)

497 Independent Study

Projects of varying length related to trends and issues in special education and approved by an appropriate faculty member and the dean. (1-2)

499 Teaching for Individual Differences – Elementary

Designed to give pre-service teachers skills and knowledge in the areas of assessment, instruction, and management of learners with special needs. Prerequisite: 200. (2)

501 Off-Campus Workshops in Special Education

Off-campus graduate workshops in special education for varying lengths of time. (1-4)

503 On-Campus Workshops in Special Education

On-campus graduate workshops in special education for varying lengths of time. (1-4)

513 Language/Literacy Development: Assessment and Instruction

See Education 513.

520 Teaching Students with Special Needs in Elementary Programs

Introduction and overview of services for students with special needs in elementary programs. Includes procedural and substantive legal issues in special education, program modification, and classroom management. (2)

521 Teaching Students with Special Needs in Secondary Programs

Introduction and overview of services for students with special needs in secondary programs. Includes procedural and substantive legal issues in special education, program modification, and classroom management. (2)

522 The Role of Health Professionals in Special Education

This course introduces health professionals in the school to learners with special needs. Topics include roles of parents as well as medical concerns, early intervention, teaming, substance abuse, and suicide prevention. (3)

523 Educational Procedures for Students with Mild Disabilities

An introduction to teaching procedures for students with mild disabilities. Includes concepts in characteristics, assessment, and instructional practices. (3)

524 Educational Procedures for Students with Developmental Disabilities

An examination of the emotional, social, physical, and mental characteristics of individuals with moderate disabilities. Includes assessment and instruction from medical, psychological, social, and educational viewpoints. (3)

525 Procedures for Students with Behavior Disorders

An examination of instructional and management procedures for learners with behavior disorders. Includes study of academic and behavioral characteristics of these students. (3)

526 Advanced Practicum in Special Education

Experience with children and youth with special needs. Credit given after successful completion of 90 clock hours and specific course competencies. Prerequisite: SPED 520/521 or equivalent. (2)

530 Assessment of Students with Special Needs

Examines the use of assessment information for making educational decisions about students. Prerequisite: SPED 292 or consent of instructor. (2)

531 Severe and Profound Disabilities

Introduction to the physical, social, and education needs of individuals with severe and profound disabilities. (2)

532 Education and Training of Individuals with Severe and Profound Disabilities

In-depth study of educational prescription and programming for learners who are severely and profoundly disabled. Emphasis on teaching strategies and curriculum modification as they apply to this population. (2)



533 Inclusion and Students with Moderate Disabilities

A focus on meeting the academic and adaptive behavior skills of students within the regular education classroom. (2)

534 Inclusion and Students with Behavior Disorders

A focus on management procedures for students with behavioral disorders in inclusive classrooms. (2)

535 Inclusion and Students with Mild Disabilities

A focus on instructional procedures for students with mild disabilities in the inclusive classroom. (2)

537 Issues in Language Acquisition and Disorders

Current issues and approaches in assessing and remediating children's language disorders. (2)

538 Issues in Early Childhood Special Education

Current issues related to young children with special needs. (2)

539 Administration of Early Childhood/Special Education Programs

In-depth study of the administration of early childhood programs. (2)

540 Advanced Strategies and Techniques for Teaching in P-3 Grade Settings

Current practices in educational strategies and curriculum modifications to meet the needs of the early learner. Prerequisite: SPED 399, 490, 492. (2)

541 Assessment in Early Childhood/Special Education

Formal and informal assessment techniques use to meet the needs of children and their families in integrated settings. Prerequisites: SPED 399, 490, 492. (2)

555 Supervising Paraeducators in School Settings

Examines the roles and responsibilities of supervisors of paraeducators and support staff. Emphasis on ethical, professional, and legal responsibilities of the supervisor. Discussion of administrative practices that improve teamwork and staff development. (2)

**568 Internship in Special Education**

Internship in special education settings. Fourteen weeks of teaching under the direction and supervision of cooperating teachers and university supervisors. Designed for students in the MA/Cert program. (6)

575 Collaboration and Team Building

Examines the communication skills necessary for effective collaboration in regular and special education. Topics include professional teams, co-teaching concepts, staff development, scheduling, coordinating, problem solving, and conflict management in educational settings. (2)

576 Communication Skills for Collaborative Consultation in Special Education

Emphasis on the interpersonal skills necessary for the consulting teacher in special education. The course will explore the variables involved in developing cooperation between professional educators. (2)

577 The Inclusive Classroom

Introduction to the principles and practices of inclusive education. (2)

583 Current Issues in Exceptionality

The characteristics of exceptional students and current issues involving the educator's role in dealing with their special needs. (2-4)

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)

590 Research in Special Education

Review of current research on selected topics in special education. (1)

595 Special Education: Internship

Projects of varying length related to issues in special education. (1-4)

596 Technology and Special Education

Examines technological advancements as they apply to the education of learners with special needs. (2)

597 Independent Study

Projects of varying length related to trends and issues in special education and approved by an appropriate faculty member and the dean. (1-4)

598 Studies in Education

A research paper or project on an educational issue selected jointly by the student and the graduate adviser. It will be reviewed by the student's graduate committee. (2)

599 Thesis

The thesis problem will be chosen from the candidate's major field of concentration and must be approved by the candidate's graduate committee. Candidates are expected to defend their thesis in a final oral examination conducted by their committee. (3-4)

Engineering Dual Degree Program

The engineering dual-degree program at Pacific Lutheran University provides students with the opportunity to combine a liberal arts education with rigorous study in engineering. Students who complete the program earn two degrees — one from PLU and the other from an engineering school. For the well-prepared student, the total length of study is five years — three years at PLU and two years at the engineering school, and the program is often referred to as the "Three-Two Engineering Program."

Most subdisciplines of engineering are available to students in the dual-degree program. Formal agreements exist with Columbia University in New York City and Washington University in St. Louis. At both schools, three-two students form a community. They share residence facilities and often are enrolled in many of the same courses. PLU students who have participated in the three-two program report their rich cultural and academic experiences at both schools, and are routinely very pleased with their decision to have participated in the three-two program.

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

Occasionally, PLU students choose to transfer to an engineering school that does not participate in the three-two program. PLU nonetheless recognizes these students as participants in the three-two program and awards them the appropriate B.A. degree upon successful completion of their program at the engineering school.

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

PLU and the participating engineering schools recommend that three-two students use their time at PLU to secure their academic foundations in mathematics, physics, and chemistry. Math skills are particularly important to develop, and poor math skills are the most frequent reason prospective engineering students fail to succeed in the program.

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

- 1) Completion of the following science and mathematics courses (44 hours): Mathematics (16 hours): 151, 152, 253, and 351 or PHYS 354; Physics (14 hours): 153, 154, 163, 164, and 223; Chemistry (8 hours): 120 or 125, 338; Computer Science and Computer Engineering (6 hours): 131 and 144.
- 2a) For the B.A. in physics: completion of an additional 12 hours of electives in science and mathematics from the following courses: MATH 331, 356; PHYS 233, 331, 333, 334, 336; CSCE 245. CHEM 341 may be substituted for PHYS 333. The particular courses chosen will depend on the intended

subdiscipline and the engineering school's entrance requirements. Students should consult with the program director before choosing their electives.

- 2b) For the B.A. in chemistry: completion of organic chemistry (CHEM 232, 234, 332, 334) and physical chemistry (CHEM 341, 342, 343).
- 3) Completion of the general university requirements as specified in the catalog, except that the following general requirements are waived for all dual-degree students: (a) completion of a minimum of 128 semester hours on the PLU transcript; (b) completion of a minimum of 40 semester hours from courses numbered 300 and above; (c) the requirement that at least 20 of the minimum 40 semester hours of upper division work must be taken at PLU; (d) the requirement that the final 32 semester hours of a student's program be completed in residence at PLU; (e) the requirement that the senior seminar/project be completed at PLU. Senior projects from the engineering school (a characteristic of ABET-accredited schools) will satisfy the PLU senior project requirement for dual-degree students upon approval of the project by the appropriate PLU department chair.

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

ACADEMIC EXPECTATIONS: For admission to their engineering program, both Columbia University and Washington University require a cumulative PLU grade point average of 3.0 or higher and grades of B or better in pertinent mathematics and science courses. Students who do not meet these requirements are considered on a case-by-case basis. Although students who choose to transfer to another engineering school may be able to gain admission with slightly lower grades than those required by Columbia University and Washington University, all prospective engineering students are well-advised to use the higher standard as a more realistic indication of what will be expected of them in the engineering school.

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

English

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

Our program offers emphases in literature and writing, as well as concentrations in children's literature and publishing. The English Department also supports the study abroad programs, and we offer study tours to such places as Europe, Australia, and the Caribbean.

FACULTY: Temple-Thurston, Chair; Albrecht, Beech, M. Benton, P. Benton, Bergman, Carlton, Campbell, Eyles, Jansen, Jones, Lovelace, Marcus, D. M. Martin, Rahn, D. Seal.

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

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

Correspondence courses and independent studies may not be used to fulfill general university or core requirements.

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

Major Requirements: At least 36 and up to 44 hours in English beyond Writing 101, at least 20 hours of which must be upper division. The following course distributions are required of majors with an emphasis on literature:

A. *Shakespeare (4 hours)*

301, Shakespeare

B. *Periods and Surveys (at least 4 hours from each of the following lines):*

1. EARLY

351, English Medieval Literature
352, Chaucer
353, English Renaissance Literature

2. MIDDLE

361, English Restoration and 18th Century
362, English Romantic and Victorian Literature
371, Studies in American Literature, 1820-1920

3. LATE

367, Twentieth-Century British Literature
372, Twentieth-Century American Poetry
373, Twentieth-Century American Fiction and Drama

4. LITERATURE AND DIFFERENCE

341, Feminist Approaches to Literature
343, Post-Colonial Literature and Theory
374, American Ethnic Literature

C. *Seminar (at least 4 hours)*

428, Seminar: Critical Theory
451, Seminar: Author
452, Seminar: Theme, Genre

Senior Seminar Project: The senior seminar project is a general university requirement in all programs and majors. Students will customarily satisfy this requirement in English in their seminar course as a culmination of their undergraduate education, in the senior year. Under certain circumstances, students may substitute an appropriate 300-level course.

D. *Writing (at least 4 hours of any writing course at the 200 to 400 levels).*

E. *Electives (8 hours)*

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

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

Major Requirements: At least 36 hours in English (excluding Writing 101), distributed as follows:

- A. *Writing (at least 20 hours in writing, with at least 12 hours upper division)*
1. At least 12 hours, from at least two of the following lines:
 - a. Imaginative Writing
 - 227, Imaginative Writing I
 - 327, Imaginative Writing II
 - 326, Writing for Children
 - b. Expository Writing
 - 221, Research and Writing
 - 323, Writing in a Professional Setting
 - 328, Advanced Composition for Teachers
 - c. Creative Nonfiction
 - 224, Travel Writing
 - 225, Autobiographical Writing
 - 324, Free-lance Writing
 - 325, Personal Essay
 2. Senior Project/Seminar (at least 4 hours in the following)
 - 425, 426, Writing on Special Topics
 - 427, Imaginative Writing III
 - 428, Seminar: Critical Theory
 3. Elective (at least 4 hours from lines 1 or 2 above)
- B. *Literature (12 hours, with at least 4 hours upper division)*
Students are encouraged to take literature courses which contribute to their goals as writers, and which expand their experience with the history and genres of writing.
- C. *Elective (at least 4 elective hours in English beyond 101)*

CHILDREN'S LITERATURE: Students completing 333 and 8 hours from 326, 334, 335 or other approved courses (all with grades of B or higher) will be recognized for special competence in children's literature.

MINOR (EMPHASIS ON LITERATURE): 20 semester hours (excluding 101), distributed as follows: 4 hours of Shakespeare, 8 hours from "Periods and Surveys" (see literature "Major Requirements"), and 8 hours of electives.

MINOR (EMPHASIS ON WRITING): 20 semester hours (excluding 101), with at least 12 hours in upper division, distributed as follows: 12 hours in writing, 4 hours in literature, 4 hours of elective.

MINOR (EMPHASIS ON PUBLISHING AND PRINTING ARTS): See separate listing under *Publishing and Printing Arts*.

PROSPECTIVE TEACHERS: Students preparing to teach English in secondary schools should arrange for an adviser 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. The English major with an emphasis in literature and the English major with an emphasis in writing may both be pursued by prospective teachers. Secondary education students must fulfill all requirements for the English major: Option 1 of the Foreign Language Requirements (2 years of a

foreign language at the university level, or the equivalent); at least 36 and no more than 44 credit hours in English; and all the specific requirements for the major either in literature or in writing. State certification for teachers also mandates the following requirements, which are an overlay to the major. Courses taken to satisfy the major can also be courses that satisfy the state certification requirements.

English literature: one course

American literature: one course

Comparative literature: one course

(214, 216, 217, 218, 232, 233, 341, 343, an appropriate seminar)

Linguistics or structure of language: one course (403)

Writing/Composition: one course (328 is especially recommended)

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

Elementary Education: Students preparing to teach in elementary schools following the Language Arts curriculum, must take 24 hours minimum in English, and are advised to follow the structure of the English major in satisfying state certification requirements. Consult your adviser in the School of Education.

Course Offerings

All literature courses fulfill the general university core requirement in literature.

I. Lower Division Courses

The following courses were designed for students who are not English majors, and for students considering an English major, to satisfy the general university requirement in literature. Upper division courses in literature offered by the Department of English will satisfy the general university requirement in literature as well, but the following courses are particularly recommended. These lower division courses in literature give primary attention to the act of reading in different contexts and genres. The courses emphasize for students the ways in which framing the reading experience by different kinds of questions reveals different texts, and enriches the imaginative experience of reading, leading more to insight on the part of the reader than final answers.

A. Topics

213, Topics in Literature: Themes and Authors

B. Genres

214, Poetry

215, Fiction

216, Fiction: Cross-Cultural Emphasis

217, Fiction: Alternative Perspectives Emphasis

218, Drama

C. Traditions

230, Contemporary Literature

231, Masterpieces of European Literature through the Renaissance

232, Women's Literature

233, Post-Colonial Literature

234, Environmental Literature

241, American Traditions in Literature

251, British Traditions in Literature

II. Upper Division Courses

Designed particularly for upper division students, usually but not exclusively with the major in mind.

A. British Literature

- 301, Shakespeare
- 351, English Medieval Literature
- 352, Chaucer
- 353, English Renaissance Literature
- 361, Restoration and 18th Century Literature
- 362, English Romantic and Victorian Literature
- 367, 20th Century British Literature

B. American Literature

- 371, Studies in American Literature 1820–1920
- 372, 20th Century American Poetry
- 373, 20th Century American Fiction and Drama
- 374, American Ethnic Literature

C. Special Studies

- 341, Feminist Approaches to Literature
- 343, Post-Colonial Literature and Theory
- 333, Children's Literature
- 334, Special Topics in Children's Literature
- 335, Fantasy and Fairy Tales
- 428, Seminar: Critical Theory
- 451, Seminar: Author
- 452, Seminar: Theme, Genre
- 491, 492, Independent Reading and Research
- 597, Graduate Research

III. Writing, Language, and Theory

- 101, Inquiry Seminar: Writing for Discovery*
 - 221, Research and Writing*
 - 224, Travel Writing*
 - 225, Autobiographical Writing*
 - 227, Imaginative Writing I
 - 323, Writing in Professional Settings*
 - 324, Free-Lance Writing*
 - 325, Personal Essay*
 - 326, Writing for Children
 - 327, 427, Imaginative Writing II, III
 - 328, Advanced Composition for Teachers*
 - 403, The English Language
 - 421, Tutorial in Writing
 - 425, 426, Writing on Special Topics
 - 428, Seminar: Critical Theory
- *Indicates courses that can fulfill the general university writing requirement.

IV. Publishing and Printing Arts

- 311, Book in Society
- 312, Publishing Procedures
- 313, Art of the Book I
- 314, Art of the Book II

213 Topics in Literature: Themes and Authors

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

214 Poetry

A study of poems and conventions of poetry from the classics to modern projective verse. (4)

215 Fiction

Examines the development of short fiction, concentrating on themes and techniques of the genre. Stresses the Euro-American tradition. (4)

216 Fiction: Emphasis on Cross-Cultural Perspectives (4)

217 Fiction: Emphasis on Alternative Perspectives (4)

218 Drama

An introduction to the basic elements of drama (plot, character, language) and on the traditional genres (tragedy, comedy). (4)

221 Research and Writing

Strategies for writing academic research papers are practiced, including developing appropriate research topics, locating and using a variety of relevant sources, substantiating generalizations, and using paraphrase and citation accurately. (2 or 4)

224 Travel Writing

Writing about travel, while traveling or upon return. Students keep travel journals, produce short travel essays, and read selected travel writers. (4)

225 Autobiographical Writing

Reading autobiography and writing parts of one's own, with an emphasis on how writing style and personal identity complement each other. (4)

227 Imaginative Writing I

A beginning workshop in writing poetry and short fiction. Includes a study of techniques and forms to develop critical standards and an understanding of the writing process. (Prerequisite: 101 or its equivalent, Advanced Placement, or consent of instructor.) (4)

230 Contemporary Literature

Emphasis on the diversity of new voices in American fiction such as Toni Morrison, Leslie Silko, Nicholson Baker, Joyce Carol Oates, Cormac McCarthy, and Amy Tan, from the emergence of post-modernism to the most important current fiction. (4)

231 Masterpieces of European Literature

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

232 Women's Literature

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

233 Post-Colonial Literature

Writers from Africa, India, Australia, New Zealand, Canada, and the Caribbean confront the legacy of colonialism from an insider's perspective. Emphasis on fiction. (4)

234 Environmental Literature

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)

239 Environment and Culture

Study of the ways in which environmental issues are shaped by human culture and values. Major conceptions of nature, including non-western perspectives and issues in eco-justice. Critical evaluations of literature, arts, ethics, conceptual frameworks, history, and spirituality. (4)

241 American Traditions in Literature

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)

251 British Traditions in Literature

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)

301 Shakespeare

Study of representative works of the great poet as a central figure in the canon of English literature. (4)

311 The Book in Society

A critical study of the role of books in our history, society, and daily lives. (4)

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. (4)

313 The Art of the Book I

The combination studio course and seminar explores the visual properties of language. (4)

314 The Art of the Book II

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

323 Writing in Professional Settings

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

324 Free-Lance Writing

A workshop in writing for publication, with primary emphasis on the feature article. (4)

325 Personal Essay

Students write essays on topics of their choice, working particularly on voice and style. (4)

326 Writing for Children

A workshop in writing fiction and non-fiction for children and teenagers, with an introduction to the varieties of contemporary children's literature. (4)

327, 427 Imaginative Writing II, III

An advanced workshop in writing poetry and short fiction. Some attention will be given to procedures for submitting manuscript for publication. Students may enroll in this course a second time as 427. (4)

328 Advanced Composition for Teachers

Students are introduced to philosophical, social, and pragmatic issues confronting teachers of writing. Required for certification by the School of Education. (4)

333 Children's Literature

An introduction to a rich literary tradition, with analysis in depth of such authors as H.C. Anderson, Tolkien, Lewis, Potter, Wilder, and LeGuin. (4)

334 Special Topics in Children's Literature

Content varies each year. Possible topics include genres, themes, historical periods, and traditions. May be repeated for credit with different topic. (4)

335 Fairy Tales and Fantasy

Fairy tales are told and interpreted; interpretive models and theories from several psychological traditions are explored. Fantasy is looked at both as image and as story. (4)

341 Feminist Approaches to Literature

Introduction to a variety of feminisms in contemporary theory as frameworks for reading feminist literature and for approaching traditional literature from feminist positions. (4)

343 Voices of Diversity: Post-Colonial Literature and Theory

Introduces perspectives of post-colonial theorists as a framework for understanding the relationship of colonialism and its legacies to the works of writers from Africa, the Caribbean, and other ex-colonial territories. (4)

351 English Medieval Literature

A survey of the first two periods of English literature: Old English, including the epic *Beowulf*, and Middle English, ranging from the romance *Sir Gawain and the Green Knight* to the beginnings of English drama in *Everyman*. (4)

352 Chaucer

A study of Geoffrey Chaucer's major works, especially *The Canterbury Tales* and *Troilus and Criseyde*, and of the intellectual, social, and political circumstances of their production in fourteenth-century England. (4)

353 English Renaissance Literature

Studies the Golden Age of English literature. Selected poets from Wyatt to Marvell, including Sidney, Spenser, Shakespeare, Donne, and Jonson; selected playwrights from Kyd to Webster; selected prose from More to Bacon and Browne. (4)

361 Restoration and 18th-Century Literature

Surveys the lively drama, neoclassical poetry, gothic fiction, and early novel of a period marked by religious controversy and philosophical optimism. (4)

362 Romantic and Victorian Literature

A survey of the richly varied writers of 19th-century England seen in the context of a rapidly changing social reality—from romantic revolutionaries and dreamers to earnest cultural critics and myth-makers. (4)

367 20th-Century British Literature

A survey of England's literary landscape from the rise of modernism through mid-century reactions to contemporary innovations. (4)

371 Studies in American Literature, 1820-1920

The mutual influence of literary traditions and American culture in idealism, realism, and naturalism. (4)

372 20th-Century American Poetry

Major voices in American poetry from Frost and Eliot, Williams and Pound, through the post-war generation to recent poets. (4)

373 20th-Century American Fiction and Drama

Major authors and forms, both conventional and experimental. (4)

374 American Ethnic Literatures

Attention to the literatures and popular traditions of America's ethnic communities. Includes African and Asian Americans, Native Americans and Chicano/as. (4)

403 The English Language

Studies in the structure and history of English, with emphasis on syntactical analysis and issues of usage. (4)

421 Tutorial in Writing

Guided work in an individual writing project. A plan of study must be approved before the student may register for the course. (1-4)

425, 426 Writing on Special Topics

Writing in a wide range of academic and creative genres determined by their particular educational goals, students will shape their papers to meet the rhetorical demands of publications relevant to their academic or professional future. (4)

428 Seminar: Critical Theory

Issues in literary studies and in rhetorical theory are discussed in relationship to influential movements such as reader-response, cultural studies, feminism, and deconstruction. Recommended for prospective graduate students. (4)

451 Seminar: Author

Concentrated study of the work, life, influence, and critical reputation of a major author in the English-speaking world. The course includes careful attention to the relations of the author to cultural contexts, the framing of critical approaches through literary theory, substantial library research, and a major writing project. (4)

452 Seminar: Theme, Genre

Concentrated study of a major literary theme or genre, as it might appear in various periods, authors, and cultures. The course includes careful attention to practical criticism, the framing of critical approaches through literary theory, substantial library research, and a major writing project. (4)

491, 492 Independent Reading and Research

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

597 Graduate Research (4)

English as a Second Language

PLU Minor

An interdisciplinary minor in Teaching English as a Second Language is available. This program can be used to meet the minor requirement in Elementary Education and leads to an additional endorsement for elementary or secondary education students. Students majoring in foreign languages in the College of Arts and Sciences may also find this minor a useful addition to their programs.

TEACHING ENGLISH AS A SECOND LANGUAGE

(16 hours required)

ANTH 102	Exploring Anthropology: Culture and Society (4)
LANG/EDUC 445	Methods for Teaching Foreign Languages and English as a Second Language (3)
LANG 446	Theories of Language Acquisition (4)
LANG/EDUC 475	Practicum in Teaching English as a Second Language (1)
LANG/EDUC 470	Curriculum, Materials and Instruction for Teaching English as a Second Language (4)

A.C.E. Language Institute

The A.C.E. Language Institute (operated by the American Cultural Exchange) is an affiliate of PLU offering intensive English classes, which are designed to prepare international students for studies in U.S. colleges and universities, or for professional work requiring English proficiency.

FACULTY: Coghlan, *Program Director*; Biggs, Reisman.

The faculty at A.C.E. Language Institute has extensive training and experience in teaching English as a Second Language, and all hold the terminal degree of M.A. in TESL or its equivalent. Having lived, traveled, and taught English in many countries throughout the world, both the faculty and staff have gained an awareness of other peoples, their languages, and their cultures.

A.C.E. CURRICULUM: The A.C.E. curriculum is an intensive multi-level program from High Beginning to Proficiency. Students study required courses for 20 hours per week and can choose an additional 5 hours of practical skills classes. The A.C.E. curriculum is based on content and experiential learning which allows students to improve their language proficiency while learning about new topics and exploring the local community. Upon arrival, students will take a placement test to determine their starting level. Each level requires one semester to complete.

CERTIFICATES AND RECOMMENDATIONS:

Certificate of General English: Students who successfully complete the Advanced Level (level 5 of 6) will be awarded the Certificate of Completion for General English.

Certificate of Academic Proficiency: Students who successfully complete the Proficiency Level (level 6 of 6) will be awarded the Certificate of Completion for Academic Proficiency.

Director's Recommendation: PLU's English language profi-

ciency requirements for admission can be satisfied with a recommendation from the A.C.E. director. Students who maintain good attendance and earn a grade of A or B in all Proficiency level classes qualify for this recommendation.

Course Offerings

High Beginning Level

Reading and Writing
Communication Skills
Listening
Vocabulary and Sentence Building

Intermediate Level

Reading and Writing
Movie Listening and Vocabulary
Grammar
Communication Skills

High Intermediate Level

Reading and Writing
Culture and Community Interaction
Current Issues Listening and Discussion
Pronunciation

Advanced Level

Reading and Writing
Research and Oral Presentation
Academic Listening
Grammar

Proficiency Level

Academic Skills
Grammar and Writing
Reading and Discussion Skills
Speaking Skills

Credit Courses: Qualified advanced level students may request permission to take regular university classes for credit. This option provides students an opportunity to earn credits toward their degree while completing their advanced courses in English as a second language.

To enhance formal educational experience, the following are also available to A.C.E. Language Institute students:

HOST FAMILIES: A.C.E. Language Institute has a long-established community-based host family program for students who wish to live with a U.S. family for one or more semesters. The American families—all screened by the Institute—provide students with room or room and board at reasonable rates. In addition to the standard bedroom furniture, the rooms are provided with a desk, chair, and good lighting; family rules are agreed upon in advance and a formal written agreement is drawn up. The student completes a questionnaire that indicates preferences such as: children in family, urban or suburban setting, likes and dislikes, etc. The host family is also given an opportunity to express preferences or expectations. This information is then used to place students in the home most suitable for both parties. Weekend and/or holiday visits with an American family can also be arranged.

COUNSELING: A.C.E. Language Institute assists its students with career choices, college placement, immigration matters, medical and dental referrals, and personal concerns.

ACTIVITIES: Special cultural and social activities are planned regularly for students. In addition, field trips add significantly to cultural enrichment. Students and staff take trips to Mt. Rainier, local museums of natural history, art galleries, zoos, children's day care centers, retirement homes, the Ports of Tacoma and Seattle, and the Seattle Center. Students can also participate in

intramural sports activities such as soccer, volleyball, and basketball. Six tennis courts, a golf course, a swimming pool, and several gymnasiums give students additional opportunities for recreation.

LANGUAGE MENTORS: Language mentors are U.S. students and adults who are interested in engaging international students in free conversation one-on-one or in small groups.

AMERICAN LIFE PROGRAM: The A.C.E. Language Institute offers many opportunities for students to learn about the surrounding community. Several required classes include interaction with the local individuals and institutions. Help is also provided to students who want to join groups or take part in volunteer services while in Tacoma.

SCHOLARSHIPS: Available after the first session for those students who demonstrate financial need.

The A.C.E. Language Institute is located on Park Avenue just north of 121st Street.

Telephone Number: (253) 535-7325

FAX Number: (253) 535-8794

E-mail: coghlaea@plu.edu

Environmental Studies

The Environmental Studies Program at PLU examines the relationship between humans and the environment through a wide variety of perspectives within the university curriculum. The integrative approach of the program, essential to the development of an understanding of the global impact of human civilization on the natural environment of our planet, encourages students to blend many perspectives on environmental issues into their program of study.

The program, in keeping with the broad liberal arts objectives of the university, offers a major or a minor in Environmental Studies. Students have the opportunity to link environmental themes to any area of the curriculum they select in their complementary major or minor.

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

FACULTY: A committee of faculty administers this program: Whitman, *Chair*; Bergman, Hansen, Hansvick, Kaplan, Mutchler, Olufs, Rowe, J. Schultz, Stivers, Yerian.

MAJOR REQUIREMENTS: 36 semester hours, completed with grade of C or higher.

1. Foundations for Environmental Studies (4)

Students select one of the following courses, which introduce students to environmental issues through a multidisciplinary and integrated approach. These courses involve the construction and interpretation of arguments from a variety of perspectives:

Environmental Studies/Geosciences 104 – Conservation of Natural Resources

English/Religion 239 – Environment and Culture

2. Disciplinary Breadth

Students are required to take courses that provide an in-depth study and exposure to environmental issues within disciplines.

A. The Environment and Science (8)

Students select two courses from the following, which emphasize the understanding of scientific reasoning and

arguments, the interpretation of data and relationships in the natural world, and the scientific context of environmental issues. The courses must be from different departments:

Biology 116 – Introductory Ecology

Biology 424 – Ecology

Chemistry 104 – Environmental Chemistry

Geosciences 334 – Hydrogeology

B. The Environment and Society (8)

Students select two courses from the following, which focus on the understanding of the institutions within which environmental decisions are made and investigate the implementation and implications of environmental decisions. The courses must be from different departments:

Economics 130 – Global and Environmental Economic Principles

Economics 330 – Environmental and Natural Resource Economics

Political Science 346 – Environmental Politics and Policy

C. The Environment and Sensibility (4)

Students select one course from the following, which examine the ways in which nature exists in human consciousness, values, and perceptions. Students receive guidance in careful reading, thoughtful writing, and sensitive attentiveness to nature and to environmental issues:

English 234 – Environmental Literature

English 324 – Free-lance Writing*

Religion 365 – Christian Moral Issues (Environmental Ethics only)

* Students must notify the instructor of their intent to complete a major in Environmental Studies so that they can focus their independent work in the course on an environmental theme or issue.

3. Elective Courses (4)

Students select one course that integrates and applies environmental concepts within a special topic area. This course should be selected in consultation with their program adviser:

Integrated Studies 241 – Energy, Resources, and Pollution

Integrated Studies 242 – Population, Hunger, and Poverty

Psychology 464 – Environmental Psychology

Environmental Studies 425 – Special Topics in Environmental Studies

or additional approved courses that meet outcomes/objectives

4. Advanced Integrative Courses (8)

All majors must complete the following courses. It is expected that they will have completed all of the other requirements before these final courses.

Environmental Studies 350 – Environmental Methods of Investigation

Environmental Studies 490 – Capstone Project

Additional Requirements:

- A complementary minor or major in another discipline.
- An internship is required, either for the Capstone project or as a separate experience. Students must receive approval for their internship by the chair of Environmental Studies.
- A minimum of 20 hours of upper division credits is required in the major.

MINOR REQUIREMENTS: 20 semester hours, completed with grade of C or higher.

1. Environment and Science (8)

Students select two courses from the following which examine the scientific foundations of environmental problems:

Environmental Studies/Geosciences 104 – Conservation of Natural Resources

Biology 116 – Introductory Ecology

Chemistry 104 – Environmental Chemistry

Students majoring in a natural science discipline and who have taken a higher level Chemistry course (120 or above) will be allowed to substitute another course in consultation with the Environmental Studies Committee.

2. Environment and Society (4)

Students select one course from the following which pursue the study of institutions where environmental perspectives and policies are applied:

- Economics 130 – Global and Environmental Economic Principles
- Economics 330 – Environmental and Natural Resource Economics
- Political Science 346 – Environmental Politics and Policy

3. Environment and Sensibility (4)

Students select one course from the following which examine values, perception, and expression as they relate to environmental issues:

- English 234 – Environmental Literature
- English/Religion 239 – Environment and Culture
- English 324 – Free-lance Writing*
- Integrated Studies 241 – Energy, Resources, and Pollution
- Psychology 464 – Environmental Psychology
- Religion 365 – Christian Moral Issues (Environmental Ethics only)

*Students must notify the instructor of their intent to complete a minor in Environmental Studies so that they can focus their independent work in the course on an environmental theme or issue.

4. Environmental Studies 350 – Environmental Methods of Investigation (4)

Course Descriptions

104 Conservation of Natural Resources

Principles and problems of public and private stewardship of our resources with specific reference to the Pacific Northwest. (Cross-referenced with Geosciences 104). (4)

350 Environmental Methods of Investigation

Study of a watershed using and integrating techniques and principles of environmental sciences, political science, economics, and ethics. Includes laboratory. Prerequisites: Lines #1–3 completed or consent of instructor. (4)

399 Internship in Environmental Studies

An internship with a private or public sector agency, organization, or company involved in environmental issues. By consent of the chair of Environmental Studies only. (4)

425 Special topics in Environmental Studies

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

490 Capstone Project

An interdisciplinary research project of the student's design that incorporates materials and methods from earlier courses and has a focus reflecting the specific interest of the student. A substantial project and a public presentation of the results are required. Prerequisite: ENVT 350. (4)

491 Independent Study

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

Geosciences

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

Study in the geosciences requires creativity and the ability to integrate. Geologists observe processes and products in the field and in the laboratory, merge diverse data, develop reasoning skills that apply through geologic time and create and interpret maps. The field goes beyond pure research science, and includes applied topics like the relationships of natural events such as earthquakes and volcanoes with human societies.

The Department of Geosciences recognizes that it is no longer sufficient just to have knowledge of the facts of the field; successful students must have quantitative skills and be able to communicate clearly through writing and speaking. Laboratory experiences are an integral part of all courses. Many courses involve the use of microscopes, including the department's scanning electron microscope. Computers are used in most courses to help students understand fundamental phenomena, obtain current information, and communicate results. Field trips are included in many courses.

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

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

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

FACULTY: Benham, Chair; Faustini, Foley, Lowes, Whitman.

The Bachelor of Science degree is intended as a pre-professional degree, for students interested in graduate school or working in geosciences. The Bachelor of Arts degree is the minimum preparation appropriate for the field, and is best combined with other degree programs, such as majors in social sciences or the minor in Environmental Studies.

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

BACHELOR OF SCIENCE MAJOR: 44 semester hours in Geosciences; courses include: one from 101, 102, 103, 104 or 105; 201, 324, 325, 326, 327, 329, 335 and 425; plus two from 323, 328, 330, 334, 341, 350, or 360; one credit of 390; 490; at least one credit of 495. Necessarily supporting courses include: Chemistry 120 or 125; Physics 125, 126 (135 and 136 labs) (or Physics 153, 154 and labs); Mathematics 151 and either 152 or Computer Science 220. At least one additional chemistry course is recommended for preparation for graduate school. Biology 323 and additional courses are recommended when paleontology is a major interest.

BACHELOR OF ARTS MAJOR: 32 semester hours in Geosciences; courses include: 201 plus at least two lower division from 101, 102, 103, 104, 105; eight credits from 324, 325, 326, 327, 329; eight credits from 323, 328, 330, 334, 335, 341, 350, 360; one credit of 390; 490 and one credit of 495, 425 recommended. Required supporting courses include: Chemistry 104, 120 or 125. Options reflect a student's interests and are discussed with an adviser.

BACHELOR OF ARTS IN EDUCATION:

See *School of Education*.

MINOR: 20 semester hours of courses in geosciences, completed with grade of C or higher. Required: 201 and at least three upper division courses (a minimum of 8 upper-division credit hours).

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

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

Course Offerings

101 Our Changing Planet

Exploration of earth systems, including cycles in and connections among the lithosphere, hydrosphere, atmosphere and biosphere. Discussion of changes in and human impacts to these systems that have taken place through time. Includes labs. I (4)

102 General Oceanography

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

103 Earthquakes, Volcanoes, and Geologic Hazards

Study of the geologic environment and its relationship to humans, with emphasis on geologic features and processes that create hazards when encroached upon by human activity, including earthquakes, volcanic eruptions, landslides and avalanches, and solutions to problems created by these hazards. Includes labs. I (4)

104 Conservation of Natural Resources

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

105 Meteorology

A full, balanced, and up-to-date coverage of the basic principles of meteorology. Examination of the impacts of severe weather on humans and the environment. No prerequisites. Includes labs. J (4)

201 Geologic Principles

A survey of geologic processes as they apply to the evolution of the North American continent, including the interaction of humans with their geologic environment. Students participate actively in classes that integrate laboratory and field study of rocks, minerals, fossils, maps and environmental aspects of geology and emphasize developing basic skills of geologic inquiry. This course meets state education certification requirements for content in physical and historical geology. II (4)

323 Mineralogy

Crystallography and mineralogy, both ore and rock-forming minerals. Prerequisites: 131, 201 or consent of instructor. Includes labs. a/y J 1999 (4)

324 Igneous Petrology

Applied and theoretical study of the genesis, nature, and distribution of igneous rocks, at microscopic to global scales. Includes labs. Prerequisites: 131, 201, 326, or consent of instructor. a/y II (2)

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. Prerequisite: 131, 201, or consent of instructor. a/y II 1998-99 (4)

326 Optical Mineralogy

Theory and practice of mineral studies using the petrographic microscope, including immersion oil techniques, production of thin sections, and determination of minerals by means of their optical properties. Includes labs. Prerequisite: 131, 201, or consent of instructor. a/y I (2)

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. Prerequisite: 201 or consent of instructor. a/y I (4)

328 Paleontology

A systematic study of the fossil record, combining principles of evolutionary development, paleohabitats and preservation, with practical experience of specimen identification. Includes labs. Prerequisite: 131, 201, or consent of instructor. a/y I 1998-99 (4)

329 Metamorphic Petrology

Consideration of the mineralogical and textural changes that rocks undergo during orogenic episodes, including physical-chemical parameters of the environment as deduced from experimental studies. Includes labs. Prerequisites: 131, 201, 326, or consent of instructor. a/y II (2)

330 Maps: Images of the Earth

Maps as a basic tool for communicating information. An introduction to computer-based Geographic Information Systems, Global Positioning Systems, digital maps, remotely-sensed images and aerial photographs. Includes labs. Prerequisite: previous science (geoscience preferred), math or computer science course or consent of instructor. a/y II 1999-2000 (4)

334 Hydrogeology

Study of the hydrologic cycle, investigating surface and groundwater flow, resource evaluation and development, wells, water quality and geothermal resources. Emphasis on water problems in the Puget Sound area, with additional examples from diverse geologic environments. Includes labs. Prerequisite: 131, 201, or consent of instructor. a/y II 1998-99 (4)

335 Geophysics

Study of the physical nature of the earth, its properties and processes, employing techniques from seismology, heat flow, gravity, magnetism, and electrical conductivity. Emphasis on understanding the earth's formation, structure, and plate tectonics processes as well as geophysical exploration techniques. Includes labs. Prerequisites: 131 or 201, one semester of calculus, physics (high school level or above), or consent of instructor. a/y I 1998-99. (4)

341 Energy and Mineral Resources for the Future

A survey of the world's energy and mineral resources comprising the raw materials of industrialized societies. Includes labs. Prerequisites: 131, 201, or consent of instructor. a/y I (4)

350 Marine Geology

Study of the 70% of the earth beneath the oceans, focusing on the extensive discoveries of the past few decades. Emphasis on marine sediments, sedimentary processes, plate tectonic processes, and the historical geology of the oceans. Includes labs. Prerequisite: 102, 131, 201, or consent of instructor. a/y II (4)

360 Geology of Washington

The minerals, rocks, geological structures and geological history of Washington, with emphasis on the region from the Columbia Plateau to the Pacific Ocean. Includes labs and field trips. Prerequisite: previous geoscience or consent of instructor. (4)



390 Field Trip

Field and on-campus study of major geologic sites in western U.S. Trips take place during spring break or at end of spring semester. Prerequisite: 131, 201, or consent of instructor. (300-level geology courses preferred.) (1)

425 Geologic Field Mapping

Combining a survey of regional field geology with a series of local mapping projects, this course introduces field techniques of geologic map-making. Included are traversing and data assembly, map construction, section measurements, structural analysis, and chronological synthesis. Graphics techniques are also covered. Prerequisites: previous 300-level geology courses and consent of instructor. S (5)

491 Independent Study

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

495 Seminar

Selected topics in geosciences based on literature and/or original research. (1)

497 Research

Experimental or theoretical investigation, in close cooperation with a faculty member. Open to upper division students. (1-4)

499 Capstone Seminar

Senior experience in library or laboratory research and career-integrating seminar, including presentation of research results. II (2)

Global Studies

The Global Studies Program is a response to global trends that increasingly affect our lives. The program focuses on the formation and emergence of the modern world and its growing economic, cultural, political, and ecological interdependence. By combining academic learning with language skills and practical experience, the Global Studies Program provides students with the knowledge, perspectives, and skills they need to understand and to function effectively in today's world.

FACULTY: The Global Studies Committee, made up of faculty members and staff from the Center for International Programs, administers this program: Hames, *Chair*; Ellard-Ivey, Kelleher, Moore, Predmore, Yager.

GLOBAL STUDIES COMPLEMENTARY MAJOR: The Global Studies major is termed a "complementary" major because it is a second major in addition to a regular disciplinary major. Students electing the Global Studies major are required to declare a traditional disciplinary major before they declare a Global Studies major.

The Global Studies major is multidisciplinary, drawing both its courses and faculty from departments of the Divisions of Humanities, Natural Sciences, and Social Sciences and from the Schools of the Arts and Business.

Because the program is designed to draw on a variety of disciplinary perspectives to explain and understand global trends, no more than two courses (8 semester hours) can be taken in any one discipline to fulfill the requirements for the issue concentration for the Global Studies major. In addition, students may not apply more than two courses (8 semester hours) from their primary major or from courses taken to fulfill general university core requirements to the complementary major.

MAJOR REQUIREMENTS:

A. *Global Studies Core* (16 semester hours)

1. **Anthropology/History/Political Science 210, Global Perspectives** (4)
2. Select two courses from the following three:
 - a. **Anthropology 102, Exploring Anthropology: Culture and Society** (4)
 - b. **Economics 130, Global and Environmental Economic Principles** (4)
 - c. **History 215, Modern World History** (4)
3. **Global Studies 411, Research Seminar** (4)

B. *Issue Area Concentrations* (16 semester hours)

Four courses must be taken from one of the five concentrations outlined below. Upon approval of the program chair, students may choose to take three courses from one concentration and one from another.

C. *Language*

Students must demonstrate proficiency in a language relevant to their coursework and at a level consistent with Option 1 of the College of Arts and Sciences foreign language requirement. This may be accomplished through a proficiency examination or through the equivalent of 16 semester hours of coursework.

D. *Experiential Component*

Majors are strongly encouraged to participate in a study abroad program overseas, although local internships related to an area concentration may also be approved. Pre-approved credit equivalent to 4-8 semester hours may be obtained if students participate in a PLU approved study-abroad semester-long program.

E. *Senior Research Project*

The senior project is a general university requirement in all programs and majors. Students will normally satisfy this

requirement by completing a research project or paper in Global Studies 411.

ISSUE CONCENTRATIONS:

1. Comparative Ethnicities

a. Required:

Anthropology 360 – Ethnic Groups

b. Electives:

At least two electives must be upper division courses.

Anthropology 336 – People of Latin America

Anthropology 343 – East Asian Cultures

Anthropology 350 – Women and Men in World Cultures

Anthropology 375 – Law, Politics and Revolution

Anthropology 380 – Sickness, Madness, and Health

Anthropology 385 – Marriage, Family and Kinship

Anthropology 392 – Gods, Magic, and Morals
(also Religion 392)

English 216 – Fiction: Cross-Cultural Perspectives

English 233 – Post-Colonial Literature

French 221 – French Literature and Film of the Americas

French 432 – Francophone Literature

Global Studies 399 – Global Studies Internship

History 109 – East Asian Societies

History 335 – Latin American History

Languages 272 – Literature and Social Change in Latin America

Music 120 – Music and Culture

Political Science 381 – Comparative Legal Systems

Religion 131 – Religions of South Asia

Religion 132 – Religions of East Asia

Religion 247 – Christian Theology

Religion 344 – Theological Studies

Religion 390 – Studies in the History of Religions

Religion 392 – Gods, Magic, and Morals
(also Anthropology 392)

Spanish 322 – Latin American Culture and Civilization

2. Development Issues

a. Required:

Integrated Studies 245 – The Development of Third World Underdevelopment

Economics 341 – Economic Development: Comparative Third World Strategies

b. Electives:

Anthropology 351 – Women, Colonization, and Development

English 233 – Post-Colonial Literature

Integrated Studies 242 – Population, Hunger, and Poverty

Integrated Studies 246 – Cases in Third World Development

History 496 – Seminar: The Third World

Global Studies 399 – Global Studies Internship

One area-studies course which focuses on a developing region or country of particular student interest (for example, French 341, History 335, History 338, History 339, Languages 272, Spanish 322).

3. Global Business

a. Required:

Business 352 – Global Management

Economics 331 – International Economics

b. Electives:

Business 355 – Global Operations

Business 408 – International Business Law

Business 460 – International Marketing

Economics 371 – Industrial Organization and Public Policy

Political Science 331 – International Relations

Political Science 347 – Political Economy

Global Studies 399 – Global Studies Internship

4. Global Environment

a. Required:

Biology 116 – Introductory Ecology *or*

Biology 424 – Ecology *or*

Chemistry 104 – Environmental Chemistry

and

Geosciences 104 – Conservation of Natural Resources or Integrated Studies 241 – Energy, Resources, and Pollution

b. Electives:

Anthropology 354 – Geography of World Cultures

Biology 424 – Ecology (if not taken as a required course)

Economics 330 – Environmental and Natural Resource Economics

Geosciences 341 – Energy and Mineral Resources for the Future

Global Studies 399 – Global Studies Internship

Integrated Studies 241 – Energy, Resources, and Pollution (if not taken as a required course)

Integrated Studies 242 – Population, Hunger, and Poverty

5. International Relations

a. Required:

Political Science 331 – International Relations

b. Electives:

Anthropology 375 – Law, Politics, and Revolution

Economics 331 – International Economics

Economics 381 – Comparative Economic Systems

Global Studies 399 – Global Studies Internship

History 221 – The World Since 1945

History 356 – American Diplomatic History

Political Science 338 – American Foreign Policy

Political Science 431 – Advanced International Relations

Note: Students planning to pursue graduate study in International Relations are strongly advised to take Statistics 231/Mathematics 341 (a course which also satisfies a general university requirement in Mathematical Reasoning.)

MINOR REQUIREMENTS: 20 semester hours, including two core courses (ANTH/HIST/POLS 210 and GLST 411); and three courses from the approved list of courses for an issue concentration that appears in the “Major Requirements” section above. Those seeking a concentration in Global Business must take Economics 331 as one of the three remaining electives. Concentrators in International Relations must take Political Science 331 as one of the three remaining electives.

Course Offerings

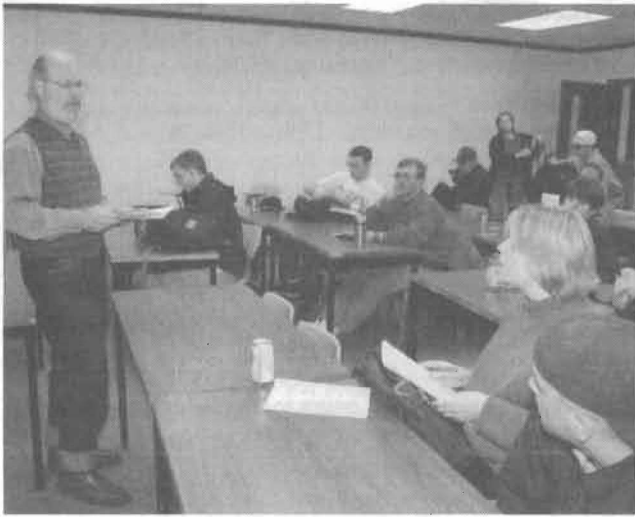
399 Internship

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. (4)

411 Research Seminar

Required of all students majoring and minoring in Global Studies, this is a capstone seminar that culminates in the writing of an extensive research paper.

Prerequisite: ANTH/HIST/POLS 210. (4)



History

Through the study of history at Pacific Lutheran University students gain an understanding and appreciation of the historical perspective. Opportunities for developing analytical and interpretative skills are provided through research and writing projects, internships, class presentations, and study tours. The practice of the historical method leads students off campus to their hometowns, to Europe or China or the American West, and to community institutions, both private and public. The department emphasizes individual advising in relation to both self-directed studies and regular courses. The university library holdings include significant collections in American, European, and non-Western history. The Nisqually Plains Room of the library specializes in Pacific Northwest community studies. Career outlets for major and minors are either direct or supportive in business law, teaching, public service, news media, and other occupations.

FACULTY: Kraig, Chair; Benson, Carp, Ericksen, Himes, Kraig, Mutchler, Nordquist.

BACHELOR OF ARTS MAJOR: Minimum of 32 semester hours, including 4 hours-American field, 4 hours-European field, and 4 hours-non-Western field. Students are expected to work closely with the department's faculty advisers to insure the most personalized programs and instruction possible. Majors are urged to meet the foreign language requirement of the College of Arts and Sciences under either Option I or Option II. Those majors who are preparing for public school teaching can meet the state history requirement by enrolling in History 460. All majors are required to take four hours of historical methods and research and four hours of Seminar credit. Completion of the Seminar course satisfies the core requirement for a senior seminar/project. For the major at least 16 semester hours must be completed at PLU, including History 301 and 494 or 495 or 496.

MINOR: 20 semester hours with a minimum of 12 hours from courses numbered above 300. The minor in history emphasizes a "program focus" and a "program plan," which is arranged by the student in consultation with a departmental adviser. For the minor at least 12 semester hours must be completed at PLU, including 8 hours of upper division courses.

BACHELOR OF ARTS IN EDUCATION:

See *School of Education*.

Course Offerings

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

AMERICAN FIELD

- 251 Colonial American History
- 252 Nineteenth-Century American History
- 253 Twentieth-Century American History
- 294 The United States Since 1945
- 305 Slavery in the Americas
- 352 The American Revolution
- 355 American Popular Culture
- 356 American Diplomatic History
- 359 History of Women in the United States
- 381 The Vietnam War and American Society
- 451 American Legal History
- 460 West and Northwest
- 471 History of American Thought and Culture
- 494 Seminar: American History

EUROPEAN FIELD

- 107, 108 History of Western Civilization
- 321 Greek Civilization
- 322 Roman Civilization
- 323 The Middle Ages
- 324 Renaissance
- 325 Reformation
- 328 Nineteenth-Century Europe
- 329 Europe and the World Wars: 1914-1945
- 332 England: Tudors and Stuarts
- 334 Modern Germany, 1848-1945
- 360 Holocaust: Destruction of the European Jews
- 495 Seminar: European History

NON-WESTERN FIELD

- 109 East Asian Societies
- 205 Islamic Middle East to 1945
- 210 Global Perspectives
- 215 Modern World History
- 220 Modern Latin American History
- 310 Contemporary Japan
- 335 Latin American History: Central America and the Caribbean
- 336 Southern Africa
- 337 The History of Mexico
- 338 Modern China
- 339 Revolutionary China
- 340 Modern Japan
- 344 The Andes in Latin American History
- 380 Asian American History and Culture
- 496 Seminar: The Third World

ALL FIELDS

- 301 Introduction to Historical Methods and Research
- 401 Workshops
- 492 Independent Study
- 499 Internship

107, 108 History of Western Civilization

Analysis of institutions and ideas of selected civilizations. Mesopotamia, Egypt, the Hebrews, Greece, Rome, the rise of Christianity, and Medieval Europe in the first semester; Europe from the Renaissance to the present in the second semester. I II (4, 4)

109 East Asian Societies

A historical overview of the traditional cultures, traditions, and lives of the people of China and Japan. Discussion of the lives of peasants, emperors, merchants, and warriors in each society. (4)

205 Islamic Middle East to 1945

An introductory survey course on the history of the Middle East from the time of Muhammed in the 7th century through World War II. (4)

210 Global Perspectives: The World in Change

A survey of global issues: modernization and development; economic change and international trade; diminishing resources; war and revolution; peace and justice; and cultural diversity. (Although cross-referenced with ANTH 210 and POLS 210, students may receive history credit only when this course is scheduled as a history class.) (4)

215 Modern World History

Surveys major features of the principal existing civilizations of the world since 1450: East Asia, India and southern Asia, the Middle East, Eastern Europe, Western civilization, sub-Saharan Africa, and Latin America. (4)

220 Modern Latin American History

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

251 Colonial American History

American institutions from colonial times to the 1790s; the growth of the colonies and their relationship to the British imperial system. (4)

252 Nineteenth-Century American History

From Jefferson to Theodore Roosevelt; interpretation of era from social, political, economic, and biographical viewpoints. (4)

253 Twentieth-Century American History

Trends and events in domestic and foreign affairs since 1900; affluence, urban growth, and social contrasts. (4)

294 The United States Since 1945

This seminar examines selected topics in recent U.S. history such as the Cold War, the Civil Rights Movement, the Vietnam War, the Women's Movement, Watergate, and the Iran-Contra Affair. Enrollment restricted to freshmen and sophomores. (4)

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. (4)

305 Slavery in the Americas

The comparative history of slavery in Africa, the Caribbean, and the Americas with special attention to the United States. Comparative perspectives on Atlantic slave trade, the origins of slavery and racism, slave treatment, the rise of antislavery thought, the maturation of plantation society, slave revolts, selection conflict and war, and the reconstruction of society after emancipation. (4)

310 Contemporary Japan

Major domestic, political, economic, and socio-cultural developments since 1945. Special attention given to U.S.–Japan interactions. (4)

321 Greek Civilization

The political, social, and cultural history of Ancient Greece from the Bronze Age to the Hellenistic period. Special attention to the literature, art, and intellectual history of the Greeks. (Cross-referenced with CLAS 321) (4)

322 Roman Civilization

The history of Rome from the foundation of the city to A.D. 337, the death of Constantine. Emphasis on Rome's expansion over the Mediterranean and on its constitutional history. Attention to the rise of Christianity within a Greco-Roman context. (Cross-referenced with CLAS 322) (4)

323 The Middle Ages

Europe from the disintegration of the Roman Empire to 1300; reading and research in medieval materials. (4)

324 Renaissance

Europe in an age of transition – 1300 to 1500. (4)

325 Reformation

Political and religious crises in the sixteenth century: Lutheranism, Zwinglianism, Anglicanism, Anabaptism, Calvinism, Roman Catholic reform; Weber thesis, the beginnings of Baroque arts. (4)

328 Nineteenth-Century Europe

The expansion of European civilization from 1800 to 1914. (4)

329 Europe and the World Wars: 1914–1945

World War I; revolution and return to “normalcy”; depression and the rise of fascism; World War II. (4)

332 England: Tudors and Stuarts

Political, social, economic, legal, and cultural developments. (4)

334 Modern Germany, 1948–1945

The Revolutions of 1848 and unification of Germany; Bismarckian and Wilhemian empires; Weimar Republic and the rise of National Socialism; the Third Reich. (4)

335 Latin American History: Central America and the Caribbean

Survey of the major aspects of Central American and Caribbean history from colonial to modern times. Use of selected case studies to illustrate the region's history. Study in inter-American relations. (4)

336 Southern Africa

Examination of the history of pre-colonial African kingdoms, Western imperialism, settler colonialism, and the African struggle for independence. Emphasis on the period since 1800. (4)

337 The History of Mexico

The political, economic, social, and cultural changes that have taken place in Mexico from 1350 to the present. (4)

338 Modern China

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. (4)

339 Revolutionary China

Beginning in 1911, an examination of the course of the Chinese revolution, China's liberation, and the changes since 1949. (4)

340 Modern Japan

Study of how Japan became the modern “miracle” in East Asia. Primary focus on traditions that enabled Japan to change rapidly, the role of the challenge of the West in that change, the industrialization of Japan, the reasons for war with the U.S., and the impact of the war on contemporary Japan and its social and economic institutions. (4)

344 The Andes in Latin American History

The history of the Andean countries (Peru, Bolivia, Ecuador) from the fifteenth through the twentieth centuries. (4)

352 The American Revolution

The American Revolution as a series of essentially political events stretching from the Seven Years War in 1763 through Thomas Jefferson's defeat of John Adams in the Presidential election of 1800. (4)

355 American Popular Culture

Study of motion pictures, popular music, radio and television programs, comic strips and paperback fiction. Insights into the values and ideas of American culture from watching it at play. No prerequisites. (4)

356 American Diplomatic History

The practice, function, and structure of American foreign policy with particular emphasis on the twentieth century. (4)

359 History of Women in the United States

A focused, thematic examination of issues and evidence related to women's experiences from the colonial period to the present. (4)

360 Holocaust: Destruction of the European Jews

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. (4)

380 Asian American History and Culture

An introductory survey of Asian American history and culture, focusing on Chinese, Japanese, Korean, Filipino, Asian Indian, Indochinese, and Pacific Islander experiences in the period 1840-1990s. (4)

381 The Vietnam War and American Society

Examination of America's involvement in the Vietnam War from Truman to Nixon. (4)

399 Internship

A research and writing project in connection with a student's approved off-campus work or travel activity, or a dimension of it. Prerequisite: sophomore standing plus one course in history, and consent of the department. (1-6)

401 Workshops

Workshops in special fields for varying periods of time. (1-4)

451 American Legal History

Dimensions of American law as it relates to changing historical periods. (4)

460 West and Northwest

The American West in the 19th and 20th centuries. Frontier and regional perspectives. Interpretive, illustrative history, and opportunities for off-campus research. (4)

471 History of American Thought and Culture

Dimensions of American social and intellectual history. (4)

492 Independent Study (1-4)

494 Seminar: American History (4)

495 Seminar: European History (4)

496 Seminar: The Third World

This research seminar alternates its focus from East Asia one year to the Caribbean/Latin America the next. (4)

Honors Program

The Honors Program at Pacific Lutheran University centers on the theme "Taking Responsibility: Matters of the Mind, Matters of the Heart." It integrates academic and experiential learning opportunities, with the objective of preparing participants for lives of service and servant leadership. The program emphasizes the importance of student-directed learning, and culminates in an experiential project that students design, implement, and evaluate (with faculty support).

TOTAL HONORS CREDITS: 26 (all but eight of which fulfill other university requirements)

HONORS STUDENTS: Selected on the basis of grades and scores (high school grade point average of 3.80 and 1200+ SAT scores), recommendations, and commitment to program theme. Must complete PLU with a minimum of 3.50 grade point average.

Freshman Year – All entering freshman honors students take the Freshman Honors Experience:

- A. Honors Core sequence: "Identity, Community, Legacy, and Faith"
 - HONR 115 – Identity, Community, Legacy, and Faith (fall; 4 hours)
 - HONR 116 – Identity, Community, Legacy, and Faith (spring; 4 hours)
- B. Honors Critical Conversation: "Experience and Knowledge"
 - HONR 117A – Experience and Knowledge (fall; 1 hour)
 - HONR 117B – Experience and Knowledge (spring; 1 hour)

Note: At the end of the freshman year, students in the Honors core choose to enter Core I or Core II. The eight credits in the Freshman Honors Experience will have equivalencies in both cores.

Sophomore and Junior Years

- A. During the sophomore and junior years students take four one-credit Virtue Seminars (HONR 301-308), or preferably one each semester (or multiples in a semester to accommodate study abroad or other scheduling conflicts). Continuing the focus on "Taking Responsibility," the seminars focus on those qualities necessary to responsible leadership. Using different "virtues" as a centering theme, students consider each virtue from several perspectives, including classical, contemporary, and non-western perspectives. What does it mean to be a person who acts wisely? courageously? with hope? justly? These seminars provide students with a weekly opportunity to interact with their intellectual peers around a unifying theme and readings.
- B. Participation in January-Term study abroad/off-campus courses is strongly encouraged but not required. Most participants in the J-Term abroad will be sophomores or juniors, but freshmen and seniors may go as well.
- C. Honors students take two four-credit hours courses usually during the sophomore and/or junior years. They may take Honors-by-Contract courses, whose "added dimensions" to convert them to honors are agreed upon in a contract between professor and student, by the following means:
 - 1) take a regularly scheduled course which, by contract, explores the topic through greater depth or breadth, or
 - 2) do an independent study or research project (may do only one of these) whose finished product is of potentially publishable quality.

Senior Year – Seniors take HONR 490: Honors Challenge Experience (4), offered in January-Term. This seminar, including academic analysis and an experiential component, brings a sense of closure to the program theme of responsibility, and is called "Responsibility in Action."

Foreign Language – Students completing the program and graduating with university honors must have met Option I or II of the College of Arts and Sciences language requirement; only music education majors are exempted from this requirement.

Course Offerings

115 and 116 Identity, Community, Legacy, and Faith

Social, cultural, intellectual, and spiritual traditions of Europe and North America, with attention to relevant interactions and comparisons between western and non-western civilizations. (4, 4)

117A and 117B Experience and Knowledge

Explores the connections between understanding a selected issue or problem through traditional academic study and understanding the same issue or problem through experience. (1, 1) Fulfills freshman critical conversation requirement.

301–308 Virtue Seminars

Continuing its focus on “Taking Responsibility,” the Honors Program offers seminars that focus on those qualities necessary to responsible leadership. (Each seminar is one credit; honors students are required to complete four.) (1 hour each)

- 301 Charity
- 302 Courage
- 303 Faith
- 304 Hope
- 305 Justice
- 306 Self-Restraint
- 307 Wisdom
- 308 Compassion

490 Honors Challenge Experience: Responsibility in Action

As the culminating element of the Honors Program, HONR 490 presents the opportunity to “take responsibility” by emphasizing the significance of bringing together habits of scholarship and habits of committed citizenship—of linking the academic components of research, study, and writing in applied experiences in public venues. (4)

Division of Humanities

The Departments of English, Languages and Literatures, Philosophy, and Religion comprise the Division of Humanities. They share a central concern about language, literature, and world views. As academic majors and minors, and in support of professional programs and preparation for other fields, studies in humanities are at the heart of a liberal education. They serve generally as a means to realizing excellence in one’s own life, and they expose one to a wide variety of different perspectives on culture, meaning, and value. The charge of the humanities is to think and act perceptively, humanely, and creatively in a complex and ever changing society.

The division is committed to superb undergraduate teaching. Classes emphasize communication skills, rigorous analysis of texts and ideas, critical assessment of arguments, and thoughtful reflection. The potential for creative service to the community is nurtured in a variety of ways including internships in Publishing and Printing Arts (a minor in English), the outreach programs of the Scandinavian Cultural Center, and collaborative projects with local school districts.

FACULTY: Cooper, *Dean*; faculty members of the Departments of English, Languages and Literatures, Philosophy, and Religion.

As a division within the College of Arts and Sciences, the Division of Humanities offers programs in each constituent department leading to the B.A. degree. Course offerings and degree requirements are listed under:

English

Languages and Literatures

Philosophy

Religion

See also the sections of this catalog on Chinese Studies, Classics, Environmental Studies, Global Studies, Honors Program, the International Core: Integrated Studies of the Contemporary World, International Programs, Legal Studies, Publishing and Printing Arts, Scandinavian Area Studies, and Women’s Studies.

Individualized Major

Supervised by the Faculty Council for Individualized Majors, this program offers junior and senior students the opportunity to develop and complete a personally designed, interdisciplinary, liberal arts major. The course of study culminates in a senior thesis, to be agreed on by the Council, the student, and his or her adviser.

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

Admission to the program is granted by the Council on the basis of a detailed plan of study, proposed and written by the student, and submitted to the Council any time after the beginning of the second semester of the student’s sophomore year. The proposal must outline a complete plan of study for the time remaining until the granting of a degree. Study plans may include any of the traditional elements from a standard B.A. or B.S. degree program.

Once approved by both the faculty sponsor and the Faculty Council for Individualized Majors, the study plan supplants usual degree requirements, and, when completed, leads to conferral of the B.A. degree with Special Honors.

STUDY PROPOSALS MUST INCLUDE THE FOLLOWING:

1. A *Statement of Objectives*, in which the student describes what the degree is expected to represent and why the individualized course of study is more appropriate than a traditional degree program.
2. A *Program of Study*, in which the student describes how the objectives will be attained through sequences of courses, reading programs, regular course work, independent study, travel, off-campus involvement, personal consultation with faculty members, or other means.
3. A *Program of Evaluation*, in which the student describes the criteria to be used to measure achievement of the objectives and specifies the topic of the senior thesis.
4. A *Statement of Review*, in which the student describes how previous course work and life experiences have prepared him or her for the individualized study program.
5. *Letters of Recommendation*. The study proposal must be written in close consultation with the chair of the Faculty Council for Individualized Majors and with a faculty member who agrees to act as primary sponsor and adviser to the student throughout the course of study. The faculty sponsor must comment on the feasibility of the proposal and on the

student's ability to carry it out. It is strongly recommended that a secondary faculty sponsor be asked to co-sponsor and endorse the proposal.

All subsequent changes in the study plan or the senior thesis must be submitted in writing to the Faculty Council for Individualized Majors for approval.

Further information is available from the Provost's Office.

The International Core: Integrated Studies of the Contemporary World

The International Core: Integrated Studies of the Contemporary World is designed as an alternative way to satisfy core curriculum requirements. Consisting of a constellation of interdisciplinary and team taught courses, the program explores contemporary issues and their historical foundations using an integrated approach in an international context. The program stresses critical thinking and writing.

FACULTY: Selected from Anthropology, Art, Biology, Chemistry, Earth Sciences, Economics, English, History, Languages, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, and Sociology.

International Core Committee: Stivers, Chair; R. Brown, Grosvenor, Kelleher, Killen, Kraig, Starkovich, Bartanen (acting director).

INTERNATIONAL CORE COURSE REQUIREMENTS: (7 courses, 28 hours)

1. INTC 111-112: Origins of the Contemporary World (8 hours)
Normally taken in the first year.
2. Four 200-level International Core courses (16 hours)
Normally taken in the second and third years. May include approved program of study abroad. Students select four courses, subject to the approval of the International Core Committee.
7-8 of the following courses, or similar new courses, are offered each year:
 - 221 – The Experience of War
 - 222 – Prospects for War and Peace
 - 225 – Violence and Nonviolence
 - 231 – Gender, Sexuality, and Culture
 - 232 – Topics in Gender
 - 233 – Imaging the Self
 - 234 – Imaging the World
 - 241 – Energy, Resources, and Pollution
 - 242 – Population, Hunger, and Poverty
 - 245 – The Development of Third World Underdevelopment
 - 246 – Cases in Third World Development
 - 247 – Cultures of Racism
3. One 300-level course (4 hours) normally taken after or with the last 200-level course.
 - 326 – The Quest for Global Justice: Systems and Reality
 - 327 – Core II Conversations

POLICIES AND GUIDELINES FOR CORE II:

1. To acquire a common background, International Core/Core II students usually take the required 111-112 sequence in their first year, before taking 200-level courses. Exceptions can be made for students with heavy first-year loads, for transfer students, or for students who shift from Core I.

2. Students in the International Core are strongly encouraged to study abroad. With prior approval, an appropriate combination of courses abroad supplemented with an integrative project may take the place of one or more of the 200-level International Core courses.
3. Students may switch from Core II to Core I at any time by requesting the dean for special academic programs to apply their International Core course credit to Core I requirements.
4. All International Core courses are open to Core I students as space is available (Core II students have priority in enrollment).

Course Offerings

(111-112) Origins of the Modern World

Explores from a global perspective the roots of contemporary values and traditions, with an emphasis on Europe and the Americas.

111 Authority and Discovery

Considers new social and political ideas, the renewal of the arts, religious reform, and the emergence of modern science up to and during the Renaissance, the Reformation, the Scientific Revolution, and the Enlightenment. I (4)

112 Liberty and Power

Developments in literature, science, politics, and industrialization are explored through the Enlightenment, the American and French Revolutions, the Industrial Revolution, Romanticism, Darwinism, Socialism, and Imperialism. II (4)

221 The Experience of War

An international survey of twentieth century warfare, drawing on poetry, novels, war memoirs, art, music, and film, and stressing the experiences and decisions of people who have participated in war as combatants or civilians. (4)

222 Prospects for War and Peace

A study of the international institutions and situations (political, economic, religious, psychological, historical) that keep the modern world on the brink of war and make a stable, just peace so elusive. II (4)

225 Violence in the United States

Considers examples of violence in domestic and international contexts such as war, racism, families, prisons, and hate groups; and major proponents of nonviolence such as Jesus, Ghandi, Dorothy Day, King, and Mother Teresa. (4)

231 Gender, Sexuality, and Culture

Use of interdisciplinary, multicultural, international, and feminist perspectives to examine issues such as socialization and stereotypes, relationships and sexuality, interpersonal and institutional violence, revolution and social change. A strong focus on U.S. contexts complemented by selected comparative examples from international contexts. (4)

232 Topics in Gender

Current topics in feminist studies of gender centering on U.S. contexts with selected comparative examples from international contexts. (4)

233 Imaging the Self

A series of exercises in the visual and literary arts drawn from different cultures that reveal how the self is discovered and constructed through images, dreams, costumes, and songs. (4)

234 Imaging the World

An exploration of how humans in different parts of the world perceive, interpret, and shape their own worlds. II (4)

241 Energy, Resources, and Pollution

Considers worldwide usage of energy and natural resources, and the degradation caused by pollution using scientific, social scientific, and ethical approaches. (4)

242 Population, Hunger, and Poverty

Examines population growth, food supply, and poverty as they relate to global environmental problems. (4)

245 The Development of Third World Underdevelopment

Traces the origins and growth of the concept "Third World" and the models, views, contexts, and approaches in interpreting this phenomenon. (4)

246 Cases in Third World Development

How people in the Third World think and act to bring about social change, and the value they give it is the focus in this course. (4)

247 The Cultures of Racism

Examines different forms of racism and their manifestations in two countries with troubled histories: the United States of America and the Republic of South Africa. (4)

326 The Quest for Global Justice: Systems and Reality

Uses systems (holistic) models to comprehend the search for justice by humankind in the past, in the present, and for the future. (4)

327 Core II Conversations

Group exploration of a selected topic to exercise and further develop ethical, multicultural, interdisciplinary, and critical thinking skills. Practice of ability to understand texts, reflect upon them, react critically and creatively to them, and participate in group discussion about them and the issues they raise. (4)

International Programs

PLU's international programs encourage students to expand their understanding of humanity's global condition in a changing and increasingly interdependent world. Multi-focused international programs provide opportunities for on-campus study of global issues and of the world's regions, cultures, and societies. Global issues include, for example, modernization and development; global resources and trade; and peace, justice, and human rights. Cultural foci are Africa, Asia, Europe, Latin America, the Middle East, and Scandinavia. Study of these issues and regions is made possible by diverse off-campus study opportunities and international student exchange.

To pursue a program in international or intercultural studies, students may enroll in courses offered by departments such as Languages, Political Science, and History, or choose among the special multi-disciplinary programs listed below which offer majors and minors in international studies.

More information about PLU's international programs is available from the Center for International Programs, Harstad Hall, or on the website www.plu.edu/~inpr.

THE AMERICAS: This interdisciplinary minor focuses on the comparative histories, cultures, and contemporary issues shared by the two continents in the western hemisphere. For specific information see *The Americas* section of this catalog.

CHINESE STUDIES: The Chinese Studies program is an interdisciplinary program designed to provide students interested in China a broad foundation in language, culture, and history. For specific information see the *Chinese Studies* section of this catalog.

GLOBAL STUDIES: Students interested in diverse cultures and international, global issues may undertake a multi-disciplinary major or minor program designed to reflect their geographic, thematic, or disciplinary interests.

Major: The Global Studies major is termed a "complementary" major because it is taken as a second major in addition to a regular disciplinary major. For specific information see the *Global Studies* section of this catalog.

Minor: The theoretical orientation and requirements parallel those for the major and are detailed in the *Global Studies* section of this catalog.

SCANDINAVIAN AREA STUDIES: The Scandinavian Area Studies major is a flexible program in which the study of Scandinavia is enhanced through a cross-disciplinary approach. For specific information see the *Scandinavian Area Studies* section of this catalog.

Off-Campus Programs:

To encourage students to expand their visions of the world, PLU makes available various opportunities to study and travel in other countries. Students are encouraged to spend the summer, semester, January term, or full academic year abroad. The Center for International Programs has information to assist students in selecting and preparing for study abroad programs. The interdependence of all nations of the world and the need to gain basic knowledge of people, their cultures, and their interrelationships cannot be overemphasized in the 21st century. With this focus in mind, PLU supports several categories of programs.

SECTION A: PLU-Sponsored Programs

PLU FACULTY DIRECTED PROGRAMS:

- a. **Caribbean Culture and Society:** January-term and spring semester in Trinidad provides students a unique opportunity to explore the island and learn about the varied heritages of this multicultural society. During January term a PLU faculty member accompanies the group to Trinidad and teaches one course, which varies from year to year. During the spring term students take the core course, "Caribbean Culture and Society" and choose two to three additional courses from the regular course offerings at the University of the West Indies. Students earn 16-20 semester hours credit for the January-May program.
- b. **January-Term:** PLU also offers courses during the January-term. Interest meetings for January-term off-campus programs are announced in early spring for the following January. Students apply for these programs in May. January-term program sites for 2001 include the following international locations: Australia (2), China, Costa Rica, Cuba, Hong Kong, France (2), India, Israel/Jordan, Jamaica, London, New Zealand and Scotland. Domestic off campus sites include: Arizona (2), Neah Bay, New Mexico and Tacoma.

RECIPROCAL PROGRAMS: PLU currently offers four active exchange programs. These academic programs provide a limited number of exchanges each year. In all cases, the PLU student is integrated into the local university and culture.

- a. **People's Republic of China—Zhongshan University:** PLU students may spend a full year or semester in the People's Republic of China through an exchange with Zhongshan University in Guangzhou (Canton). At Zhongshan, students live in university housing and take intensive studies in Mandarin Chinese. Students should have had at least one year of Chinese language before applying.
- b. **Tanzania:** In a consortium effort with other colleges and universities of the Lutheran Church, PLU offers a five-month exchange opportunity at the University of Dar es Salaam in Tanzania. Students study Swahili language and select three or

four courses from the wide offering of courses at the University of Dar es Salaam. All university courses are taught in English. This is a fall semester program.

- c. **People's Republic of China – Sichuan University:** Students may spend a semester or year at Sichuan University (SU) in Chengdu. At SU, in addition to classes in Mandarin and Chinese culture, students may take organic chemistry or general physics courses that are taught in English. Often a PLU professor will accompany the group and teach one of the courses. Extensive study tours are included. Fluency in Mandarin is not required.
- d. **Stockholm Institute of Education – Stockholm, Sweden:** Education majors may spend either fall or spring semester in Sweden. Students continue their regular School of Education requirements while at the institute. All courses are pre-approved by the PLU School of Education before departure.

INDEPENDENT LIBERAL ARTS COLLEGES ABROAD:

These programs are hosted by the Independent Liberal Arts Colleges Abroad (ILACA), a consortium of Pacific Northwest schools including PLU, Gonzaga University, the University of Puget Sound, the University of Portland, and Willamette University.

- a. **England:** This fall or spring semester program in London provides students with a study experience in one of the most exciting cities of the world. Courses taught both by Northwest professors and by native British professors make extensive use of museums, cultural activities, and sites of London. Students live with British families and commute by subway to classes. Several excursions take students outside London for a look at other parts of England.
- b. **Spain:** This fall or spring semester program in Granada provides an excellent setting for advanced study in Spanish language and culture. A minimum of two years of college-level Spanish language study is required for participation. Students live with Spanish families, and take special classes at the Centro de Lenguas Modernas at the University of Granada.

DENMARK'S INTERNATIONAL STUDIES (DIS) provides for semester or year-long study in English in Copenhagen. The instructors are Danish, representing faculty from nearby universities and schools. This program is Europe's largest study center for American students, allowing a wide variety of course offerings in liberal arts, international business, architecture and design, and marine biology. A rich immersion in Danish culture is provided through living with the Danes, daily contact with Danish faculty, and optional language instruction. Scholarships are available for qualified students.

INSTITUTE FOR CENTRAL AMERICAN DEVELOPMENT STUDIES (ICADS) offers programs in Costa Rica during the fall and spring. Students choose from either the "Semester Internship and Research Program" or the "Field Course in Resource Management and Sustainable Development."

LIVING ROOTS, FINDHORN COMMUNITY SEMESTER: This fall or spring program is offered by the Findhorn Foundation in Forres, Scotland, and Living Roots. Students live in Findhorn housing and contribute to the daily operation of the community. The academic content of the program includes: Art – Learning to See, Learning to Draw; Psychology – Psychology of Community; Political Science – Human Ecology; Writing – Reflections on Community. Students earn 16 semester hours of credit for the program.

INSTITUTE FOR THE INTERNATIONAL EDUCATION OF STUDENTS (IES) offers semester, year-long, or summer study at various centers throughout the world. PLU students may choose to study in London, England; Dijon, Paris, or Nantes, France; Milan, Italy; Madrid or Salamanca, Spain; Freiburg or Berlin,

Germany; Vienna, Austria; Tokyo or Nagoya, Japan; Adelaide, Australia; China; and Argentina. Studies include a combination of local university courses and classes taught expressly for Institute students. Courses are taught in the language of the country where the center is located, except in Tokyo, Vienna, and the European Common Market program in Freiburg, where instruction is in English. In all other cases, PLU students need to be conversant in the language of the country. Living arrangements vary from full room and board to independent housing. Each center allows for integration into the local culture through housing, student activities, field trips, and travel. Scholarships are available to qualified students at all IES centers.

UNIVERSITY OF OSLO, OSLO, NORWAY: Applicants must have one year of college Norwegian at the program start date. The "Oslo Year" incorporates Norwegian language, literature, and culture and is an excellent opportunity for the Scandinavian Studies student.

UNIVERSITY OF LANCASTER, LANCASTER, ENGLAND:

This semester or full year program allows students to be integrated into a British university. There are over 500 courses offered by the university. Students can easily continue their business, science, humanities, and social science studies at Lancaster.

SERVICE LEARNING PROGRAMS: The International Partnership for Service-Learning provides semester, January term, full year, or summer programs in Israel, England, Scotland, Mexico, Ecuador, Jamaica, Czech Republic, France, South Dakota, and India. Through ties with several universities and educational programs, the Partnership programs unite academic study and community service. Sophomore standing is required.

SCHOOL FOR FIELD STUDIES: SFS offers environmental semester programs in Costa Rica, Kenya, Palau, the Caribbean, Mexico, Australia, and British Columbia. Students take four courses including ecology, resource management, socio-economic or applied anthropology, and a directed research project. Prerequisite for this program is at least one college level ecology or biology course. Sophomore standing is required.

CENTER FOR GLOBAL EDUCATION: Augsburg College's Center for Global Education offers semester programs in Mexico and Central America and Southern Africa. Programs in Latin American require one semester of college Spanish.

INSTITUTE FOR STUDY ABROAD: The Institute for Study Abroad, Butler University offers fully integrated semester and full year study abroad programs in England, Scotland, Ireland, Australia, New Zealand, and Costa Rica. Students participating in these programs are admitted to foreign universities and take regular university courses. Junior standing is required as a prerequisite for these programs.

AMERICAN INSTITUTE FOR FOREIGN STUDY: AIFS offers semester, full year, and summer programs for students in Argentina, Australia, Austria, Britain, Czech Republic, France, Germany, Holland, Ireland, Italy, Japan, Russia, South Africa, and Spain. At some study sites students are integrated into a foreign university and are required to have language proficiency in the host language. Many programs in non-English speaking countries do not require prior language training and instruction is in English. Programs are open to students with sophomore standing.

COLLEGE YEAR IN ATHENS: Ancient Greek Civilization and Mediterranean Studies are the focus of this semester or full year program in Athens. Students can take courses in classical languages, archaeology, art history, literature, history, philosophy, religion, ecology, and economics. Junior standing is recommended for this program.

SUMMER: Many PLU-sponsored study abroad programs have summer options. Additionally, off-campus programs for summer are announced in the summer sessions catalog.

SECTION B: PLU-Approved Study Abroad Programs

1. In addition to the PLU-sponsored programs, there are countless other opportunities for study abroad. Many U.S. colleges and universities have programs throughout the world, and PLU students may study through these programs by special arrangement. Information and application forms for several programs are available in the Center for International Programs. Credits awarded by an accredited U.S. college or university are transferable to PLU. However, direct aid from PLU cannot be transferred to other colleges.
2. PLU students who plan to study directly in a foreign school (not in a program sponsored by a college in the U.S.A.) must be sure to file a letter of intent with the Center for International Programs and with the chair of their major department before leaving PLU. This letter must include what classes will be taken, where and for what length of time they will study abroad, and how the international experience will relate to their academic program. On the basis of this information, plus a record of lectures attended and examinations completed, academic credit may be given by PLU. Students are advised to save all papers and other materials relating to coursework taken abroad. All credit transferred to PLU will be pass/fail. PLU reserves the right to require examinations covering the subjects studied.

APPLICATION PROCESS: All PLU sponsored program applications must be pre-approved by the Center for International Programs before they are mailed to the program associate (i.e., IES, AIFS, Butler University, etc). Students are asked to submit completed program applications and have an official transcript and faculty recommendations sent to the Center for the review process. General deadlines for program applications are: January 15 for Tanzania, February 1 for summer programs and Semester I programs in Australia and New Zealand, March 1 for fall and full year programs, and October 15 for spring semester programs.

CREDITS: PLU awards PLU credit for all programs listed in SECTION A: PLU-Sponsored Programs. All courses taken on a PLU-sponsored program will be listed on the PLU transcript with appropriate department numbers assigned. Letter grades will also be posted, although they will not be included in the PLU cumulative grade point average. Grades for study abroad are calculated for honors at graduation.

PROGRAM COSTS AND FINANCIAL AID FOR PLU-SPONSORED PROGRAMS:

Reciprocal Exchange Programs: Semester charges are based on the PLU tuition rate for 14 credits plus the cost of on campus housing and a full meal plan.

Other PLU-Sponsored Programs: Program fees are calculated at the base price of the program plus an administrative fee of \$700 per semester. Each of the PLU-sponsored programs will, therefore, have a different program fee. The minimum semester program fee for the academic year 2000-01 will be \$8,400.

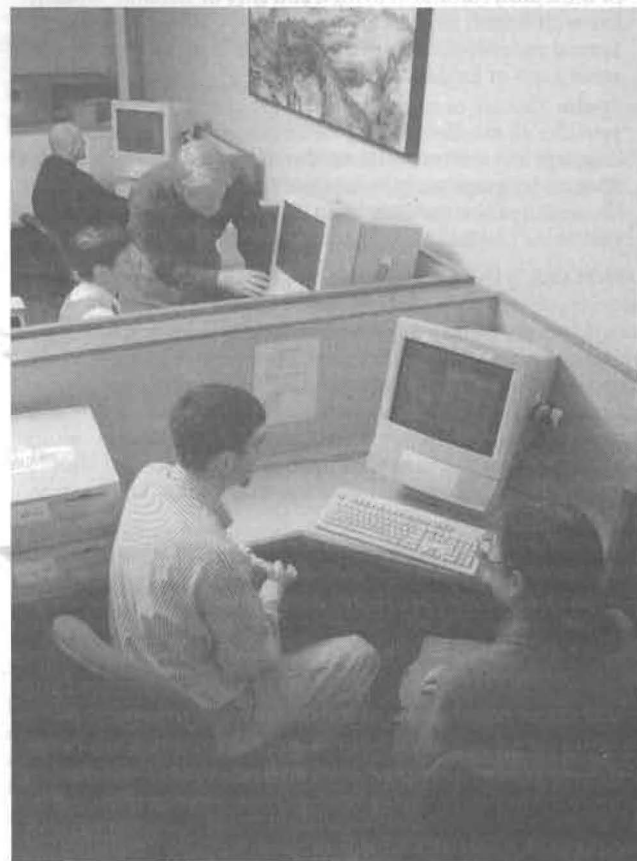
On PLU-sponsored programs, students eligible for state and federal financial aid may transfer their aid awards (with the exception of work study) to their student accounts. Students may also apply their university grants and scholarships as well as government loans on selected sponsored programs. The Center for International Programs has detailed information on "Study Abroad and Financial Aid." Tuition exchange benefits do not apply to study abroad.

Languages and Literatures

An understanding of world cultures and an ability to speak languages other than one's own are hallmarks of today's college graduate and of a successful career person. Language study at PLU is a serious academic enterprise. While gaining proficiency in a language, students develop critical, aesthetic, and creative sensibilities necessary for global citizenship, and appreciation of their own language and culture. The department offers a wide range of courses, not only in languages at all levels, but also in cultures, literatures, and linguistics, both in the original language and in English translation. Instruction is also given in American Sign Language.

Language students are strongly encouraged to participate in the numerous study abroad courses offered during the January-Term as well as fall and spring semesters. For further information, see the *International Programs* section of this catalog.

FACULTY: Snee, Chair; R. Brown, M. Jensen, Lacabe, Martinez-Carbajo, Miranda, Nadine, E. Nelson, Predmore, Swenson, Sosulski, Warner, T. Williams, Webster; assisted by Curtis, K. Hanson, and Yaden.



COURSES THAT MEET CORE I REQUIREMENTS:

Literature Requirement, A-2: All departmental literature courses, offered both in the original language and in English translation, meet this requirement.

Perspectives on Diversity, Cross-Cultural Perspectives (6-B): All language courses numbered 201 and above (two semesters) and all first-year courses of a foreign language not previously studied (two semesters), as well as Chinese 371, Languages 272 (Literature and Social Change in Latin America), and French 341 meet this requirement.

Perspectives in Diversity, Alternative Perspectives (6-A): Spanish 341 and Sign 101 and 102 meet this requirement.

BACHELOR OF ARTS MAJORS AND MINORS: The department offers majors in Chinese Studies, Classics, French, German, Norwegian, Scandinavian Area Studies, and Spanish. Minors are offered in Chinese, Chinese Studies, French, German, Greek, Latin, Norwegian, and Spanish. All majors must complete Languages 490: Senior Project. Majors must complete at least 12 semester hours in residence at PLU, four of which must be taken either in the senior year or upon return from a study abroad program. Minors must complete at least eight hours in residence. Specific requirements (and variations from the above) for specific majors and minors are listed below.

LANGUAGE RESOURCE CENTER: The language curriculum at all levels features use of PLU's state-of-the-art multimedia Language Resource Center, located in the Mortvedt Library. Advanced students have the opportunity to conduct research at selected Web sites, as well as to work as assistants in the Center, gaining computer expertise while accelerating their language skills.

PLACEMENT IN LANGUAGE CLASSES: Students are encouraged to obtain as much high school preparation in languages as possible. To determine appropriate course placement at PLU, all students with previous experience in a language take the placement examination, administered during freshman registration, orientation week, and throughout the year by special arrangement. Students qualifying for advanced placement may be allowed to waive certain major or minor requirements.

SENIOR PROJECT: Students majoring in a foreign language enroll in 490 concurrently with another upper-level course in the major. The instructor of the latter course normally supervises the student's senior project: a research paper, internship, or other approved project. The student presents a summary of the completed assignment at an open departmental forum. II (2)

PROSPECTIVE TEACHERS: Students preparing to teach in a junior or senior high school may earn either a Bachelor of Arts degree in French, German, Norwegian, or Spanish along with certification from the School of Education, or a Bachelor of Arts in Education degree with a teaching major or minor in French, German, Norwegian, or Spanish. Secondary teaching minors are also available in Chinese and Latin. Elementary teaching majors are available in all of the above languages. All students are required to take Languages 445 (Methodologies) for certification. See the *School of Education* section of this catalog for certification requirements and the Bachelor of Arts in Education requirements.

MINOR IN ENGLISH AS A SECOND LANGUAGE: In cooperation with the School of Education, the department offers a minor in English as a Second Language. Prospective teachers as well as students who may teach English abroad, through Fulbright Awards or service opportunities, are strongly encouraged to pursue this opportunity. The two required departmental courses are Languages 445 (Methodologies) and Languages 446 (Theories of Language Acquisition). See the School of Education section for a full description of the minor.

Course Offerings

Courses in the Department of Languages are offered in the following general fields in addition to elementary, intermediate, and advanced language:

CULTURAL HISTORY**A. In English**

- Classics 250 – Classical Mythology
- Classics 321 – Greek Civilization
- Classics 322 – Roman Civilization
- Scan 150 – Introduction to Scandinavia
- Scan 322 – Contemporary Scandinavia
- Scan 323 – The Vikings
- Scan 324 – The Emigrants
- Spanish 341 – The Latino Experiences in the U.S.

B. In Respective Language

- French 321 – French Civilization and Culture
- German 321 – German Civilization to 1750
- German 322 – German Civilization Since 1750
- Spanish 321 – Civilization and Culture of Spain
- Spanish 322 – Latin American Civilization and Culture

LITERATURE**A. In English**

- Languages 271 – Literature and Society in Modern Europe
- Languages 272 – Literature and Social Change in Latin America
- Chinese 371 – Chinese Literature in Translation
- Classics 231 – Masterpieces of European Literature
- Classics 250 – Classical Mythology
- French 221 – French Literature and Film of the Americas
- Scan 250 – Masterpieces of Scandinavian Literature
- Scan 421 – Ibsen and Strindberg
- Scan 422 – Twentieth-Century Scandinavian Literature

B. In Respective Language

- French 421, 422 – Masterpieces of French Literature
- French 431, 432 – Twentieth-Century French Literature
- German 421 – German Literature from the Enlightenment to Realism
- German 422 – Twentieth-Century German Literature
- Spanish 302 – Introduction to Hispanic Literacy Studies
- Spanish 421 – Masterpieces of Spanish Literature
- Spanish 422 – Twentieth-Century Literature of Spain
- Spanish 423 – Special Topics in Spanish Literature and Culture
- Spanish 431 – Latin American Literature, 1492–1888
- Spanish 432 – Twentieth-Century Latin American Literature
- Spanish 433 – Special Topics in Latin American Literature and Culture

Languages**271 Literature And Society in Modern Europe**

Reading and discussion of works in English translation by authors like Flaubert, Ibsen, and Th. Mann often enriched through selected film adaptations. Emphasis on social themes, including life in industrial society, the changing status of women, and class conflict. No prerequisite. (4)

272 Literature and Social Change in Latin America

Readings in English translation of fiction from modern Latin America. Discussions focus on social and historical change and on literary themes and forms in works by authors such as Carlos Fuentes and Gabriel Garcia Marquez. No prerequisite. (4)

445 Methods for Teaching Foreign Languages and English as a Second Language

Theories and related techniques for teaching languages K-16 within their cultural context, including direct methods, content-based instruction, proficiency orientations, and the integration of technologies. Attention given to variations in approach for

those teaching English as a second language. No prerequisites. Required for teacher certification in a language and for minor in English as a Second Language. Strongly recommended for elementary major in a language. II (3)

446 Theories of Language Acquisition

Principles of language acquisition with specific classroom applications. Special attention given to the needs of different language groups in acquiring English. Comparison of sound systems and structures of languages ESL teachers are most likely to encounter. No prerequisites. Required for minor in English as a Second Language. (4)

491, 492 Independent Study (1-4)

597, 598 Graduate Research (1-4)

Chinese

Minor in Chinese: 20 semester hours which may include 101–102.

The major and minor in *Chinese Studies* are described in their own section of this catalog.

101, 102 Elementary Chinese

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

201, 202 Intermediate Chinese

Develops further the ability to communicate in Mandarin Chinese, using culturally authentic material. Laboratory practice required. Prerequisite: 102 or equivalent. I II (4, 4)

301 Composition and Conversation

Review of grammar with emphasis on idiomatic usage; reading of contemporary authors as models of style; conversation on topics of student interest. Conducted in Chinese. Prerequisite: 202 or equivalent. I (4)

371 Chinese Literature in Translation

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)

491, 492 Independent Study (1–4)

Classics

The major in classics is described in this catalog under *Classics*.

231 Masterpieces of European Literature

Representative works of classical, medieval, and early Renaissance literature. Fulfills general university core requirement in literature. (Cross-referenced with ENGL 231.) I (4)

250 Classical Mythology

A study of mythology originating in the texts of such Greek and Roman authors as Homer, Hesiod, Virgil, and Ovid. All readings are in English, but students with other language abilities are encouraged to use them. Satisfies the general university core requirement in literature. (4)

321 Greek Civilization

The political, social, and cultural history of Ancient Greece from the Bronze Age to the Hellenistic period. Special attention to the literature, art, and intellectual history of the Greeks. (Cross-referenced with HIST 321.) (4)

322 Roman Civilization

The history of Rome from the foundation of the city to A.D. 395, the death of Theodosius the Great. Emphasis on Rome's expansion over the Mediterranean and on its constitutional history. Attention to the rise of Christianity within a Greco-Roman context. (Cross-referenced with HIST 322.) (4)

490 Senior Project

Greek

Minor in Greek: 20 semester hours, which may include 101–102.

101, 102 Elementary Greek

Basic skills in reading classical, koine, and patristic Greek. I II (4, 4)

201, 202 Intermediate Greek

Review of basic grammar, reading in selected classical and New Testament authors. I II (4, 4)

490 Senior Project (2)

491, 492 Independent Study (1–4)

Latin

Minor in Latin: 20 semester hours, which may include 101–102.

101, 102 Elementary Latin

Basic skills in reading Latin; an introduction to Roman literature and culture. I II (4, 4)

201, 202 Intermediate Latin

Review of basic grammar; selected readings from Latin authors. I II a/y (4, 4)

490 Senior Project (2)

491, 491 Independent Study (1–4)

French

Major in French: A minimum of 34 semester hours beyond 101–102, including 201–202, 301–302, 321, 490, and three 400-level courses, one of which must be completed in the senior year.

Minor in French: 20 semester hours, excluding 101–102 and including 201–202, 301, and two additional upper division courses.

101, 102 Elementary French

Essentials of pronunciation, intonation, and structure; basic skills in listening, speaking, reading, and writing. Lab attendance required. I II (4, 4)

201, 202 Intermediate French

Review of basic grammar, development of vocabulary and emphasis on spontaneous, oral expression. Reading selections which reflect the cultural heritage and society of the Francophone world. Lab attendance required. I II (4, 4)

221 French Literature and Film of the Americas

Through literature and film, a study of the experience of migration, integration, conflict, and ethnicity in the Americas from a Francophone perspective. To include today's geographical areas of Quebec, Nova Scotia, United States, Haiti, Martinique, and Guadeloupe. Special attention given to issues of gender, color, historical heritage, language, and economic status of French and Creole speakers in the Caribbean and North America. Class conducted in English. All literature translated into English; films with English subtitles. No prerequisites. Meets general university literature and cross-cultural diversity requirements. (4)

301, 302 Composition and Conversation

Advanced grammar, stylistics, composition, and conversation within the historical context of Francophone culture, history, and literature. Prerequisite: 202. I II (4, 4)

321 Civilization and Culture

Development of French society from early times to the present, as portrayed in art, music, politics, and literature, within their socio-historical context. Prerequisite: 202. (4)

421, 422 Masterpieces of French Literature

Social and aesthetic importance of works representative of major periods from the Middle Ages through the nineteenth century. May include Christine de Pizan, Rabelais, Montaigne, Moliere, Pascal, Voltaire, Rousseau, Hugo, and Baudelaire. Prerequisite: 302. I II a/y (4, 4)

431, 432 20th-Century French Literature

Social and aesthetic importance of selected twentieth century writers from France and other francophone countries. May include Gide, Camus, Sartre, Beckett, Aimée Césaire, Miriam Ba, Ousmane Sembene. Prerequisite: 352. I II a/y (4, 4)

491, 491 Independent Study (1-4)**490 Senior Project (2)****German**

Major in German: A minimum of 34 semester hours beyond 101-102, including 201-202, 301-302, 321-322, 495, and two 400-level courses

Minor in German: 20 semester hours, excluding 101-102 and including 201-202, 301, and two additional upper division courses.

101, 102 Elementary German

Basic skills of oral and written communication in classroom and laboratory practice. Use of materials reflecting contemporary German life. I II (4, 4)

201, 202 Intermediate German

Continued practice in oral and written communication in classroom and laboratory. Use of materials which reflect contemporary life as well as the German cultural heritage. I II (4, 4)

301, 302 Composition and Conversation

Intensive review of grammar with emphasis on idiomatic usage; use of contemporary authors as models of style. Conversation on topics of student interest. Prerequisite: 202 or equivalent. I II (4, 4)

321 German Civilization to 1750

From the Middle Ages to the Enlightenment. A survey of German culture and its expression in creative works of art, music and literature, with particular emphasis on Martin Luther and the Protestant Reformation. Prerequisite: 202. I a/y (4)

322 German Civilization Since 1750

From the Enlightenment to the present. This survey covers representative works and trends in German politics, philosophy, literature, art and music, with emphasis on the Age of Goethe and Beethoven. Prerequisite: 202. II a/y (4)

401 Advanced Composition and Conversation

Emphasis on idiomatic German using newspapers and other current sources for texts. Strongly recommended for students planning to obtain a credential to teach German in public secondary schools. Students should take this course in the junior or senior year. Prerequisite: 302. (4)

421 German Literature From the Enlightenment to Realism

Representative works of German literature from about 1750 to 1890, including Sturm and Drang, Classicism and Romanticism. Reading will include such authors as Goethe, Schiller, Buchner, and Keller. Prerequisite: 352. I a/y (4)

422 20th-Century German Literature

Representative works from Naturalism to the present, including Expressionism and Socialist Realism. Works from both east and west, and will include such authors as Brecht, Kafka, Thomas Mann, Rilke, and Seghers. Prerequisite: 302. II a/y (4)

491, 492 Independent Study (1-4)**490 Senior Project (2)****Norwegian**

Major in Norwegian: A minimum of 34 semester hours, including 101-102, 201-202, 301-302, and Scandinavian 421 or 422.

Minor in Norwegian: 20 semester hours, which may include 101-102.

101, 102 Elementary Norwegian

Introduces the students to the pleasure of speaking, reading, and writing a foreign language. These skills are developed through a conversational approach, using songs and other cultural materials. I II (4, 4)

201, 202 Intermediate Norwegian

Develops a command of the language while further acquainting students with the Norwegian cultural heritage. Reading selections introduce Norwegian folklore and daily life. I II (4, 4)

301 Conversation and Composition

Increases student ability for self-expression, both orally and in writing. Contemporary materials are selected as models of style and usage. Prerequisite: 202 or equivalent. I (4)

302 Advanced Conversation and Composition

Emphasizes the finer points of structure, style, and good taste. Prerequisite: 351 or equivalent. II (4)

491, 492 Independent Study (1-4)**490 Senior Project (2)****Scandinavian**

Major in Scandinavian Area Studies: 40 semester hours: A cross-disciplinary approach to the study of Scandinavia. See also the section of this catalog on *Scandinavian Area Studies*.

150 Introduction to Scandinavia

An overview of the Nordic countries, highlighting contributions in art and music and the cultural life of Denmark, Finland, Iceland, Norway, and Sweden. The roads to parliamentary democracy and current issues in the five nations are also outlined. (2)

250 Masterpieces of Scandinavian Literature

A survey of major authors and works from the Scandinavian countries, beginning with the prose and poetry of the Viking Age. All readings in English translation. Satisfies the general university core requirement in literature. (4)

322 Contemporary Scandinavia

Neutrality and occupation; the emergence of the welfare state; social reforms, planned economics, and cultural policies; Scandinavia and the European community. Readings in the original for majors; class conducted in English. a/y (4)

323 The Vikings

The world of the Vikings; territorial expansion; interaction of the Vikings with the rest of Europe. In English. (2)

324 The Emigrants

The mass emigration from Scandinavia to North America; reasons for the exodus; life in the new homeland. In English. (2)

421 Ibsen and Strindberg

The great dramatists of 19th-century Scandinavian literature—Henrik Ibsen and August Strindberg—are studied against the backdrop of their time and the work of other authors who contributed to the breakthrough of modern forms and themes. Class conducted in English; readings in translation for non-majors. Satisfies the general university core requirement in literature. a/y (4)

422 20th-Century Scandinavian Literature

Recent trends in Scandinavian literature are illustrated by leading writers like Isak Dinesen, Tarjei Vesaas, and Par Lagerkvist. Emphasis on prose fiction and poetry. Class conducted in

English; readings in translation for non-majors. Satisfies the general university core requirement in literature. afy (4)

491, 492 Independent Study (1–4)

490 Senior Project I II (2)

Sign Language

101, 102 Sign Language

An introduction to the structure of American Sign Language and to the world of the hearing impaired. Basic signing skills and sign language vocabulary; fingerspelling; the particular needs and problems of deaf people. I II (4, 4)

Spanish

Major in Spanish: A minimum of 34 semester hours beyond 201, including 202, 301, 302, 321, 322, and three 400-level courses. In addition, students must complete Languages 490. At least two 400 level courses—one focusing on Spain and another on Latin America—must be completed at PLU. One 400-level course must be completed in the senior year. Majors are strongly encouraged to pursue at least one semester of study in a Spanish-speaking country on a program approved by the Spanish faculty. Majors may not normally fulfill the requirements for the major through the election of 300-level courses during their senior year.

Minor in Spanish: 20 semester hours, including 202, 301, 302, and two additional upper division courses.

101, 102 Elementary Spanish

Essentials of pronunciation, intonation, and structure; basic skills in listening, speaking, reading, and writing. Lab attendance required. I, II (4, 4)

201, 202 Intermediate Spanish

A continuation of elementary Spanish; reading selections which reflect the Hispanic cultural heritage as well as contemporary materials. Lab attendance required. I, II (4, 4)

231, 331 Intensive Spanish in Latin America

An intensive Spanish course offered in a Latin American country and geared to students at the intermediate (equivalent to 201 or 202) and advanced (equivalent to 301) language level. Course includes four and a half hours of class per day for a four-week period, a homestay, a service project, excursions, and guest lectures on a variety of topics related to the history and culture of the host country. Placement at the 231 or 331 level is determined by the student's background and experience in Spanish. Prerequisites: Spanish 102 or the equivalent. J (4)

301 Composition and Conversation

Advanced grammar, stylistics, and composition; conversation based on everyday situations, current events, and pertinent literary selections. Prerequisite: 202. I (4)

302 Introduction to Hispanic Literary Studies

Acquaints students with techniques of literary analysis, as applied to examples of narrative, poetry, drama, and essay in the Spanish and Latin American literary traditions. Reading, writing, and speaking-intensive. Ongoing review of advanced grammar. Prerequisite: 301. II (4)

321 Civilization and Culture of Spain

Development of Spanish society from early times to the present as reflected in architecture, painting, and literature, within their socio-historical context. Prerequisite: 301 (or concurrent enrollment). I (4)

322 Latin American Civilization and Culture

Historic, artistic, literary, sociological, and geographic elements shaping the development of the Latin American region. Prerequisite: 301 (or concurrent enrollment). II (4)

341 The Latino Experiences in the U.S.

Exploration of the histories, experiences, and contributions of the Latino peoples in the United States as they appear in Latino literature and film. Course content is enriched through related service learning experience. Readings are in English. Satisfies core requirement in Alternative Perspectives or Literature. May count toward major, but not toward minor in Spanish. No prerequisites. (4)

401 Advanced Spanish Grammar

Study of Spanish at the most advanced level with an emphasis on syntactical differences between English and Spanish. Strongly recommended for those who plan to teach Spanish at the secondary level. Prerequisite: 302 (4)

421 Masterpieces of Spanish Literature

A concentrated study of major writers and movements in Spanish literature from its origins to 1898. Prerequisite: 302. (4)

422 20th-Century Literature of Spain

Drama, novel, essay, and poetry of Spain from the "Generation of 1898" to the present. Prerequisite: 302. (4)

423 Special Topics in Spanish Literature and Culture

This course offers an opportunity to pursue an in-depth study of a specific aspect or topic in Spanish literature, such as Spanish women writers or the relationship of film to other types of cultural production. May be repeated for credit with different topic. Prerequisite: 302. (4)

431 Latin American Literature, 1492–1888

A study of representative genres from the colonial period to the end of the 19th century. Prerequisite: 302. (4)

432 20th-Century Latin American Literature

Development of the literature of Mexico, Central and South America from the "Modernista" movement (1888) to the present. Prerequisite: 302. (4)

433 Special Topics in Latin American Literature and Culture

This course offers an opportunity to pursue an in-depth study of a specific aspect or topic in Latin American literature and culture, such as Latin American women writers, Latino narrative, or Latin American film and literature. May be repeated for credit with different topic. Prerequisite: 302. (4)

490 Senior Project (2)

Legal Studies

Legal Studies is an interdisciplinary program of study focusing on the nature of law and judicial process. Consistent with the purposes of the American Legal Studies Association, the Legal Studies Program at PLU provides alternative approaches to the study of law from the academic framework of the Divisions of Social Sciences and Humanities and the Schools of the Arts, Business, and Education. The faculty teaching within the program emphasize the development of a critical understanding of the functions of law, the mutual impacts of law and society, and the sources of law. Students completing a minor in Legal Studies pursue these objectives through courses, directed research, and internships in offices and agencies involved in making, enforcing, interpreting, and communicating "the law" in contemporary American civil society.

FACULTY: Arnold, *Chair*; Ahna, Anderson, Brue, Dwyer-Shick, Hasty, Jobst, Kaurin, Klein, Lisosky, MacDonald, Rowe.

MINOR: 20 semester hours, including Political Science 170, Philosophy 328, and 12 additional credit-hours, selected in consultation with the program's chair.

ANTH 375	Law, Politics, and Revolution
BUSA 400	General Business Law
BUSA 405	Law of the Financial Marketplace
BUSA 406	Law of the Workplace
BUSA 407	Law of the Marketplace
BUSA 408	International Business Law
COMA 381	Media Law
ECON 371	Industrial Organization and Public Policy
HIST 451	Legal History
PHIL 328	Philosophical Issues in the Law
POIS 170	Introduction to Legal Studies
POIS 371	Judicial Process
POLS 372	Constitutional Law
POLS 373	Civil Liberties
POLS 374	Legal Studies Research
POLS 381	Comparative Legal Systems
POLS 471	Internship in Legal Studies
PSYC 471	Psychology and the Law
SOCI 351	Sociology of Law

Marriage and Family Therapy

The Marriage and Family Therapy program is a graduate program leading to the M.A. in Social Sciences. 45 semester hours are required in the program. For further information, see the *Graduate Studies* section of this catalog.

The Marriage and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT).

FACULTY: York, *Chair*; Storm, *Clinic Director*; and practica supervisors: Lewis, Phair, Tschimperle.

Course Offerings

500 Human Development

Individual personality development, normal and abnormal manifestations, over the life span. (4)

503 Systems Approach to Marriage and Family Therapy

An introduction to the systems paradigm and post-modern ideas for treatment strategy and intervention. (4)

504 Family Development

The course explores how family life cycle stages are affected by divorce, remarriage, ethnicity, feminist issues, and other unplanned events. (4)

505 Research Methods in Marriage and Family Therapy

Basic research concepts including formulating research questions, research design, analysis of data, and theory construction. Emphasis on understanding and evaluating rather than conducting research. (4)

507 Comparative Marriage and Family Therapy

Intensive comparative study of the theoretical rationale of the prominent schools of thought within the field of marriage and family therapy. Prerequisite: 503. (4)

510 Human Sexuality and Sex Therapy

An overview of the nature of sexual health and the treatment of common sexual dysfunctions. Prerequisite or co-requisite: 503. (2)

511 Psychosocial Pathology: Relationship to Marriage and the Family

Exploration of the treatment techniques and assumptions of leading family therapists regarding such psychosocial dysfunctions as divorce, family violence, delinquency, psychosomatic symptoms, drug addiction, and disturbed adolescents. Prerequisite: 503. (4)

512 Professional Studies in Marriage and Family Therapy

Study of professional ethics and Washington State laws which affect clinical practice, including family law, legal responsibilities, and interprofessional cooperation. (3)

519 Practicum I (2)

Prerequisite: 503, 507 and 512 may be taken concurrently when schedule allows. 512 may also be taken concurrently with 521, Practicum II, with faculty approval.

521 Practicum II (2)

523 Practicum III (2)

525 Practicum IV (4)

The four semesters of practica are part of a continuous process toward developing specific therapeutic competencies in work with marriages and families. The practica present a competency-based program in which each student is evaluated regarding: 1) case management skills; 2) relationship skills; 3) perceptual skills; 4) conceptual skills; 5) structuring skills; and 6) professional development skills. Practica requirements include 100 hours of supervision of 500 client contact hours. Faculty are AAMFT-approved supervisors and use live supervision and video tapes of student sessions as the primary methods of clinical supervision.

520 Theory I (2)

522 Theory II (2)

524 Theory III (2)

The three semesters of theory taken in conjunction with 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.

590 Graduate Seminar

Selected topics as announced. Prerequisite: consent of the instructor. (1-4)

591 Director Study (1-4)

595 Graduate Readings

Independent study card required. (4)

598 Research Project (4)

599 Thesis (4)

Mathematics

Mathematics is a many-faceted subject that is extremely useful in its application, but at the same time is fascinating and beautiful in the abstract. It is an indispensable tool for industry, science, government, and the business world, while the elegance of its logic and beauty of form have intrigued scholars, philosophers, and artists since earliest times.

The mathematics program at PLU is designed to serve five main objectives: (1) to provide backgrounds for other disciplines, (2) to provide a comprehensive pre-professional program for those directly entering the fields of teaching and applied mathematics, (3) to provide a

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MATHEMATICS



nucleus of essential courses which will develop the breadth and maturity of mathematical thought for continued study of mathematics at the graduate level, (4) to develop the mental skills necessary for the creation, analysis, and critique of mathematical topics, and (5) to provide a view of mathematics as a part of humanistic behavior.

FACULTY: Benkhalti, Chair; Blessinger, B. Dorner, C. Dorner, Farid, Meyer, Neudauer, Thurman, Wu, Yiu, Zhu.

BEGINNING CLASSES: Majors in mathematics, computer science and engineering, and other sciences usually take Math 151 and 152 (calculus). Math 151 is also appropriate for any student whose high school mathematics preparation is strong. Those who have had calculus in high school may omit Math 151 (see Advanced Placement section) and enroll in Math 152 after consultation with a mathematics faculty member. Those who have less mathematics background may begin with Math 140 before taking Math 151. Math 111 and 112 provide preparation for Math 140.

Business majors may satisfy the mathematics requirement for that degree in any of three ways. Those with strong mathematics background may take Math 151 followed either by Math 230 or by both Math 152 and 331. Alternatively, Math 128 alone will satisfy the mathematics requirement for business. Math 111 serves as preparation for Math 128 for those whose high school background is not strong.

For students who plan only one mathematics course, a choice from Math 105, 107, 128, 140, 151 is advised, depending on interest and preparation.

Remedial: Math 91 (Intermediate Algebra) is available for those who are not ready for other classes. Math 91 does not count toward graduation requirements.

PLACEMENT TEST: A placement test and background survey are used to help insure that students begin in mathematics courses which are appropriate to their preparation and abilities. Enrollment is not permitted in any of the beginning mathematics courses (Math 91, 99, 105, 107, 111, 112, 128, 140, 151) until the placement test and background survey are completed.

MATHEMATICS AND GENERAL UNIVERSITY REQUIREMENTS (see page 26): With the exceptions of Math 91 and Math 99 all mathematics courses will satisfy the mathematical reasoning requirement (line 3 of the general university requirements). At least 4 hours are needed. With the exceptions of Math 91 and Math 99 all mathematics courses will satisfy line 2e of Core I: The Distributive Core. At least 4 hours are needed. A course cannot simultaneously satisfy line 2e and line 3. In fulfilling the mathematical reasoning requirement, students with documented disabilities will be given reasonable accommodations as determined by the coordinator for students with disabilities and the appropriate faculty member in consultation with the student.

MATHEMATICS AND THE COLLEGE OF ARTS AND SCIENCES REQUIREMENT (see page 26): With the exceptions of Math 91 and Math 99 all mathematics courses will satisfy the logic, mathematics, computer science or statistics part of Option III of the College of Arts and Sciences requirement. A course cannot simultaneously satisfy Option III of the College of Arts and Sciences requirement and the general university requirements.

ADVANCED PLACEMENT: The policy of the Department of Mathematics with respect to AP Calculus Exam results is as follows: **AB EXAM:** If a student receives a 3 or higher on the AB exam then the student is given advanced placement into either Math 152 or Math 230 with credit (4 credits—grade Pass) given for Math 151 upon completion (grade C or higher) of Math 152 or Math 230. If a student receives a 5 (the maximum) on the AB exam then the student may be eligible for advanced placement into Math 253 upon consultation with either the Math 253 instructor or the department chair. If the student completes Math 253 with a grade of C or higher then credit (8 credits—grade Pass) is given for Math 151 and Math 152. **BC EXAM:** If a student receives a 3 or 4 on the BC exam then the student is treated the same as one who receives a 5 on the AB exam. If a student receives a 5 on the BC exam then the student is given advanced placement into Math 253 with credit given for both Math 151 and Math 152 (8 credits—grade Pass) if Math 253 is completed with a grade of C or higher.

If a student has taken calculus in high school and did not take an AP exam, then the student may enroll in Math 152 after consultation with a mathematics faculty member. In this case no credit is given for Math 151.

MATHEMATICS MAJOR: The foundation of the mathematics program for majors is the three semester sequence of calculus (Math 151, 152, 253), introduction to proof (Math 317), and linear algebra (Math 331). Students with a calculus background in high school may receive advanced placement into the appropriate course in this sequence.

Upper division work includes courses in introduction to proof, linear algebra, abstract algebra, analysis, geometry, differential equations, statistics and numerical analysis. See the description of the courses and the major (either Bachelor of Arts or Bachelor of Science) for more detail. Students majoring in mathematics should discuss scheduling of these courses with their adviser. For example, Math 490 extends over two semesters beginning in the fall semester; May graduates begin this capstone experience course in the fall semester of the senior year, while December graduates must begin this course in the fall semester of their junior year.

BACHELOR OF ARTS MAJOR: 34 semester hours of mathematics, 4 hours supporting.

Required: Math 151, 152, 253, 317, 331, 341, 433, 455, 490.

Required supporting: Computer Science and Engineering 144, which should be taken in the freshman year. Physics 153–163 or Computer Science and Engineering 375 or Economics 345 is strongly recommended.

BACHELOR OF SCIENCE MAJOR: 42 semester hours of mathematics, 8–9 hours supporting.

Require : Math 151, 152, 253, 317, 331, 341, 433, 455, 490.

8 more hours from: Math 321, 342, 348, 351, 356, 381, 480.

Required supporting: Computer Science and Engineering 144 and one of Physics 153–163 or Computer Science and Engineering 348 or Computer Science and Engineering 375 or Economics 345.

BACHELOR OF ARTS IN EDUCATION: See *School of Education* section of this catalog.

MINOR IN MATHEMATICS: 20 semester hours of mathematics courses, including 151, 152, 253 or 245 and 8 hours of upper division mathematics courses excluding 446.

MINOR IN STATISTICS: A minimum of 16 semester hours to include Statistics 341, at least 8 hours from among the other statistics courses and Computer Science and Computer Engineering 220 or 144. See the *Statistics* section of this catalog for more detail.

Students who have taken calculus in high school but do not have credit for Math 151 do not need to take Math 151 for the mathematics major or minor. However, they still need to complete the number of hours in mathematics stated in the requirements.

Course Offerings

A grade of C or higher is required in all prerequisite courses. A placement test and background survey are required before registering for beginning mathematics courses if prerequisites have not been completed at PLU.

91 Intermediate Algebra

A review of high school algebra; solving linear and quadratic equations, factoring, simplifying expression, exponents and graphing. Designed for students whose mathematical preparation is inadequate for Math 111. Does not count toward graduation requirements. I (4)

99 Directed Study in Fundamental Mathematics

Designed for students who need further help with the basics in mathematics to prepare them for higher level courses. Enrollment by arrangement with instructor. Does not count toward graduation requirements. S only (1-4)

105 Mathematics of Personal Finance

Emphasizes financial transactions important to individuals and families: annuities, loans, insurance, interest, investment, time value of money. Prerequisite: PLU math entrance requirement. J (4)

107 Mathematical Explorations

Mathematics and modern society. Emphasis on numerical and logical reasoning. Designed to increase awareness of applications of mathematics, to enhance enjoyment of and self-confidence in mathematics, and to sharpen critical thought in mathematics. Topics selected by the instructor. Prerequisite: PLU math entrance requirement. (4)

111 College Algebra

A review of algebra emphasizing problem solving skills. Appropriate as preparation for Math 128 or 112 (and then 140). Prerequisites: two years of high school algebra or Math 91. I II (2)

112 Plane Trigonometry

Trigonometric, inverse trigonometric, logarithmic and exponential functions, identities, graphing, solution of triangles. For students who are proficient in algebra but do not know trigonometry. Prerequisite: 111 or at least two years of high school algebra. I II (2)

123 Modern Elementary Mathematics

Concepts underlying traditional computational techniques; a systematic analysis of arithmetic; an intuitive approach to algebra and geometry. Intended for elementary teaching majors. Prerequisite: a qualifying score on the math placement test or a grade of C or higher in Math 111 or equivalent. I II (4)

128 Linear Models and Calculus, An Introduction

Matrix theory, linear programming, and introduction to calculus. Concepts developed stressing applications, particularly to business. Prerequisites: two years of high school algebra or Math 111 or equivalent. Cannot be taken for credit if Math 151 (or the equivalent) has been previously taken with a grade of C or higher. I II (4)

140 Analytic Geometry and Functions

Different types of functions, their properties and graphs, especially trigonometric functions. Algebraic skill, problem solving,

and mathematical writing are emphasized. Prepares students for calculus. Prerequisites: 111 and 112 or equivalent high school material. I II (4)

151 Introduction to Calculus

Functions, limits, derivatives and integrals with applications. Emphasis on derivatives. Prerequisite: Math analysis or pre-calculus in high school or Math 140 or equivalent. I II (4)

152 Calculus II

Continuation of 151. Techniques and applications of integrals, improper integrals, ordinary differential equations and power series, with applications. Prerequisite: 151. I II (4)

203 History of Mathematics

A study in the vast adventure of ideas that is mathematics from ancient cultures to the 20th century. The evolution of the concepts of number, measurement, demonstration, and the various branches of mathematics in the contexts of the varied cultures in which they arose. Prerequisite: Math 151 or equivalent or consent of instructor. a/y II (4)

230 Matrix Algebra

A survey of matrix algebra with applications, such as linear programming. A first look at abstract methods including some techniques of proof. Prerequisite: 151. I II (2)

241 Applied Statistics for Scientists

An introduction to the basic techniques of statistical analysis with application to the biological and physical sciences. Covers probability, data organization and summary, random variables, distributions, hypothesis tests, non-parametric methods, linear regression, and analysis of variance. Case studies in different disciplines will be used to illustrate the application of each topic. MINITAB statistical software will be used. Prerequisite: 128 or 140. (4)

245 Discrete Structures

Sets, relations, functions combinatorics, and graph theory and their relation to topics in computer science and engineering. Techniques for logical reasoning including methods of quantified logic, deduction, induction, and contradiction will be taught and applied. Prerequisite: 152. II (4)

253 Multivariable Calculus

An introduction to vectors, partial derivatives, multiple integrals, and vector analysis. Prerequisite: 152. I II (4)

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. (1-2)

317 Introduction to Proof in Mathematics

Introduces the logical methods of proof and abstraction in modern mathematics. Critical logical analysis and expression emphasized while investigating a variety of topics in discrete mathematics. Prerequisite: 152. I (4)

321 Geometry

Foundations of geometry and basic theory in Euclidean, projective, and non-Euclidean geometry. Prerequisite: 152 or consent of instructor. I (4)

331 Linear Algebra

Vectors and abstract vector spaces, matrices, inner product spaces, linear transformations. Proofs will be emphasized. Prerequisite: 152 and one of 230, 245, 253, or 317. I II (4)

340 A Brief Introduction to Probability

Concepts from probability and statistics that are particularly relevant to computer science and engineering. Topics are combinatorics, conditional probability, independence, discrete and continuous distributions, mean and variance. 340 cannot be taken for credit after 341. Prerequisites: 152 and CSCE 144. Recommended: Math 245. II (2)

341 Introduction to Mathematical Statistics

Data description, probability, discrete and continuous random variables, expectation, special distributions, statements of law of large numbers and central limit theorem, sampling distributions, theory of point estimators, confidence intervals, hypothesis tests, regression (time permitting). Prerequisite: 152. I (4)

342 Probability and Statistical Theory

Continuation of 341. Topics may include: joint and conditional distributions, correlation, functions of random variables, moment generating functions, inference in regression and one-way ANOVA, Bayesian and non-parametric inference, convergence of distributions. Prerequisite: 341. a/y II (4)

348 Applied Regression Analysis and ANOVA

Linear and multiple regression with inference and diagnostics; analysis of variance; experimental design with randomization and blocking. Substantial use of statistical software and emphasis on exploratory data analysis. Prerequisite: 341 or consent of instructor. a/y II (4)

351 Differential Equations

An introduction to differential equations emphasizing the applied aspect. First and second order differential equations, systems of differential equations, power series solutions, non-linear differential equations, numerical methods. Prerequisite: 253. II a/y (4)

356 Numerical Analysis

Numerical theory and application in the context of solutions of linear, nonlinear, and differential equations, matrix theory, interpolation, approximations, numerical differentiation and integration and Fourier transforms. Prerequisites: 152 and CSCE 144. a/y II (4)

381 Seminar in Problem Solving

Designed to improve advanced problem solving skills. A goal is participation in the Putnam Competition. Pass/Fail only. May be taken more than once for credit. Prerequisite: 152 or consent of instructor. I (1)

433 Abstract Algebra

The algebra of axiomatically defined objects, such as groups, rings and fields with emphasis on theory and proof. Prerequisite: 331. I (4)

446 Mathematics in the Secondary School

Methods and materials in secondary school math teaching. Basic mathematical concepts; principles of number operation, relation, proof, and problem solving in the context of arithmetic, algebra, and geometry. Prerequisite: 253 or 331 or equivalent. I (3)

455 Mathematical Analysis

Theoretical treatment of topics introduced in elementary calculus. Prerequisite: 253 and 331 and one of 317 or 433 (with consent of instructor 433 may be taken concurrently). I (4)

480 Topics in Mathematics

Selected topics of current interest or from: combinatorics, complex analysis, dynamical systems chaos and fractals, graph theory, group representations, number theory, operations research, partial differential equations, topology, transform methods, abstract algebra, analysis. May be taken more than once for credit. Prerequisites vary depending on the topic. II (1-4)

491, 492 Independent Study

Prerequisite: consent of department chair. I II (1-4)

499 Senior Seminar

Oral and written presentation of information learned in individual research under the direction of an assigned instructor. Discussion of methods for communicating mathematical knowledge. Satisfies the requirement for a senior seminar/

project. Lasts two semesters 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. Final presentations given during spring semester. Prerequisite: senior (or second semester junior) math major. I II (2)

597, 598 Graduate Research

Open to master's degree candidates only. Prerequisite: consent of department chair. I II (1-4)

Music

The music program at PLU strives to provide every student at the university with a meaningful and enriching arts experience, ranging from non-major private lessons or ensemble participation to core courses to four distinctive academic majors and two academic minors. Nearly one quarter of the undergraduates at PLU participate in music annually. The program is fully accredited by the National Association of Schools of Music and its graduates go on to distinguished and satisfying careers in teaching and performing.

Facilities for exploring the musical arts are outstanding. *The Mary Baker Russell Music Center*, with its exquisite *Lagerquist Concert Hall*, provides state-of-the-art focus to music study at PLU. Media rich classrooms and labs augment studios and individual practice spaces. Private study in keyboard is available in piano, organ, and harpsichord. Other private study includes voice and all string, wind, and percussion instruments, taught by regularly performing musicians. Professional-quality experience is available to qualified performers in band, orchestra, choir, jazz, and chamber ensembles.

FACULTY: Robbins, *Chair*; Bradley, Farner, Frohnmayer, Grieshaber, Hoffman, Holloway, Joyner, Kracht, Nance, Poppe, Sparks, Vaught Farner, Youtz; assisted by Age t, Baldwin, Bliss, Boughten, Box, Brandt, Campos, Chagnard, Cline, Erickson, Field, Fukushima, Ganung, Geronymo, Habedank, Hart, Hill, Houston, B. Johnson, S. Knapp, Larsen, Nierman, Ott, F. Peterson, Phillips, Reitz, Seeberger, Shapiro, Spicciati, Sullivan, Terpenning, Vancil, Wooster.

For introductory courses to the field of music, see the descriptions of Music 101, 102, 103, 104, 105, 106, and 120.

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.

Following is the program for all entering freshmen who intend to major in music:

COURSES:	FALL	SPRING
Music Fundamentals ¹ : 111, 113	2 ¹ +2 ²	
Music and Culture: 120 ³	4	or 4
Theory: 124		3
Ear Training: 125, 126	1	1
Keyboarding: 115, 116, 121, 122 (per placement)	1	1

¹ These courses are prerequisite to Theory 124. All freshmen should register for 111 and 113. A placement test will be given during the first class meeting, and, based on the test outcome, students will be placed in either 124, 113 or retained in 111.

² Half-semester courses.

³ Class size limited.

MUSIC MINOR:

General: 22 semester hours, including Music 120; one of the following: Music 115, 116, 121, 122 or 202 (1 credit); 124, 125, 126; 4 hours of Private Instruction (Music 202–219); 4 hours of Ensemble (Music 360–384); one of the following: Music 101–106, 234, 333, 334; 0–1 hour of music elective.

Specialized: 32 semester hours, including courses required in the General Minor (22 hours) plus 4 additional hours of Private Instruction (Music 401–419) and one of the Concentration Modules (6 hours) listed under the Bachelor of Music in Performance degree (see listing next page).

Undergraduate Music Major Degrees:

ENTRANCE AUDITION: To be admitted to a music major program, prospective students must audition for the music faculty.

Music majors should fill out a declaration of major form during their first semester of enrollment in the program and be assigned to a music faculty adviser.

Only grades of C or higher in music courses may be counted toward a music major. Courses in which the student receives lower than a C must be repeated unless substitute course work is authorized by the department.

DECLARATION OF MAJOR: Students interested in majoring in music should complete an academic contract declaring a music major during their first semester of enrollment in the program. They will be assigned a music faculty adviser 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 each semester in a music ensemble.

KEYBOARD PROFICIENCY: Basic keyboard skills are required in all music majors (B.M., B.M.E., B.M.A., B.A.). Attainment of adequate keyboard skills is a) adjudicated by the Keyboard Proficiency Jury, administered each term and b) a graduation requirement. Students are strongly encouraged to complete this requirement by the end of their sophomore year.

LANGUAGE REQUIREMENT: Vocal performance majors are required to take at least one year of language study in French or German (see department handbook).

GRADES AND GRADE POINT POLICY: 1) Only grades of C or higher in music courses may be counted toward a music major. Courses in which the student receives lower than a C must be repeated. 2) Majors must maintain a 2.5 cumulative grade point average in academic music courses (private lessons and ensembles excluded) to remain in the program (see department handbook).

MUSIC MAJOR ASSESSMENT: Students pursuing Bachelor of Music (BM), Bachelor of Music Education (BME), Bachelor of Musical Arts (BMA) or Bachelor of Arts in music (BA) degrees will have their progress and potential assessed at the end of the freshman, sophomore, junior, and senior years. Assessments are made by the music faculty via progress reviews, juries, and public presentations. Outcomes are pass/fail; students who fail an assessment will not be allowed to continue in the music program (see department handbook).

MUSIC CORE: The following core is required in all music degree programs:

Music and Culture: 120	4 hours
Keyboarding: 121, 122	2 hours
Theory: 124, 223, 224	7 hours
Music History: 234, 333, 334	9 hours
Ear Training: 125, 126, 225, 226	4 hours
	<hr/> 26 hours

The Music core is fundamental to the pursuit of the music major and should be completed in the following sequence:

YEAR 1

- Fall* 111/113 Fundamentals – prerequisite to 124
120 Music and Culture (4)
(if preferred, can take 120 Music and Culture spring semester)
115/121 Keyboard Class (1) per placement
125 Ear Training I (1)
- Spring* 124 Theory I (3)
116/121 Keyboard Class (1) per placement
126 Ear Training II (1)

YEAR 2

- Fall* 121 Keyboarding I (1) per placement
223 Theory II (3)
225 Ear Training II (1)
- Spring* 122 Keyboarding II (1) per placement
224 Jazz Theory Lab (1)
234 History I (3)
226 Ear Training IV (1)

YEAR 3

- Fall* 333 History II (3)
Spring 334 20th Century Music (3)

Music Core requirements must be fulfilled by enrollment in specific courses and may not be taken by means of independent study.

BACHELOR OF ARTS MAJOR: Maximum of 44 semester hours including music core (26 hours), plus 4 hours of ensemble; 4 hours (2 courses) from 336, 337, and/or 338; 4 hours of private instruction from 202-219; 2 hours of private instruction from 401-419; 490 (2 credits). Keyboard proficiency required. In addition to requirements listed above, candidates for the B.A. degree must meet College of Arts and Sciences requirement (Option I, II, or III).

BACHELOR OF MUSIC EDUCATION:

- Bachelor of Music Education: K–12 Choral
- Bachelor of Music Education: K–12 Instrumental (Band)
- Bachelor of Music Education: K–12 Instrumental (Orchestra)

Required Components

Music Education Core: All B.M.E. degrees include the following music education core courses:

240 – Foundations of Music Education	3
340 – Fundamentals of Music Education	2
343 – Materials and Methods for Secondary General Music ..	2
345 – Conducting I	1
346 – Conducting II	1
347 – Adaptive Music	1
348 – Practicum in Music Education	1
445 – Conducting III	1
446 – Conducting IV	1
469 – Student Teaching Seminar	2

Music Education Core: 15 credits

School of Education Sequence: In addition to the music courses listed below, all music education majors are required to take the following courses in the School of Education:

EDUC 262 – Foundations of Education	3
EPSY 261 – Human Relations Development	3
EPSY 361 – Psychology for Teaching	3
SPED 200 – Individuals with Special Needs	2
SPED 480 – Issues in Child Abuse and Neglect	1
EDUC 468 – Student Teaching	10

School of Education Sequence: 22 credits

Music Education Curricula

K-12 Choral (Elementary or Secondary Emphasis)

Music Core	26
Music 360-363 – Large Ensemble	6
Music 204/404/490** – Private Instruction Voice	6 (6 sem.*)
Music Education Core	15
Music 248 or 366 – Guitar Lab or Opera Workshop.....	1
Music 421 – Advanced Keyboard (private study)	2
Music 440 – Methods and Materials for K-9 Music I	2
Music 443 – Methods for Secondary Choral Music	2
Music 441 or 444 Methods and Materials for K-9 Music II or Materials for Secondary Choral Music	2

62 credits

Keyboard proficiency required.

Freshman, Sophomore, Junior and Senior assessments required.

Completion of all music requirements required prior to student teaching.

School of Education sequence required.

* Consecutive fall/spring semesters. ** Senior Project: Half recital.

K-12 Instrumental (Band)

Music Core	26
Music 370, 371, 380 – Large Ensemble	6
Music 202-219, 402-419, 490** Private Instruction: Principal Instrument	6 (6 sem.*)
Music Education Core	15
Music 241 – String Lab	1
Music 243/244 – Woodwind Laboratory (1, 1) }	4
Music 245/246 – Brass Laboratory (1, 1) }	
Music 247 – Percussion Laboratory (1) }	
Music 447 – Methods for School Band Music	2
Music 448 – Materials for School Band Music	2

62 credits

Keyboard proficiency required.

Freshman, Sophomore, Junior and Senior assessments required.

Completion of all music requirements required prior to student teaching.

School of Education sequence required.

* Consecutive fall/spring semesters.

** Senior Project: half recital

K-12 Instrumental (Orchestra)

Music Core	26
Music 370, 371, 380 – Large Ensemble	6
Music 202-219, 402-419, 490** Private Instruction: Principal Instrument	6 (6 sem.*)
Music Education Core	15
Music 241/242 – String Lab (1, 1)	2
Music 243/244 – Woodwind Laboratory (1, 1)	2
Music 245 – Brass Laboratory (1)	1
Music 457 – Methods and Materials for Elementary Strings ..	2
Music 458 – Methods and Materials for Secondary Strings	2

62 credits

Keyboard proficiency required.

Freshman, Sophomore, Junior and Senior assessments required.

Completion of all music requirements required prior to student teaching.

School of Education sequence required.

* Consecutive fall/spring semesters.

** Senior Project: half recital

BACHELOR OF MUSICAL ARTS:

Music – Core	26
Music – Large Ensemble	8
Music 202–219 Private Instruction	4 (4 semesters*)
Music 401–419 Private Instruction	4 (2 semesters*)
Music 336 – Making Music	3
Music 337 – Analyzing Music	3
Music 338 – Researching Music	3
Music 390/391 – Intensive Performance Study	4
Music 490 – Senior Project**	4
Music Electives	3

62 credits

Keyboard proficiency required.

Freshman, Sophomore, Junior and Senior assessments required.

* Consecutive fall/spring semesters.

** Senior Project: presentation in a public forum

In a cognate field outside of music, an academic minor or second major required.

BACHELOR OF MUSIC IN PERFORMANCE:

Music – Core	26
Music – Private Instruction (see concentrations below)	22 (8 sem.*)
Music – Ensemble (see concentrations below)	8
Music 336 – Making Music	3
Music 337 – Analyzing Music	3
Music 338 – Researching Music	3
Music 390 or 391 – Intensive Performance Study	4
Music – Concentration Module (see below)	6
Music Electives	5

80 credits

Keyboard proficiency required.

Freshman, Sophomore, Junior and Senior assessments required.

For vocal performance: language study required (see above)

* Consecutive fall/spring semesters; continuous non-jazz study

throughout the program required.

Concentrations:

Instrumental – private instruction: 205-219/490 (Senior Project: full recital) (12), 401/405-419 (10), including 490 (Senior Project: full recital); ensemble: 370, 371, 380; module: 345, 346, 358, 381 (2), music elective (1).

Organ – private instruction: 203/403/490 (Senior Project: full recital) (22); ensemble: including 381; module: 219, 345, 346, 352, 358; music elective (1).

Piano – private instruction: 202/402/490 (Senior Project: full recital) (12), 201/401/402 (10); ensemble: large (2), 351 (2), 383 (2) piano elective (2); module: 219, 358, 430, 431, 451, 452.

Voice – private instruction: 204/404/490 (Senior Project: full recital) (22); ensemble: 360-363; module: 353, 358, 366, 453.

Composition – private instruction: 327/490 (Senior Project) (16); principal instrument 202-219/401-419 (8); ensemble: large (4); module: 345, 346, music electives (4).

Course Offerings

101 Introduction to Music

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. I (4)

102 Understanding Music Through Melody

Introduction to the musical arts through exploration of melody as a primary musical impulse in a variety of musical styles. Designed to enhance the enjoyment and understanding of all music through increased sensitivity to melody. Not open to majors. II (4)

103 History of Jazz

Survey of America's unique art form: jazz. Emphasis on history, listening, structure, and style from early developments through recent trends. Meets Core I requirement in arts/literature, line I. II (4)

104 Music and Technology

Survey of the impact of technology on the musical arts, from the evolution of musical instruments and the acoustic space through the audio/video/computer technology of today. Meets Core I requirement in arts/literature, line 1. I (4)

105 The Arts of China

Exploration of a number of Chinese art forms, primarily music but also including calligraphy, painting, tai chi, poetry, Beijing opera, film and cuisine. Meets freshman January term, Core I Arts/Literature requirement (2. Core 1: A.1.), and/or *Cross Cultural Perspective* requirement (6.B.) a/y J (4)

106 Music of Scandinavia

Survey of Scandinavian music from the Bronze Age to the present, with primary focus on the music of Norway, Sweden, and Denmark. Meets freshman January term, Core I Arts/Literature requirement (2. Core 1:A.1.), and/or *Cross Cultural Perspective* requirement (6.B.) a/y (4)



111 Music Fundamentals I

Beginning skills in reading and notating music. Rudiments of music theory: key signatures, clefs, and major scales. Requires no previous musical experience and partially fulfills the general university requirement in arts; may be combined with 113 in a single semester to complete the general university requirement in arts. I (2)

113 Music Fundamentals II

A continuation of 111. Minor scales, intervals, triads and diatonic 7th chords. Partially fulfills the general university requirement in arts; may be combined with 111 in a single semester to complete the general university requirement in arts. Prerequisite: 111 or consent of instructor. II (2)

115 Introduction to Keyboarding

Beginning skills in keyboard performance. Requires no previous keyboard experience. Prerequisite for Music 116; intended for music majors or minors in preparation for keyboard requirements in the music core. Consent of instructor required. I (1)

116 Basic Keyboarding

A continuation of 115. Prerequisite: 115 or consent of instructor. II (1)

120 Music and Culture

Introduction to ethnomusicological considerations of a variety of music traditions, focusing on calypso, European court music, and Chinese court music. Requires no previous music experience and fulfills the general university requirement in arts and diversity; required for music majors and minors; prerequisite course for 124; co-requisite (fall term): 111/113 or consent of department chair. I (4)

121 Keyboarding I

Development of keyboarding skills, including sight-reading, group performance, and harmonization of simple melodies. Prerequisite: 116 or consent of instructor. I (1)

122 Keyboarding II

A continuation of 121. Prerequisite: 121 or consent of instructor. II (1)

124 Theory I

An introduction to the workings of music, including common-practice harmony, jazz theory, and elementary formal analysis. Prerequisite: 113 or consent of instructor. II (3)

125 Ear Training I

Development of aural skills, including interval recognition, sight-singing, rhythmic, melodic and harmonic dictation. I (1)

126 Ear Training II

Continuation of 125. Prerequisite: 125 or consent of instructor. II (1)

201 Private Instruction: Jazz (1-2)

Prerequisite: two semesters of non-jazz study (202-219) or permission of the Director of Jazz Studies.

202 Private Instruction: Piano (1-4)

203 Private Instruction: Organ (1-4)

204 Private and Class Instruction: Voice (1-4)

205 Private Instruction: Violin/Viola (1-4)

206 Private Instruction: Cello/Bass (1-4)

207 Private Instruction: Flute (1-4)

208 Private Instruction: Oboe/English Horn (1-4)

209 Private Instruction: Bassoon (1-4)

210 Private Instruction: Clarinet (1-4)

211 Private Instruction: Saxophone (1-4)

212 Private Instruction: Trumpet (1-4)

213 Private Instruction: French Horn (1-4)

214 Private Instruction: Trombone (1-4)

215 Private Instruction: Baritone/Tuba (1-4)

216 Private Instruction: Percussion (1-4)

217 Private and Class Instruction: Guitar (1-4)

218 Private Instruction: Harp (1-4)

219 Private Instruction: Harpsichord (1-4)

1 credit

Fall and Spring Semesters: One half-hour private or two one-hour class lessons per week (12 weeks) in addition to daily practice. January: Two 45-minute lessons per week in addition to daily practice. Summer: 6 hours of instruction TBA in addition to daily practice. Students in piano, voice, and guitar may be assigned to class instruction at the discretion of the music faculty.

2-4 credits

Fall and Spring Semesters. Two half-hour lessons per week (12 weeks) in addition to daily practice. Summer: 12 hours of instruction TBA in addition to daily practice.

Special fee in addition to tuition.

221 Keyboard Proficiency

Development of keyboard literacy and skills requisite for majoring in music; focused preparation for department keyboard proficiency examination. Private lesson; special fee in addition to tuition. (1)

223 Theory II

A continuation of 124. Prerequisite: 124 or consent of instructor. I (3)

224 Jazz Theory Laboratory

Introduction to jazz harmony, structure, style, and improvisation. Prerequisite: 223 or consent of instructor. II (1)

225 Ear Training III

A continuation of 126. Prerequisite: 126 or consent of instructor. I (1)

226 Ear Training IV

A continuation of 225. Prerequisite: 225 or consent of instructor. II (1)

234 History I

The evolution of Western music from the early Christian era through the Middle Ages, Renaissance, and Baroque eras.

Prerequisite: 223 or consent of instructor. II (3)

240 Foundations of Music Education

Introduction to the basics of teaching music, including philosophy, content, student characteristics, and the nature and organization of musical learning. For students preparing to become music specialists (music education majors only). I (3)

241–242 String Laboratory

Methods and materials of teaching and playing string instruments in the public schools. a/y I II (1, 1)

243–244 Woodwind Laboratory

Methods and materials of teaching and playing woodwind instruments in the public schools. a/y I II (1, 1)

245 Brass Laboratory

Methods and materials of teaching and playing brass instruments in the public schools. a/y I II (1, 1)

247 Percussion Laboratory

Methods and materials of teaching and playing percussion instruments in the public schools. a/y (1)

248 Guitar Laboratory

Methods and materials of teaching and playing guitar in the public schools. I (1)

327 Composition

A systematic approach to contemporary musical composition; students create and notate works for solo, small and large ensembles. May be repeated for additional credit. Private instruction; special fee in addition to tuition. (1–4)

333 History II

The evolution of Western music in the Classic and Romantic eras. Prerequisite: 234 or consent of instructor. I (3)

334 Twentieth Century Music

The evolution of Western art music in the twentieth century in response to new theoretical constructs, new technologies, and popular and cross-cultural influences. Prerequisite: 333 or consent of instructor. II (3)

336 Making Music

Continued study, development and application of music skills through composition, counterpoint, improvisation, conducting, and orchestration. Prerequisite: 224, 226, or consent of instructor. a/y I (3)

337 Analyzing Music

Application of theoretical knowledge toward developing analytical skills in a variety of musical cultures, styles, and genre. Prerequisite: 224 or consent of instructor. a/y I (3)

338 Researching Music

Introduction to the main research tools available for gathering information about music. Applications in formal research, criticism, program and liner notes, and verbal presentations explored. Prerequisite: 120, 124, or consent of instructor. a/y I (3)

340 Fundamentals of Music Education

Detailed planning of curricula for various musical skills at different grade levels, including weekly improvisation laboratory. Prerequisite: 240. II (2)

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). II (2)

343 Methods and Materials for Secondary General Music

Methods and materials for teaching general music in the secondary school. (2)

345 Conducting I

Introduction to basic patterns, gestures, and conducting techniques. I (1)

346 Conducting II

Continuation of 345; observation of advanced conducting students in laboratory ensemble. II (1)

347 Adaptive Music

Techniques and strategies to meet the needs, interests, limitations, and capacities of students who have restrictions placed on their musical activity. a/y (1)

348 Practicum in Music Education

Field experience teaching in middle or junior high school; provides laboratory experience in teaching prior to full student teaching experience. Prerequisite: 340; recommended: completion of School of Education sequence (EDUC 262, EPSY 261, 361, SPED 200, 480), and enroll fall semester preceding student teaching. I (1)

349 Electronic Music Practicum

Application of electronic techniques to compositional process. Assigned studio time on a regular basis. Special fee in addition to tuition. Prerequisite: consent of instructor. (1)

351 Accompanying

Practice in accompanying representative vocal and instrumental solo literature from all periods. Special fee in addition to tuition. (1)

352 Organ Improvisation

Basic techniques of improvisation, particularly as related to hymn tunes. Private instruction; special fee in addition to tuition. Prerequisite: consent of instructor. (1)

353 Solo Vocal Literature

Survey of solo vocal literature. a/y II (2)

354 History of Music Theater

A general survey of the evolution of "Drama per Musica" from opera to musical comedy including in-depth study of selected scores. a/y I (2)

358 Early Music Laboratory

Exploration of solo and small ensemble literature from the Baroque period and earlier, focusing on range of repertoire, performance practices, and period instruments. Rehearsal and performance augmented by listening, research, and writing. Prerequisite: 333 or consent of instructor. a/y II (1)

360 Choir of the West

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)

361 University Chorale

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)

362 University Men's Chorus

The study and performance of repertoire for men's voices. Emphasis on individual vocal and musical development. (1)

363 University Singers

The study and performance of repertoire for women's voices. Emphasis on individual vocal and musical development. (1)

365 Chapel Choir

Repertoire experience with appropriate literature for ongoing church music programs of a liturgical nature. Regular performances for university chapel worship. Participation without credit available. (1)

366 Opera Workshop

Production of chamber opera and opera scenes. Participation in all facets of production. Prerequisite: consent of instructor. (1)

368 Choral Union

Rehearsal and performance of major works in the choral/orchestral repertoire. Open to the community as well as PLU students; membership by audition. Special fee in addition to tuition. (1)

370 Wind Ensemble

Study and performance of selected wind and percussion literature using various size ensembles. Membership by audition. (1)

371 Concert Band

Study of selected band literature through rehearsal and performance. Designed for the general university student. Prerequisite: having played instruction through at least junior year of high school or consent of instructor. (1)

375 University Jazz Ensemble

Study of selected big band literature through rehearsal and performance. Membership by audition. (1)

376 Jazz Laboratory Ensemble

Study of the basic style of playing jazz through rehearsal and performance. Membership by audition. (1)

378 Vocal Jazz Ensemble

Study of selected vocal jazz literature through rehearsal and performance. Membership by audition, concurrent registration in 360, 361, 362 or 363 required. (1)

380 University Symphony Orchestra

Study of selected orchestral literature through rehearsal and performance. Membership by audition. (1)

381 Chamber Ensemble

Reading, rehearsal, and performance of selected instrumental chamber music. Prerequisite: consent of instructor. (1)
Section A – String; Section B – Bass; Section C – Woodwind;
Section D – Guitar

383 Two Piano Ensemble

Techniques and practice in the performance of two-piano and piano duet literature; includes sight reading and program planning. (1)

390 Intensive Performance Study: Ensemble Tour

Intensive study and rehearsal of your repertoire; off-campus tour of major performance venues; special fee in addition to tuition. Prerequisite: consent of instructor. I (4)

391 Intensive Performance Study: Conservatory Experience

Intensive study and practice of solo repertoire; special fee in addition to tuition. Prerequisite: consent of instructor. J (4)

401 Private Instruction: Jazz (1–4)

Prerequisite: two semesters of non-jazz study (202–219) or permission of the Director of Jazz Studies.

402 Private Instruction: Piano (1–4)**403 Private Instruction: Organ (1–4)****404 Private Instruction: Voice (1–4)****405 Private Instruction: Violin/Viola (1–4)****406 Private Instruction: Cello/Bass (1–4)****407 Private Instruction: Flute (1–4)****408 Private Instruction: Oboe/English Horn (1–4)****409 Private Instruction: Bassoon (1–4)****410 Private Instruction: Clarinet (1–4)****411 Private Instruction: Saxophone (1–4)****412 Private Instruction: Trumpet (1–4)****413 Private Instruction: French Horn (1–4)****414 Private Instruction: Trombone (1–4)****415 Private Instruction: Baritone/Tuba (1–4)****416 Private Instruction: Percussion (1–4)****417 Private Instruction: Guitar (1–4)****418 Private Instruction: Harp (1–4)****419 Private Instruction: Harpsichord (1–4)**

1 credit

Fall and Spring Semesters: One half-hour private lesson per week (12 weeks) in addition to daily practice. January: Two 45-minute lessons per week in addition to daily practice. Summer: 6 hours of instruction TBA in addition to daily practice.

2–4 credits

Fall and Spring Semesters. Two half-hour lessons per week (12 weeks) in addition to daily practice. Summer: 12 hours of instruction TBA in addition to daily practice.

Special fee in addition to tuition.

421 Advanced Keyboard Skills

Focused study of specialized keyboard skills required in various music major programs. Private instruction; special fee in addition to tuition. May be repeated for additional credit. Prerequisite: Successful completion of Keyboard Proficiency Jury and B.M. or B.M.E. Jury. (1)

427 Advanced Orchestration/Arranging

Continuation of 336 on an individual basis. Prerequisite: 336 or consent of instructor. May be repeated for additional credit. Private instruction; special fee in addition to tuition. (1–2)

430 Piano Literature I

Study of representative piano repertoire from the 18th and early 19th century. a/y I (1)

431 Piano Literature II

Study of representative piano compositions of the late 19th and 20th century. a/y II (1)

440 Methods and Materials for K-9 Music I

Study of skill acquisitions, music concepts, and analyzing the range of available resources, including ethnic music and computer assisted instruction. Offered for music education majors only. Prerequisite: 240, 340. I (2)

441 Methods and Materials for K-9 Music II

Continuation of 440, including emphasis on Orff-Schulwerk and Kodaly techniques. Offered for music education majors only. Prerequisite: 440. II (2)

443 Materials of Secondary Choral Music

The organization and administration of the secondary school choral program. Prerequisite: 340. a/y I (2)

444 Methods for Secondary Choral Music II

Survey of choral literature appropriate for the various age and experience levels of students in grades 4–12, including sources and research techniques. Prerequisite: 340. a/y II (2)

445 Conducting III

Refinement of patterns, gestures, and conducting techniques; application to appropriate vocal and instrumental scores. Prerequisite: 346 or consent of instructor; Section A—Instrumental; Section B—Choral. I (1)

446 Conducting IV

Continuation of 445; application and development of skills in laboratory ensemble. Prerequisite: 445 or consent of instructor; Section A – Instrumental, Section B – Choral. II (1)

447 Methods of School Band Music

The organization and administration of the secondary school band program. Prerequisite: 340. a/y I (2)

448 Materials for School Band Music

Survey of wind-percussion literature appropriate for the various age and experience levels of students in grades 4–12, including sources and research techniques. Prerequisite: 340. a/y II (2)

451 Piano Pedagogy I

Teaching techniques for prospective teachers of piano, including techniques for individual and group instruction. Methods and materials from beginning to intermediate level. a/y I (1)

452 Piano Pedagogy II

Teaching techniques for prospective teachers of piano, including techniques for individual and group instruction. Methods and materials from intermediate to advanced levels. a/y II (1)

453 Vocal Pedagogy

Physiological, psychological, and pedagogical aspects of singing. a/y I (2)

457 Methods and Materials for Elementary Strings

The organization and administration of the elementary school string program. Prerequisite: 340. a/y I (2)

458 Methods and Materials for Secondary Strings

The organization and administration of the secondary school orchestra program. Prerequisite: 340. a/y I (2)

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)

490 Senior Project

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. Fulfills the senior seminar/project requirement. Private instruction; special fee in addition to tuition. Prerequisite: consent of instructor. (1–4)

491 Independent Study

Prerequisite: consent of instructor. May be repeated for additional credit. (1–4)



Division of Natural Sciences

The Division 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 participation in a democracy.

To meet the first purpose, the six departments in the division offer rigorous programs in biology, chemistry, geosciences, physics, mathematics, and computer science and computer engineering. Inquiry-based learning is emphasized in laboratories, research courses, and capstone projects. The division-wide undergraduate research program supports one-on-one investigations with faculty in which students are immersed in all aspects of actually “doing” science.

To meet the second purpose, both major and non-major courses address the basic philosophy and methodologies of science. This encourages an awareness of the limitations of science as well as an appreciation for its benefits. Courses also attempt to place science and technology in its larger socio-cultural context, connecting developments in one discipline with those in another and with influences outside the sciences.

Regardless of their major, students will find in the Natural Sciences Division a faculty devoted to teaching. Opportunities for close interactions abound, and the development of the whole person is a central concern.

FACULTY: Yiu, *Dean*; faculty members of the Departments of Biology, Chemistry, Computer Science and Computer Engineering, Geosciences, Mathematics, and Physics.

As a division within the College of Arts and Sciences, the Division of Natural Sciences offers major programs in each department leading to B.A. and B.S. degrees, minor programs, and core courses which fulfill general university requirements. The departments provide supporting courses for interdisciplinary programs within the sciences and for other schools of the university. Courses for B.A. in Education degrees with majors and minors in the natural sciences are available; see the *Education* section of this catalog for specific degree requirements. See also the sections on *Environmental Studies* and on the Health Sciences (under *Pre-Professional Programs*) for related programs.

Descriptions of specific course offerings and degree requirements offered within the Natural Sciences are listed under:

Biology	Geosciences
Chemistry	Mathematics
Computer Science and	Physics
Computer Engineering	

Course Offerings

The following course is offered under Natural Sciences. Other courses suitable for satisfying general university requirements or CORE I requirements may be found in the listings for each of the departments in the division.

210 Natural History of Hawaii

The Hawaiian Islands are an active museum of geology and tropical island plant and animal life. The islands, the most isolated in the world, have native plants and animals—95% of which occur nowhere else. Students are expected to participate actively in daily lectures and fieldwork involving the geologic formation of Hawaii and its subsequent population by plants and animals, stressing the impact of human intervention. J (4)

School of Nursing

The School of Nursing is a professional school that combines nursing science with a strong foundation in the liberal arts and the humanities to prepare undergraduate students for generalist nursing practice; builds upon undergraduate nursing educational experiences to prepare nurses for advanced practice in specific specialties; and responds to ongoing education and technological learning needs of practicing nurses to remain current, competent practitioners or to revise the focus of their practice. The school exemplifies the university's mission of educating for lives of service in an environment that encourages questioning, debate, diversity, lifelong learning, and spirituality as vital elements in the human quest for wholeness. Its continuum of educational programs employs dynamic learning opportunities that challenge student to develop skills, attitudes, values, and roles which facilitate individuals, families, and communities to meet their health and wellness needs.

Degree programs within the School of Nursing include the Bachelor of Science in Nursing for basic nursing students and licensed practical nurses, the RN to MSN program for registered nurses, and the Master of Science in Nursing with Care and Outcomes Manager and Family Nurse Practitioner areas of concentration.

A program leading to Educational Staff Associate certification is available for school nurses through the Center for Continuing Nursing Education. Course work is offered in collaboration with the Office of the Washington State Superintendent of Public Instruction. Workshops and short courses for nurses and others involved in health care are also offered through the Center.

Also integral to the School of Nursing is a Wellness Center that includes a nurse managed practitioner-staffed clinic and a First Steps maternity support program. The Center provides nursing services to the community as well as serving as a practice site for undergraduate and graduate students.

FACULTY: T. Miller, *Dean*; Aikin, Beebe, Bradshaw, M. Carr, Driessnack, Dybbro, Fesler, Gaspar, George, Goodwin, Kaplan, Klisch, Maloney, J. Miller, L. Olson, Pettinato, Renaud, Robinson, Schaffler, Schultz, Tomko, Woehrl, Wood, Yie, Zaichkin; Assisted by Rinehart and Okita.

ACCREDITATIONS AND AFFILIATIONS: The School of Nursing at Pacific Lutheran University is a member of the American Association of Colleges of Nursing. The BSN program is approved by the Washington State Nursing Commission and accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10014 (1-800-669-9656, ext. 227; telefax 212-812-0390). The MSN program also is accredited by the NLNAC. The School is part of Psi Chapter-at-Large of Sigma Theta Tau International, the honor society of nursing.

Undergraduate Programs

The basic undergraduate program is designed for students who do not hold licensure in practical or registered nursing. Graduates who successfully complete the program will have earned the Bachelor of Science in Nursing degree, and are eligible to write the NCLEX examination for licensure as registered nurses. They are prepared for beginning professional nursing positions in hospitals and other health agencies. A special sequence of study

is available that provides credit by examination options for licensed practical nurses. Both undergraduate programs provide a foundation for graduate study in nursing.

Under the direct supervision of its faculty members, the School uses hospitals, health agencies, and schools in the community, as well as the PLU Wellness Center, to provide optimal clinical learning experiences for its students.

HIGH SCHOOL PREPARATION: It is strongly recommended that applicants complete a program in high school that includes: English, 4 years; mathematics, 2 years (preferably algebra and geometry); social sciences, 2 years; one foreign language, 2 years; laboratory sciences, 2 years (including chemistry); electives, 3 years.

ADMISSION TO THE UNIVERSITY: Applicants must be accepted by the university before consideration for acceptance by the School of Nursing. Pacific Lutheran University welcomes applications from all students who have demonstrated capacities for success at the baccalaureate level. Students who present appropriate academic records and personal qualities are admitted either fall or spring semester. Application procedure and other details are found elsewhere in this catalog.

ADMISSION TO THE SCHOOL OF NURSING: Students seeking admission to the basic program, the LPN to BSN sequence, or the RN to MSN sequence must make formal application to both the university and the School of Nursing. Applications for admission to the nursing major are available from the School of Nursing. All application materials, including official transcripts, are reviewed by the School of Nursing Undergraduate Admissions and Academic Progress Committee and evaluated according to stated admission criteria. Basic students are admitted to the School of Nursing to begin nursing courses in either the fall or spring semester. Students admitted to the LPN sequence begin in fall only.

Undergraduate students desiring admission to either fall or spring semester of the following academic year must submit their applications by March 1. The number of available spaces each semester in the School of Nursing is limited; therefore, the selection of students for admission is competitive. Students desiring to begin the nursing sequence in either fall or spring semester, and who have applied by the March 1 deadline, are notified in early April. Students are admitted to the term of their choice insofar as it is possible. If there are more applicants for the two semesters of the academic year than can be accommodated, qualified candidates are placed on a waiting list for admission to the spring class if spaces become available. If vacancies occur for the fall semester, those students who have been admitted for spring but who requested fall placement are given first priority.

Following the initial admissions cycle (March 1 deadline), individuals whose applications have been received by the beginning of each month will be notified of acceptance status by the first of the following month. Applications received after September 1 are reviewed when received and, if the applicant is qualified, he or she is added to the spring waiting list. Persons on the waiting list for the year who are not admitted because of a lack of space, but who continue to desire admission to the nursing major, must request, in writing, that their applications be considered for the following fall.

All prospective or pre-nursing students are urged to seek early academic advisement from the admissions coordinator in the School of Nursing in order to enroll for appropriate prerequisites and avoid unnecessary loss of time. *The School of Nursing reserves the right of curriculum modification and revision as long as it does not significantly hinder students' progress toward graduation.*

ADMISSION CRITERIA*

Minimum criteria for admission to the School of Nursing include:

1. Admission to Pacific Lutheran University. Applicants must

have been admitted to Pacific Lutheran University before consideration of their application to the School of Nursing. Admission to the university does not guarantee admission to the School of Nursing.

2. Satisfactory completion, or pending satisfactory completion, of 30 semester credit hours of specified prerequisite course work at PLU, an accredited community college or another accredited university. Comparable course listings are available on request, including Psychology 101 (Introduction to Psychology), Biology 205, 206 (Human Anatomy and Physiology I and II), and Chemistry 105 (Chemistry of Life). LPNs should also have completed Psychology 352 (Development: Infancy to Maturity) and Biology 201 (Introduction to Microbiology), to fulfill requirements for the nursing sequence within the described time frame.
 3. A minimum grade of 2.0 on a 4.0 scale in each nursing prerequisite course.
 4. A minimum PLU cumulative grade point average of 2.5 on a 4.0 scale. (For transfer students who matriculate to PLU and the School of Nursing simultaneously, the cumulative transfer GPA as determined by the Registrar's Office is used.)
 5. Completion of the university math entrance requirement (intermediate algebra at the college level with a grade of C or higher or completion of two years of college preparatory [high school] algebra with average grades of C or higher, 2.0 on a 4.0 scale).
 6. Physical health and emotional stability sufficient to meet the demands of nursing and provide safe patient care.
 7. Fluency in speaking, reading, and writing English.
 8. Washington State Patrol Criminal History clearance relative to Child/Adult Abuse Information Act as required of health care workers.
 9. Submission of all documents to the School of Nursing by the designated deadlines.
- * When the number of qualified applicants exceeds the enrollment limits, the following factors are used to prioritize the admission decisions: cumulative grade point average of all college-level work undertaken, prerequisite science GPA, number of prerequisite course requirements completed, and admission date to the university. Although it does not guarantee admission, a cumulative grade point average of 2.5 on a 4.0 scale in all college work attempted makes one eligible to apply for admission to the School of Nursing. Preference is given to applicants who entered PLU as freshmen.

Applicants who have chronic health conditions or disabilities which require alterations to the program of study as approved by the Washington State Nursing Commission, or which prevent the practice of nursing with reasonable skill and safety, should be aware of the possibility that they may not be eligible to sit for the NCLEX licensing examination or obtain a license to practice nursing. Questions should be addressed directly to the Washington State Nursing Commission Assistant Nurse Practice Manager at (360) 236-4725.

CONTINUATION POLICIES:

1. Completion of approved CPR class – adult and pediatric – before beginning nursing classes, with yearly updates.
2. Completion of approved first aid course before beginning nursing classes (waived for RNs, LPNs, EMTs, paramedics).
3. Nursing courses all have prerequisites and must be taken in sequence and/or concurrently as identified in the curriculum plan.
4. A minimum grade of 2.0 on a 4.0 scale (C) must be achieved in all required nursing courses. A student receiving a grade of less than 2.0 in any course which is a prerequisite to another nursing course may not continue in the nursing sequence until the prerequisite course is repeated with a grade of 2.0 on a 4.0 scale or above. (Other policies regarding progression/continuation can be found in the Undergraduate Nursing Student Handbook.)

5. Incomplete grades in nursing courses must be converted to a passing grade (2.0 on a 4.0 scale or above) before the first day of class of the subsequent semester.
6. Students taking medical or other withdrawals from nursing courses may return to the School of Nursing in accordance with policies listed in the Undergraduate Nursing Student Handbook on a space available basis.
7. The School of Nursing reserves the right to request withdrawal of nursing students who fail to demonstrate academic or clinical competence or who fail to maintain professional conduct. Unsafe and/or unethical practice constitutes grounds for immediate dismissal from the clinical component.

HEALTH: Nursing students are responsible for maintaining optimal health and are teachers of health. Physical examinations, X-rays, and immunizations are required before admission to the program, and periodically thereafter, and are the responsibility of students. All students must carry personal health/accident insurance.

ENGLISH PROFICIENCY: A certain level of English proficiency is necessary for academic success in nursing as well as for patient safety. Students who are identified by the university as needing the ESL sequence of courses will be required to take the ESL courses before entrance to the School of Nursing or to take the TOEFL and score at least 550.

All students for whom English is not their first language must also take and pass specific tests of English pronunciation, comprehension, grammar, and fluency. Guidelines and policies can be obtained from the School of Nursing.

ESL students should also be aware that they may not be able to complete the program of study within the described time frame. Individual advising is available and is directed toward assisting students to be successful.



NON-MAJORS ENROLLED IN NURSING COURSES: Students who have not been admitted to the nursing major but who wish to enroll in nursing courses must obtain permission of the School of Nursing Undergraduate Admission and Academic Progress Committee or the dean.

ADDITIONAL COSTS: In addition to regular university costs, students must provide their own transportation between the university campus and the clinical areas beginning with the first nursing course. Public transportation is limited, so provision for private transportation is essential. Students are required to carry professional liability insurance in specified amounts during all periods of clinical experience. For basic students, this insurance is available under a group plan at a nominal cost to the student. Physical examination fees, student uniforms and equipment (wristwatch, scissors, stethoscope, BP cuff, and reflex hammer) are also the responsibility of the student.

A fee of \$55 per semester is charged to cover practice and computer laboratory materials, equipment and supplies available to all nursing students in the Learning Resource Center. The fee is identified with specific courses and is payable to the Business Office along with university tuition.

Programs of Study

PREREQUISITE COURSES TO NURSING MAJOR:

Prerequisite courses to be completed before enrollment in the nursing sequence include:

COURSE	CREDIT
Intermediate Algebra	4
(if two years college prep math not completed in high school with average grades of C or higher)	
Biology 205, 206 (Anatomy and Physiology I and II)	4, 4
Biology 201 (Introduction to Microbiology)*	4
Chemistry 105 (Chemistry of Life)	4
Psychology 101 (Introduction to Psychology)	4
Psychology 352 (Development: Infancy to Maturity)*	4
Statistics 231 (Introductory Statistics)*	4

*Basic students — corequisite - see curriculum plan.

Prerequisite courses may be taken at PLU or at most accredited universities and community colleges.

BSN BASIC PROGRAM: The curriculum plan and its implementation are designed to foster growth and to encourage initiative and self-direction on the part of students. In addition to nursing requirements, students are expected to meet university requirements.

Nursing courses must be taken concurrently and in sequence as indicated in the sample curriculum, and, if enrolled full time, normally extend over six semesters. For spring semester enrollment, the curriculum generally follows the fall semester format.

First Year – Pre Nursing

First Semester

Psychology 101 – Introduction to Psychology*	4
Biology 205 – Human Anatomy and Physiology I*	4
Writing 101 – Inquiry Seminar: Writing	4
Physical Education 100 – Personalized Fitness Program	1

January Term

GUR/Core (Freshman Experience January Program)	4
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Second Semester

Biology 206 – Human Anatomy and Physiology II*	4
Chemistry 105 – Chemistry of Life*	4
GUR/Core	4
Critical Conversation	2
Physical Education	1

Second Year

First Semester

Biology 201 – Introduction to Microbiology**	4
Psychology 352 – Development: Infancy to Maturity**	4
Statistics 231 – Introductory Statistics***	4
Physical Education	1
Nursing 215 – Theoretical Foundations of Nursing	2
Nursing 220 – Nursing Competencies I	2

January Term

GUR/Core	4
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Second Semester

Nursing 225 – Critical Thinking in Nursing	2
Nursing 263 – Health Assessment	2
Nursing 264 – Health Promotion	4
Nursing 283 – Pathological Human Processes	4
Physical Education	1

Third Year

First Semester

Nursing 320 – Nursing Competencies II	2
Nursing 344 – Nursing Situations with Families	6
Nursing 363 – Pharmacology for Nursing	3
GUR/Core	4

January Term

Elective	4
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Second Semester

Nursing 361 – Nursing Situations I Seminar	1
Nursing 364 – Nursing Situations I	5
Nursing 365 – Culturally Congruent Health Care	4
Nursing 392 – Nursing Research	2
GUR/Core	4

Fourth Year

First Semester

Nursing 425 – Introduction to Leadership and Management	3
Nursing 454 – Nursing Situations with Communities	6
Nursing 461 – Nursing Situations II Seminar	1
Nursing 464 – Nursing Situations II	5

January Term

Possible Elective

Second Semester

Nursing 471 – Nursing Synthesis Seminar	1
Nursing 475 – Social and Political Contexts for Nursing	2
Nursing 476 – Nursing Synthesis	6
GUR/Core	4

* Prerequisite, completed with a grade of 2.0 (C) or higher before entering nursing program.

** Co-requisite, completed with a grade of 2.0 (C) or higher before beginning 2nd semester of nursing program.

*** Co-requisite, completed with a grade of 2.0 (C) or higher before enrollment in Nursing 392, Nursing Research.

A minimum of 128 semester credit hour is required for the baccalaureate degree. The sequence of required nursing courses comprises 63 semester credit hours.

BSN SEQUENCE FOR LICENSED PRACTICAL NURSES:

This sequence of study is designed to provide career mobility for the experienced licensed practical nurse desiring the Bachelor of Science in Nursing degree. The program allows students the opportunity to validate prior knowledge and clinical competence, enabling progression through the BSN curriculum within a 24-month period following completion of prerequisite courses, when enrolled full-time.

Prospective students are encouraged to seek early advisement to reduce time spent in completing prerequisites and facilitate progress. LPN students are strongly encouraged to make maximum progress toward completing university requirements before beginning the nursing sequence.

Admission/Transfer: Admission to PLU is required before consideration is given for admission to the School of Nursing. Students desiring admission for the fall semester of the following academic year must submit an application by March 1. For LPN students applying to the AMEDD (Army) or MECF (Navy) programs, and who require early admission, the application deadline is September 1 of the year preceding the desired entry year (e.g., September 1, 2000, for admission in the fall of 2001). Licensed practical nurses who began their higher education at other accredited colleges or universities may apply for admission with advanced standing. A cumulative grade point average of 2.5 on a 4.0 scale is required before consideration for admission. The university math entrance requirement (successful completion of two years of college prep math or an approved math course at the baccalaureate level) must be met before consideration for admission.

Transfer Credit: A minimum grade of 2.0 on a 4.0 scale (C) in college courses is required for transfer of nursing credit. Students who are admitted with junior standing (60 semester credit hours) will be required to take one religion course. A maximum of 64 semester (96 quarter) credit hours of community college work can be transferred. To qualify as degree candidates, students must take the final 32 semester hours in residence at PLU.

Advanced Placement:

Non-nursing: Advanced placement may be available through national standardized or departmental examinations. Inquiries should be directed to the Office of Admissions or the department or school offering the particular subject.

Nursing: Accepted students may receive credit by examination for selected courses. Each student is individually counseled regarding the appropriateness of seeking such credit. Eligibility for the clinical proficiency examination is determined by the faculty and is based on documentation of significant work and/or student experience in the specific area. Exams must be successfully passed to receive the credit.

First Year

Credit by Examination

Nursing 220 – Nursing Competencies I 2
(Complete during spring or summer before beginning classes)

Fall Semester

Nursing 215 – Theoretical Foundations of Nursing 2
Nursing 225 – Critical Thinking in Nursing 2
Nursing 263 – Health Assessment 2
Nursing 264 – Health Promotion 4
Nursing 283 – Pathological Human Processes 4

Spring Semester

Nursing 320 – Nursing Competencies II 2
Nursing 344 – Nursing Situations with Families 6
Nursing 363 – Pharmacology for Nursing 3
Statistics 231 – Introductory Statistics 4

Second Year

Fall Semester

Nursing 361 – Junior II Seminar 1
Nursing 364 – Nursing Situations I 5
Nursing 365 – Culturally Congruent Health Care 4
Nursing 392 – Nursing Research 2

Spring Semester

Nursing 425 – Introduction to Leadership and Management 3
Nursing 454 – Nursing Situations with Communities 6
Nursing 461 – Senior I Seminar 1
Nursing 464 – Nursing Situations II 5

Summer Session

Nursing 471 – Senior II Seminar 1
Nursing 475 – Social and Political Contexts for Nursing 2
Nursing 476 – Nursing Synthesis 6

General university and other specific requirements needed for completion of the baccalaureate degree are not listed here. Applicants to the LPN to BSN sequence are strongly encouraged to seek advising from the LPN to BSN coordinator for assistance with their complete programs of study.

RN TO MSN SEQUENCE FOR LICENSED REGISTERED

NURSES: Designed for the RN with at least one year of direct care experience, this program is structured to allow students to earn both a bachelor's degree (BSN) and a master's degree in nursing (MSN). The next RN to MSN cohort is scheduled to begin in the fall of 2001. (No students will be admitted to the program in the 2000-01 academic year. Students are strongly encouraged to contact the School of Nursing for policies, procedures, and early advisement.)

Graduate Programs

MASTER OF SCIENCE IN NURSING: Consult the graduate section of this catalog for details of the program leading to the degree of Master of Science in Nursing and/or contact the School of Nursing Graduate Program (535-7672).

SCHOOL NURSE CERTIFICATION: Contact the School of Nursing Center for Continuing Nursing Education (535-7683).

WORKSHOPS AND SHORT COURSES: Contact the School of Nursing Center for Continuing Nursing Education (535-7683).

The information contained herein reflects an accurate picture of the programs of study leading to a Bachelor of Science in Nursing degree from Pacific Lutheran University at the time of publication. However, the university reserves the right to make necessary changes in procedures, policies, calendar, curriculum, and costs.

Course Offerings

203 Ethics and Health Care

Designed to expand students' abilities to identify ethical dilemmas and participate in the identification of resolutions. Emphasis on cases related to the allocation of scarce resources. Open to non-majors. (1-2)

215 Theoretical Foundations of Nursing

The study of nursing as a profession and discipline. Included are historical perspectives, selected nursing conceptual frameworks, philosophical foundations of caring, and patterns of knowing. (2)

220 Nursing Competencies I

Introduction to and practice of competencies of caring, therapeutic communication, and psychomotor skills associated with health management. Prerequisite: Prior or concurrent enrollment in 215. (2)

225 Critical Thinking in Nursing

Application of thinking and reasoning skills to nursing situations. The nursing process is introduced as a framework for thinking and caring. Prerequisite: Prior or concurrent enrollment in 215. (2)

263 Health Assessment

Assessment of biological, psychological, social, cultural, and spiritual dimensions of human persons across the life span. Prerequisites: 215, 220 and prior or concurrent enrollment in 225. (2)

264 Health Promotion Throughout the Life Span

Examines the role of the nurse in promoting health through the life span and the impact of biological, psychological, social, spiritual, and cultural influences on health. Prerequisite: Prior or concurrent enrollment in 263. (4)

283 Human Pathological Processes

Focuses on understanding the underlying pathological processes and clinical manifestations of selected pathological conditions that affect physical and psychosocial well-being. Open to non-majors with consent of instructor. Prerequisite for majors: 215. (4)

320 Nursing Competencies II

Advanced and complex psychomotor and interactional skills for caring, asepsis, and health restoration. Prerequisites: 263, 264, 283. (2)

344 Nursing Situations with Families

Nursing care of families across the life span. Application of developmental, family, and nursing theories to care of families in transitions and experiencing acute and chronic illnesses. Prerequisites: 263, 264, 283. (6)

361 Nursing Situations I Seminar

Exploration and integration of concepts identified in 364, focusing on recognition of commonalities and differences across multiple nursing situations. Prerequisite: Prior or concurrent enrollment in 364. (1)

363 Pharmacology for Nursing

Pharmacokinetics, pharmacodynamics, mechanisms of action, side effects, and client teaching related to major drug classes. Genetic and sociocultural factors that affect drug use. Prerequisites: 263, 283. (3)

364 Nursing Situations I

Theory and clinical application of unifying concepts in a variety of practice settings with clients throughout the life span that facilitate health restoration, health maintenance, or death with dignity. Prerequisites: 320, 344, 363. (5)

365 Culturally Congruent Health Care

A transcultural comparative approach is used to explore diversity and universality in providing culturally congruent care for persons from diverse cultural groups. Fulfills the alternative line in the Perspectives on Diversity requirement. Open to non-majors. Prerequisites for majors: 320, 344, 363. (4)

390 Information Management in Nursing

An examination of technologies and databases supportive to informed nursing practice in a rapidly changing health care delivery system. Prerequisite: RN, or BSN, or consent of instructor. (2)

392 Nursing Research

Emphasizes the research process, importance of nursing research to the discipline of nursing, evaluation of nursing research, and application of nursing research to practice. Prerequisites: STAT 231, prior or concurrent enrollment in 364. (2)

399 Nursing Portfolio Workshop

A course in portfolio writing designated to prepare registered nurses to complete a portfolio documenting prior experiential learning acquired in nursing practice. Open to RN to MSN candidates only. (4)

425 Introduction to Leadership and Management

Analysis of professional situations, roles and functions in the changing health care delivery system, including evaluation of the impact upon the nursing profession. Prerequisites: 361, 364, 365, 392. (3)

454 Nursing Situations with Communities

Assessment, planning, and interventions that promote a community's health using nursing and public health theoretical perspectives. Prerequisite: Prior or concurrent enrollment in 425. (6)

461 Nursing Situations II Seminar

Exploration and integration of complex concepts to capitalize on experiences gained in clinical settings. Focuses on recognition of commonalities and differences across multiple nursing situations. Prerequisite: Prior or concurrent enrollment in 464. (1)

464 Nursing Situations II

Theory and clinical application of complex integrated concepts in a variety of practice settings throughout the life span. Prerequisite: 364. (5)

471 Nursing Synthesis Seminar

Critical evaluation of roles as professional nurses using empirical, aesthetic, personal, and ethical knowledge of social and political realities. Prerequisites: Prior or concurrent enrollment in 475 and 476. (1)

475 Social and Political Contexts for Health Care

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. Prerequisites for

majors: 425, 454, 461, 464. Open to non-majors with consent of instructor. (2)

476 Nursing Synthesis

Synthesis of nursing knowledge, critical thinking, decision making, and technical and leadership competencies in nursing situations mentored by a professional nurse preceptor. Prerequisites: 425, 454, 461, 464. (6)

480 Applied Case Studies In Nursing Situations

Students integrate theoretical knowledge and clinical nursing situations from a variety of specialty areas. Development of critical thinking skills and strategies for synthesizing nursing knowledge. Prerequisites: 471, 476. (1)

491, 492 Independent Study

Prerequisite: Permission of the dean. (1-4)

493 Internship Abroad (1-4)

Graduate Course Offerings

510 Nursing Foundations, Models and Theories

The study of nursing as a profession and discipline, and nursing's current state of theory development. Analysis and evaluation of theories with discussion of their relevance to nursing science and practice. Open to RN to MSN candidates only. Components integrated with 525. (4)

511 Applied Nursing Research

Examination of the research process and research methodologies with emphasis on design and use of evaluation and outcome research. Open to RN to MSN candidates only. Components integrated with 527. (4)

512 Nurse as Leader and Manager

Analysis of principles and processes of leadership and management within the context of complex and dynamic health care systems. Open to RN to MSN candidates only. Components integrated with 526. (4)

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)

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)

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)

528 Family Theory in Nursing

Critical analysis of nursing and family theories and models applied to three levels of family nursing practice. (1)

529 Care Manager Roles

Advanced practice role development including continuity of care management, consultation, education, and research. Development of role specific position descriptions within interdisciplinary environments. (3)

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. Prerequisite: 531. (4)

531 Care and Outcomes Practicum I

Direct and/or indirect care given in a defined specialty setting with focus on evaluation and outcomes. Prerequisite: 529. (3)

532 Care and Outcomes Practicum II

Direct care or indirect clinical management, supervision, or education to achieve client goals by implementing approaches, interventions, outcomes, and evaluation methods. Prerequisite: 538. (5)

538 Program Development

Integrate theoretical models, clinical parameters, and program planning principles through the construction of a detailed program for care and outcomes management. Co-requisite 530 and prerequisite 531. (3)

543 Health and Culturally Diverse Populations

Comparative analysis of health beliefs and care practices of western and non-western cultures with emphasis on theoretical and practical dimensions, applied to professional practices. (2)

545 Life, Death, and Public Policy

Exploration of critical issues related to life and death which impact on or are impacted by public policy. Analysis of professional responsibility and decision-making in relation to the issues. (2)

**548 Curriculum Development for Nursing**

Examination of the theory and practice of curriculum planning, development, and evaluation. Cohort dependent. (2)

549 Teaching in Schools of Nursing

Theoretical and philosophical principles of the teaching/learning process. Analysis of adult teaching strategies and the process of self and student evaluations. Cohort dependent. (2)

580 Advanced Pathophysiology

Focuses on normal physiologic and pathologic mechanisms of disease. Primary components of the foundation for clinical assessment, decision making, and management. (3)

582 Advanced Health Assessment and Health Promotion

Development and performance of the skills needed for advanced health assessment and health promotion of individuals, families, or communities throughout the lifespan. Identification of health protective strategies and health risks as well as the development of differential diagnoses for common health problems. Prerequisites: Basic health assessment skills. Learning resource fee: \$55. (5)

583 Clinical Pharmacotherapeutics

Focuses on the pharmacokinetic basis for and pharmacotherapeutic management of simple and complex disease processes. Includes ethical, legal, and procedural aspects of prescriptive authority. Pre- or co-requisite: 580. (2)

584 Family Nurse Practitioner I

Application of theory and research in the management of family health problems. Demonstration of diagnostic reasoning related to health care conditions. Seminar and clinical. Prerequisites: 582 and 583. (6)

585 Family Nurse Practitioner II

Application of theory and research in the management of increasingly complex family health problems. Demonstration of diagnostic reasoning for a wide range of acute and chronic conditions. Seminar and clinical. Prerequisite: 584. (6)

586 Women's Health Nurse Practitioner I

Application of research and theory in the provision of women's health care. Demonstration of diagnostic reasoning in the management of women's health problems. Seminar and clinical. Cohort dependent. Prerequisites: 582 and 583. (6)

587 Women's Health Nurse Practitioner II

Application of research and theory in the holistic care of women experiencing normal pregnancy. Demonstration of independent and collaborative management of variations and complications. Seminar and clinical. Cohort dependent. Prerequisite: 586. (7)

588 Gerontology Nurse Practitioner I

Application of theory to advanced practice and demonstration of management of common client health problems seen in older persons. Differentiation of normal aging and pathology. Seminar and clinical. Cohort dependent. Prerequisites: 582 and 583. (6)

589 Gerontology Nurse Practitioner II

Application and demonstration of diagnostic reasoning to the management of common and simple health care problems in older persons in primary and long term care. Seminar and clinical. Cohort dependent. Prerequisite: 588. (6)

590 Role of the Nurse Practitioner

Facilitates the transition into the advanced nurse practitioner role through the analysis of legal, ethical, professional, social, and practical perspectives. Completion and submission of paper for publication or of a practice related project. Co-requisite or prerequisite: 584 or 586 or 588. (2)

590A Seminar in Advanced Practice Nursing

Integration of theory, research, and leadership in advanced practice nursing. Co-requisite or prerequisite: 585 or 587 or 589. Capstone course for nurse practitioner concentration. (2)

592 Independent Study

Opportunities for advanced study in selected topic related to student's area of interest. Consent of instructor required. (1-4)

593 Advanced Specialty Practice

Application of advanced practice nursing in clinical specialty practice. Prerequisite: completion of all core requirements. (variable credit)

597 Computer Application in Nursing Research

Decision-making and use of selected software programs for data management and analysis relevant to clinical practice and nursing research. Prerequisite: 527. Learning Resources Fee: \$55. (1)

598 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. Co-requisite or prerequisite: 532. Capstone course for care and outcomes manager concentration. (4)

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, consent of adviser. (4)

Philosophy

Philosophy is the parent academic discipline that gave birth to today's variety of arts and sciences. It examines basic issues in all fields and explores connections among diverse areas of life. In philosophy the most fundamental and enduring of questions are addressed: How can humans gain knowledge about their world? What limits are there to that knowledge? What is the ultimate nature of the universe? In particular, what is the nature of the human person, and what role or purpose is ours? How should we live? Are there moral, aesthetic, and religious values that can be adopted rationally and used to guide our decisions? Study in philosophy acquaints students with major rival views of the world, encourages them to think precisely and systematically, and helps them to see life critically, appreciatively, and whole.

FACULTY: McKenna, *Chair*; Arbaugh, Arnold, Cooper, G. Johnson, Kaurin, Menzel, Nordby.

USES OF PHILOSOPHY: Courses in philosophy help students who (1) recognize philosophy as a central element in a quality liberal arts education; (2) wish to support their undergraduate work in other fields, such as literature, history, political science, religion, the sciences, education, or business; (3) plan to use their study of philosophy in preparation for graduate study in law, theology, or medicine; or (4) are considering graduate work in philosophy itself, usually with the intention of teaching in the field.

Undergraduate study in philosophy is not meant to train specifically for a first job. Instead, it serves to sharpen basic skills in critical thinking, problem solving, research, analysis, interpretation, and writing. It also provides critical perspective on and a deep appreciation of ideas and issues that have intrigued humanity throughout the ages, including those central to the Western intellectual heritage. This prepares students for a great variety of positions of responsibility, especially when coupled with specialized training in other disciplines. Those with the highest potential for advancement generally have more than just specialized training; rather, they bring to their work breadth of perspective, intellectual flexibility and depth, and well-honed skills in critical thought and communication.

UNIVERSITY CORE REQUIREMENT: The Core I requirement of four hours in philosophy may be satisfied with any course offered except for 233 Formal Logic, 323 Health Care Ethics, 325 Business Ethics, and 328 Philosophical Issues in the Law. The initial course in philosophy is customarily 101, 125, or a 200-level course that provides a more focused topic but is still at the introductory level (220, 228, 253). 300-level courses are suited for students with particular interests who are capable of working at the upper division level. Correspondence courses and independent studies may not be used to fulfill the core requirement in philosophy.

MINOR: 16 semester hours of approved philosophy courses; for transfer students, at least 8 hours must be taken at PLU. Students considering a minor should discuss their personal goals with departmental faculty.

BACHELOR OF ARTS MAJOR: Minimum of 32 semester hours, including 233 Formal Logic, 499 Advanced Seminar, and two from among the following five courses: 331 Ancient Philosophy, 333 Early Modern Philosophy (must take at least one of those two), 335 The Analytic Tradition, 336 Pragmatism and American Philosophy, 338 Existentialism and Continental Philosophy. On approval of the department, one course (4 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 adviser.

HONORS MAJOR: In addition to the above requirements for the major:

1. 493 Honors Research Project, including an honors thesis written under the supervision of one or more faculty members and presented to the department.
2. Completion of the departmental reading program of primary sources. Honors majors in philosophy are expected to complement their regular courses by reading and discussing 3-4 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.
3. At least a 3.3 grade point average in philosophy courses, including at least a B in 493.

Course Offerings

101 Philosophical Issues

Perennial philosophical issues, systems, and thinkers. Emphases vary depending on instructor, but include the study of ethical values and the nature of rationality, and development of skills in critical and systematic thinking. (4)

125 Moral Philosophy

Major moral theories of Western civilization, including contemporary moral theories. Critical application to selected moral issues. (4)

220 Women and Philosophy

An examination and critique of historically important theories from Western philosophy concerning women's nature and place in society, followed by an examination and critique of the writings of women philosophers, historic and contemporary. (4)

228 Social and Political Philosophy

An examination of major social and political theories of Western philosophy (including Plato, Hobbes, Locke, Rousseau, Mill, Marx). Includes feminist and non-Western contributions and critiques. (4)

233 Formal Logic

Principles of sound reasoning and argument. Development and practical use of formal logical systems, with a focus on symbolic logic. Includes an introduction to inductive and abductive reasoning. Not for philosophy core requirement; counts toward Option III of the College of Arts and Sciences requirement. (4)

253 Creation and Evolution

Examination of the controversy surrounding the origin of life. Includes a historical introduction to the controversy; investigation into the nature of science, faith, evidence, and facts; and critical evaluation of three major origin theories: creationism, theistic evolution, and nontheistic evolution. (4)

323 Health Care Ethics

Application of moral theories and perspectives of relevance to the health sciences. Examination of underlying values and assumptions in such specific topics as informed consent and paternalism, death decisions, and the distribution of scarce resources. Not for philosophy core requirement. (1-2)

325 Business Ethics

Application of moral theories and perspectives of relevance to business practices. Examination of underlying values and assumptions in specific business cases involving, e.g., employer-employee relations, advertising, workplace conflict, and environ-

mental and social responsibilities. Not for philosophy core requirement. Prerequisite: 101, 125, or equivalent. (2)

328 Philosophical Issues in the Law

An examination of philosophical issues in law using actual cases as well as philosophical writings. Topics include the nature of law, judicial reasoning, rights, liberty, responsibility, and punishment. Not for philosophy core requirement. (4)

331 Ancient Philosophy

The development of philosophical thought and method from the Presocratic period to the end of the fourth century A.D. Emphasis on Plato and Aristotle. (4)

333 Early Modern Philosophy

The development of European and British philosophy from the seventeenth through the early nineteenth centuries. Figures may include Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. (4)

335 The Analytic Tradition

The development of Anglo-American philosophy from the late nineteenth century to the mid-twentieth century. Figures include Moore, Russell, Ayer, and Wittgenstein. Prerequisite: one previous philosophy course. (4)

336 Pragmatism and American Philosophy

An examination of such figures as Peirce, James, and Dewey, as well as extensions and critiques of pragmatism (such as Alain Locke, Jane Addams, Josiah Royce, Alfred N. Whitehead). Links with current feminist and continental thought will be explored. (4)

338 Existentialism and Continental Philosophy

Focus on main themes of Existentialism (including the thought of Kierkegaard) and contemporary Continental philosophy. Their relationship to other philosophical traditions, as well as to theology, literature, and psychology. (4)

340 Philosophy of Science

The general character, fundamental concepts, methods, and significance and limits of science, with a focus upon the natural sciences. Implications of science and scientific methodology for value systems. (4)

350 Philosophy of Religion

Classical and contemporary views of traditional issues regarding the nature and rationality of religious belief, with a focus on monotheistic religions and a unit on religious pluralism. Prerequisite: one previous course in philosophy or religion. (4)

353 Special Topics

Focus on one particular area of philosophy such as value theory, aesthetics, metaphysics, epistemology, or logic, or on important philosophical issues, major thinkers, or developing trends. Topic to be decided in consultation with students. (4)

491 Independent Reading and Research

Prerequisite: departmental consent. (1-4)

493 Honors Research Project

The writing of an honors thesis and final completion of the reading program in primary sources required for the honors major. Presentation of thesis to department majors and faculty. (4)

499 Advanced Seminar in Philosophy

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 previous philosophy courses or consent of instructor. May be repeated once for credit. (4)

School of Physical Education

The university's physical education program seeks to ingrain in each student a fundamental respect for the role of physical activity in living.

Instruction is offered in approximately 30 different physical education activities. The activity program is uniquely characterized by a timely response to student interests in recreational opportunities available in the Pacific Northwest.

The school's professional programs prepare prospective leaders for careers in physical education, health, recreation, athletics, and therapeutics.

Outstanding modern sports facilities include an all-weather 400 meter track, an Olympic-style swimming pool, six lighted tennis courts, a nine-hole golf course, two gymnasiums, racquetball and squash courts, a fitness center, and an all-purpose astro-turf field house.

FACULTY: Hoseth, *Dean*; Evans, Hacker, Kluge, McConnell, Moore, M. Seal, Tannehill, Templin, F. Westering; assisted by Adachi, Amidon, Applegate, Cinotto, Dawson, Freitag, Gard, Haroldson, J. Johnson, Marshall, McCord, Myers, Nicholson, Noren, Poppen, Rice, Rigell, Ryan, Shinafelt, Scott Westering, Susan Westering.

UNIVERSITY REQUIREMENT: Four one-hour courses (100-259), including 100, are required for graduation. Eight one-hour activity courses may be counted toward graduation. Students are encouraged to select a variety of activities at appropriate skill levels. All physical education activity courses are graded on the basis of "A," "Pass," or "Fail" and are taught on a coeducational basis.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION

(B.S.P.E.): 69-76 hours, including completion of program core requirements and one of three concentrations.

Core Requirements: 41-50 hours including Chemistry 120, 232, 234; Chemistry (104, 105)*; Statistics 231; Biology (161, 162)**; 205, 206; Physical Education 277, 499 (8 hours), 480, 486, and Psychology 101.

* *Alternate Chemistry requirement for Exercise Science Concentration and Health and Fitness Management Concentration.*

** *Not required for Health and Fitness Management Concentration.*

Exercise Science Concentration: 19 hours, including Physical Education 326, 380, 381, 478; Math 128 or 140; Psychology 352. An upper division biology course is strongly recommended.

Health and Fitness Management Concentration: 24 hours, including Physical Education 293, 344, 380, 381, 389; Recreation 296, 330 or 483; Business 305; plus 4 hours of electives from physical education, health education, business, communication, or psychology. A First Aid card and CPR certificate are also required.

Pre-Therapy Concentration: 26 hours, including Health Education 281, 382; Biology 201 or 323 or approved alternate; Math 128 or 140; Physics 125, 126, 135, 136; and Psychology 352 or 453.

In addition to the requirements listed above, candidates for the B.S.P.E. degree must meet the foreign language option requirement as stated by the College of Arts and Sciences.

BACHELOR OF ARTS IN RECREATION (B.A. Rec.):

46 hours including Psychology 101, 352; Physical Education 277, 279, 389, 344; Recreation 296, 330, 360, 483, 499 (8 hours); Business 305; Communication 336; plus 2 hours of approved electives.

In addition to the requirements listed above, students are strongly encouraged to complete a minor in a related field.

Students must have a current First Aid and CPR certificate before their internship. Candidates for the B.A. Recreation degree must meet the foreign language requirement as stated by the College of Arts and Sciences.

BACHELOR OF ARTS IN PHYSICAL EDUCATION (B.A.P.E.)

WITH CERTIFICATION: To meet the state endorsement in Health and Fitness, 66 hours including Biology 205, 206; Health Education 260, 270, 281, 292, 295, 321, 323, 325, 327, or elective; Physical Education 277, 279, 293, 294, 297, 298, 322 (4 hours), 326, 344, 389, 478, 480, 486, 490; Recreation 296.

Initial K-12 teacher certification in Health and Fitness must meet the requirements established by the School of Education for teacher certification in addition to the above requirements for the B.A.P.E. with certification. 33 hours including English 101; Psychology 101; Anthropology 102/210; Special Education 200, 480; Education 262, 263, 486; Educational Psychology 261, 361; plus a valid first aid card. Students receiving a B.A.P.E. with certification are not required to fulfill the language requirements as stated by the College of Arts and Sciences. All courses in the major and minor fields are used for teacher certification must have grades of C or higher.

BACHELOR OF ARTS IN PHYSICAL EDUCATION (B.A.P.E.)

WITHOUT CERTIFICATION: 52 hours including Biology 205, 206; Health Education 281; Physical Education 277, 279, 293, 294, 297, 298, 322 (4 hours), 326, 344, 389, 478, 480, 486, 490; Recreation 296.

In addition to the requirements listed above, candidates for the B.A.P.E. degree without teacher certification must meet the foreign language requirement as stated by the College of Arts and Sciences and a Senior Seminar (PHED 499 - 4 hours).

EDUCATION (K-12) CERTIFICATION REQUIREMENTS

FOR PHYSICAL EDUCATION: 33 hours, including English 101; Psychology 101; Anthropology 102/210; Special Education 200, 480; Education 262, 263, 468; Educational Psychology 261, 361; plus valid first aid card.

PHYSICAL EDUCATION MINOR: 19 hours, including Health Education 281; Physical Education 279, 334, 389, 326, 322 (2 hours), 344; one course from among the following (293, 294, 297, 298, Recreation 296).

HEALTH (4-12) MINOR: 16 hours including Health Education 260, 270, 292, 295*, 321, 323, 325, 327, and 2 hours of electives approved by the program coordinator. (* Students not pursuing an education endorsement will be required to take 2 additional hours of approved electives to replace this course.)

RECREATION MINOR: 17 hours, including Physical Education 277, 344; Recreation 296, 330, 483, and 499 (4 hours).

AQUATICS MINOR: 16 hours, including Physical Education 275, 331, 344, 499 (4 hours), Health Education 292, Business 202, plus at least 1 hour of electives approved by the aquatics director.

COACHING MINOR: 16 hours, including Physical Education 334, 344, 360, 370-379 (2 hours), 390, 410, and Health Education 281; plus 1 hour of approved electives. First aid and CPR card required.

HEALTH AND FITNESS MANAGEMENT MINOR: 17 hours, including Physical Education 293, 296, 334, 344, 360, 380, 381, 499 (4 hours). First aid card and CPR certificate required. Practicum and internship must be in Health and Fitness Management areas. Primarily for business, biology, B.A.P.E., and B.A. Recreation students.

DANCE MINOR: 19 hours, including Physical Education 222, 230 or 232, 250, and 462. Electives: 14 hours from Physical Education 360, 401, 491, Theatre 356, Music 245, 249. Summer courses may be included as electives with the approval of the dance coordinator.

EXERCISE SCIENCE MINOR: 17 hours, including Physical Education 360, 380, 381, 480, 486, 499 (4 hours). Biology 205-206 is required as a prerequisite to 480. Designed primarily for biology majors and students pursuing B.A.P.E. Not designed for education or B.S.P.E. majors. First aid card and CPR certificate required.

ATHLETIC TRAINING (Specialization): 25 hours, including Biology 205, 206; Health Education 260 and 270 or 327, 281, 382; Physical Education 326, 344, 480, 486. Recommended: A teaching major with the Professional Education Sequence and completion of all requirements for the Initial Teaching Certificate.

SPORTS ADMINISTRATION MINOR: 16 hours, including Physical Education 344, 389, 499 (8 hours), 410; Health Education 292. Students must have a major in business, communication, or economics.

Course Offerings

Courses in the School of Physical Education are offered in the following areas:

HEALTH EDUCATION

- 117 Childbirth and Beyond
- 260 Food and Health
- 265 The Aging Experience
- 270 Stress Without Distress
- 281 Injury Prevention and Therapeutic Care
- 292 First Aid
- 295 School Health
- 321 Family Life and Sex Education
- 323 Emotional Health/Disease Prevention
- 325 Consumer Health
- 327 Substance Use and Abuse
- 360 Professional Practicum
- 382 Injury Prevention-Advanced
- 425 Health Promotion/Wellness Intervention Strategies
- 491 Independent Study
- 499 Internship

RECREATION

- 296 Teaching Methods: Recreation Activities
- 330 Recreation Programming and Leadership
- 360 Professional Practicum
- 483 Recreation Administration
- 491 Independent Study
- 499 Internship

PHYSICAL EDUCATION

- 117 Movement and Mind
- 275 Water Safety Instruction
- 277 Foundations of Physical Education
- 279 Introduction to Teaching Physical Education
- 293 Teaching Methods: Fitness Activities
- 294 Teaching Methods: Invasion Games
- 297 Teaching Methods: Net Games
- 298 Teaching Methods: Target and Fielding Games
- 308 Sports Motivation
- 310 Socioeconomic Influences on Health in America
- 315 Body Image
- 319 Tramping the Tracks of New Zealand
- 322 Physical Education in the Elementary School
- 326 Adapted Physical Activity
- 331 Aquatics Management
- 334 Scientific Basis for Training
- 344 Legal Aspects of Physical Activity
- 360, 361 Professional Practicum, Coaching Practicum
- 362 Healing Arts of the Mind and Body
- 370-379 Coaching Theory
- 380 Exercise Testing and Prescription
- 381 Foundations of Health Fitness Management

- 389 Social Psychology of Sport and Physical Activity**
390 Applied Sport Psychology
401 Workshop
410 Coaching—the Person and the Profession
462 Dance Production
478 Motor Learning and Human Performance
480 Exercise Physiology
486 Applied Biomechanics/Kinesiology
490 Curriculum Organization, Administration and Evaluation
491 Independent Study
499 Internship

100 Personalized Fitness Programs

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 freshman. I II (1)

117 (HEED) Childbirth and Beyond

Addresses issues and choices in the following areas: pregnancy, labor and delivery, nutrition, anesthesia, VBAC, postpartum, circumcision, breast feeding, midwifery, family planning, infant care and related topics. Fulfills freshman January term and Critical Conversation requirements. J (4)

117 (PHED) Movement and Mind

A critical conversation course which analyzes movement as a tool for language in dance performance and music. How movement is connected to alternative healing therapies. II (2)



150 Adaptive Physical Activity

An individualized activity program designed to meet the needs interests, limitations, and capacities of students who have had restrictions placed on their physical activity.

151–199 Individual and Dual Activities

151 (Beginning Golf), 153 (Archery), 155 (Bowling), 157 (Personal Defense), 162 (Beginning Tennis), 163 (Beginning Badminton), 164 (Pickleball), 165 (Racquetball/Squash), 166 (Racquetball/Pickleball), 167 (Roller Skating), 168 (Ice Skating), 170 (Skiing), 171 (Canoeing), 172 (Backpacking), 173 (Basic Mountaineering), 174 (Equitation), 175 (Snow-boarding), 177 (Weight Training), 178 (Body Toning), 180 (Bicycling), 182 (Low Impact Aerobics), 183 (Power Aerobics), 184 (Water Aerobics), 186 (Step Aerobics), 191 (Intermediate Golf), 192 (Intermediate Tennis), 193 (Intermediate Badminton), 194 (Intermediate Equitation), 195 (Intermediate Racquetball/Squash), 197 (Advanced Weight Training).

200–219 Aquatics

200 (Individualized Swim Instruction), 203 (Synchronized Swimming), 205 (Skin and Scuba Diving), 207 (Basic Sailing), 210 (Intermediate Swimming), 212 (Conditioning Swimming), 214 (Advanced Swimming), 217 (Lifeguard Training and New Methods), 218 (Kayaking).

220–240 Rhythms

220 (Movement Technique I), 221 (Tai Chi), 222 (Jazz Dance Level I), 223 (Yoga), 224 (Current Dance), 225 (Ballroom Dance), 226 (Folk and Social Dance), 227 (Line Dance), 230 (Movement Technique II), 231 (Group Challenge Outdoors), 232 (Jazz Dance Level II), 234 (Relaxation Techniques).

241–259 Team Activities

241 (Basketball and Softball), 243 (Soccer and Volleyball), 244 (Co-ed Volleyball), 245 (Team Handball), 247 (Lacrosse), 250 (Directed sports Participation), 259 (Independent Study/Activity).

260 Food and Health

A study of the basic requirements necessary to maintain optimal health through wise food choices. I II (1)

270 Stress Without Distress

Consideration of stress, what people should know about stress, how to reduce the harmful effects of stress, and the relationship of increased stress to disease problems. II (1)

275 Water Safety Instruction

The American Red Cross Water Safety Instructor's Course. Prerequisite: swim test required. II (2)

277 Foundations of Physical Education

The relationship of physical education to education; the biological, sociological, psychological, and mechanical principles underlying physical education and athletics. Should be the initial professional course taken in the School of Physical Education. II (2)

279 Introduction to Teaching Physical Education

Course content in a physical education setting will include: Methodology; teaching styles and strategies; classroom management; observation techniques; skill analysis; and group process issues. Should be taken before or concurrently with EDUC 262. I (2)

281 Injury Prevention and Therapeutic Care

Prevention, treatment, and rehabilitation of all common injuries sustained in athletics; physical therapy by employment of electricity, massage, exercise, light, ice, and mechanical devices. I II (2)

292 First Aid

This course meets requirements for the American Red Cross Standard First Aid and Personal Safety. I II (2)

293 Teaching Methods: Fitness Activities

Overview, application and evaluation of fitness activities, such as: aerobics (water, high and low impact, step, slide), weight training, calisthenics circuits, continuous interval training. Prerequisite: 279. II (2)

294 Teaching Methods: Invasion Games

Games in which a team tries to invade the other team's side or territory by putting an implement into a goal. Activities will include: Basketball, soccer, lacrosse, hockey, and football. Prerequisite: 279. I (2)

295 School Health

Health concepts which relate to the total school health program, including instruction, services, and environment; relationships between health and all levels of education. II (2)

296 Teaching Methods: Recreational Activities

Learning to plan and implement a variety of recreational activities, including outdoor education. Prerequisite: 279. I (2)

297 Teaching Methods: Net Games

Players attempt to send an object into the playing area on the other side of a net or barrier. Activities include volleyball, tennis, badminton, pickleball, and racquetball. Prerequisite: 279. I (2)

298 Teaching Methods: Target and Fielding Games

Participants strike, hit, kick, or throw at targets or objects. Activities include golf, bowling, archery, softball, kickball, and track and field. Prerequisite: 279. II (2)

308 Sports Motivation

Concepts include: models of winning, closing the potential performance gap, building winning attitudes, and setting goals. Fulfills coaching minor requirement. J (2)

310 Socioeconomic Influences on Health in America

Examination of the culture, social environment, and pressures that create a health vulnerability with the American population. J (4)

315 Body Image

Topics include: the connection between women and food, cultural definitions of beauty, eating disorders, nutrition, and biosocial factors affecting weight control. Fulfills the alternative line in the Perspectives on Diversity requirement. J (4)

319 Tramping the Tracks of New Zealand

Backpacking several of New Zealand's world renowned tracks and hiking up ancient volcano craters, to glacial mountain lakes, and along sandy ocean beaches. J (4)

321 Family Life and Sex Education

A Study of anatomy and physiology, sexual roles, reproduction, responsible relationships, respect for self and others, and physical and emotional well-being. Evaluation of school curriculum models. II (2)

322 Physical Education in the Elementary School

Organization and administration of a developmental program for grades K-6; sequential and progressive programming; large repertoire of activities. Observation and/or practicum in public schools required. I (2); J (2); II (4)

323 Emotional Health/Disease Prevention

Topics include interpersonal communication, cooperation, valuing techniques leading toward a healthier lifestyle through preventive medicine, and related disease problems. II (2)

325 Consumer Health

Information about consumption as it affects personal health. Examination of consuming habits to achieve greater control over total health status. I (2)

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." II (3)

327 Substance Use and Abuse

A study of drug use and abuse and the effect on the human body and mind. J (2)

330 Recreation Programming and Leadership

Examines the principles, procedures, techniques, and strategies essential to program leisure services successfully and to lead recreation experiences for diverse populations in a variety of settings Prerequisite: 277 or consent of instructor. I (4)

331 Aquatics Management

Topics include training and supervising personnel, financing, programming, pool maintenance and operation, swim meet management, and safety and emergency procedures. Study of pool chemistry, filter operations, and maintenance. Visitation to local pools. a/y (2)

334 Scientific Basis for Training

Presents physiologic and kinesiologic applications to physical

training. Topics include the development of muscular strength and endurance, and the relationship of nutrition, environment, sex, age, and ergogenic aids to athletic performance. I (2)

344 Legal Aspects of Physical Activity

Role of law in sport and physical activity, negligence, tort and risk management as it relates to legal issues in school, sport, and recreational settings. I II (1)

360, 361 Professional Practicum, Coaching Practicum

Students work under the supervision of a coach, teacher, recreation supervisor, or health care provider. Prerequisite: departmental approval. I II (1-2)

362 Healing Arts of the Mind and Body

Designed to introduce alternative therapies of mind-body processes. History, roots, practice, and cultural significances of several therapies and practices. Fulfills the alternative line in the Perspectives on Diversity requirement. J (4)

370-379 Coaching Theory

Techniques, systems, training methods, strategy, and psychology of coaching; 370 (Basketball), 371 (Football), 372 (Cross Country/Track and Field), 374 (Soccer), 378 (Softball/Baseball). I II a/y (2)

380 Exercise Testing and Prescription

Provides the theoretical and practical background necessary to conduct safely a variety of exercise testing techniques used to assess components of physical fitness. II (2)

381 Foundations of Health and Fitness Management

Provides an overview of fitness and workplace health promotion management. I (2)

382 Injury Prevention—Advanced

An advanced study in the recognition and treatment of specific athletic injuries and vulnerable body structures, with emphasis on evaluation, modalities of treatment, rehabilitation, and current issues. Prerequisite: 281. II (2)

389 Social Psychology of Physical Activity

Questions of how social psychological variables influence motor behavior and how physical activity affects the psychological make up of an individual will be explored. II (3)

390 Applied Sport Psychology

A practical, individually-oriented course designed to teach athletes, trainers, coaches, and teachers a comprehensive variety of skills and techniques aimed at enhancing sport performance. Psychological topics include: Managing anxiety, imagery, goal setting, self-confidence, attention control, injury interventions, self-talk strategies, and team building. (4)

401 Workshop

Workshops in special fields for varying periods. (1-4)

410 Coaching—The Person and the Profession

Personal and professional requisites of successful sports programs. I II (2)

425 Health Promotion and Wellness Intervention Strategies

Examination of strategies for improving the state of wellness through healthier lifestyles. (2)

462 Dance Production

An advanced choreography course combining choreography, costume design, staging, and publicity techniques for producing a major dance concert. II (2)

478 Motor Learning and Human Performance

Provides basic theories, research, and practical implications for motor learning, motor control, and variables affecting skill acquisition. I (4)

480 Exercise Physiology

Scientific basis for training and physiological effect of exercise on the human body. Lab required. Prerequisite: BIOL 205-206. I (4)

483 Recreation Administration

Examines the principles, procedures, techniques, and strategies essential to the successful management of leisure services. Prerequisites: RECR 330, 360, PHED 344. II (4)

486 Applied Biomechanics/Kinesiology

Opportunity to increase knowledge and understanding about the human body and how the basic laws of mechanics are integrated in efficient motor performance. II (3)

490 Curriculum Organization, Administration, and valuation

An integrated approach to curriculum organization, administration, and evaluation will be emphasized before the student teaching experience in physical education. II (6)

491 Independent Study

Prerequisite: consent of the dean. May be taken as Physical Education, Health Education, or Recreation credit. I II S (1-4)

499 Internship

Pre-professional experiences closely related to student's career and academic interests. Prerequisites: declaration of major, at least sophomore status, and completion of at least 10 hours in the major. May be taken as Physical Education, Health Education, or Recreation credit. (2-8)

501 Workshops (1-4)

560 Practicum (1-2)

591 Independent Study (1-4)

599 Internship (1-4)

Physics

Physics is the scientific study of the material universe at its most fundamental level: the mathematical description of space and time, and the behavior of matter from the elementary particles to the universe as a whole. A physicist might study the inner workings of atoms and nuclei, the size and age of the universe, the behavior of high-temperature superconductors, or the life cycles of stars.

Physicists use high-energy accelerators to search for quarks; they design new laser systems for applications in medicine and communications; they heat hydrogen gases to temperatures higher than the sun's core in the attempt to develop nuclear fusion as an energy resource. From astrophysics to nuclear physics to optics and crystal structure, physics encompasses some of the most fundamental and exciting ideas ever considered.

FACULTY: Greenwood, Chair; Larson, Louie, Starkovich, Tang.

Physics

The physics major offers a challenging program emphasizing a low student-teacher ratio and the opportunity to engage in independent research projects. There are two introductory course sequences, College Physics and General Physics; the General Physics sequence incorporates calculus, and is required for the Bachelor of Science major.

BACH LOR OF SCIENCE MAJOR: Physics 153, 154, 163, 164, 223, 331, 332, 333, 336, 354, 356, 490A, 490B. Strongly recommended: Physic 401 and 406. Chemistry 341 may be substituted for Physics 333. Required supporting courses: Math 151, 152, 253; Chemistry 120 or 125.

A typical B.S. physics major program is as follows:

<i>Freshman</i>	Physics 153, 163 Math 151, 152
<i>Sophomore</i>	Physics 154, 164, 223, 354 Math 253
<i>Junior</i>	Physics 331, 332, 336, 356 Chemistry 120
<i>Senior</i>	Physics 333, 401, 406, 490A, 490B

BACHELOR OF ARTS MAJOR: Physics 153 or 125, 154 or 126, 163 or 135, 164 or 136, 223, 490A, 490B, plus 8 additional, upper division hours in physics. Required supporting courses: Math 151, 152, 253.

MINOR: Physics 153 or 125, 154 or 126, 163 or 135, 164 or 136, plus 12 additional hours in physics (excluding Physics 110), of which at least 8 must be upper division.

Applied Physics

Also available is a major in Applied Physics, which includes a substantial selection of courses from engineering to provide a challenging and highly versatile degree. Applied Physics can lead to research or advanced study in such areas as robotics—with application in space exploration or joint and limb prosthetics; growth of single-crystal metals, which would be thousands of times stronger than the best steels now available; mechanics of material failure, such as metal fatigue and fracture; turbulence in fluid flow; photovoltaic cell research for solar energy development; or applications of fluid flow and thermodynamics to the study of planetary atmospheres and ocean currents.

While many Applied Physics graduates pursue professional careers in industry immediately after graduation from PLU, the program also provides excellent preparation for graduate study in nearly all fields of engineering.

BACHELOR OF SCIENCE MAJOR IN APPLIED PHYSICS: Physics 153, 154, 163, 164, 223, 331, 334, 354, 356, 490A, 490B; CSCE 131 plus four courses, one of which must be upper division, selected from: Physics 233, 234, 333, CSCE 245, 345, 346. Physics 336 may be substituted for Physics 234; Chemistry 341 may be substituted for Physics 333. Required supporting courses: Math 151, 152, 253; Chemistry 120 or 125; Computer Science 144 or 240.

A typical applied physics program is as follows:

<i>Freshman</i>	Physics 153, 163 CSCE 131 Math 151, 152
<i>Sophomore</i>	Physics 154, 164, 233, 234, 354 Math 253
<i>Junior</i>	Physics 223, 333, 356 Chemistry 120 Computer Science 144
<i>Senior</i>	Physics 331, 334, 490A, 490B CSCE 245

Course Offerings

110 Descriptive Astronomy

Stars and their evolution, galaxies and larger structures, cosmology, and the solar system. Emphasis on observational evidence. Evening observing sessions. No prerequisite courses in science or mathematics. Fulfills Natural Sciences core requirement (CORE I, e) or Science and the Scientific Method requirement. No prerequisites. I (4)

125, 126 College Physics

These courses provide an introduction to the fundamental topics of physics. It is a non-calculus sequence, involving only the use

of trigonometry and college algebra. Concurrent registration in (or previous completion of) Physics 135 is required for 125; concurrent registration in (or previous completion of) Physics 136 is required for 126. Prerequisites: Math 140 (or equivalent by placement exam) is required for 125; Physics 125 is required for 126. I, II (4, 4)

135, 136 College Physics Laboratory

Basic laboratory experiments are performed in conjunction with the College Physics sequence. Concurrent registration in 125, 126 is required. I, II (1, 1)

153, 154 General Physics

A calculus-level survey of the general fields of physics, including classical mechanics, wave motion, electricity and magnetism, and optics. Concurrent registration in (or previous completion of) Physics 163 is required for 153; concurrent registration in (or previous completion of) Physics 164 is required for 154. Prerequisites: Math 151 for 153; Math 152 and Physics 153 for 154. I II (4, 4)

163, 164 General Physics Laboratory

Basic laboratory experiments are performed in conjunction with the General Physics sequence. Concurrent registration in 153, 154 is required I II (1, 1)

223 Elementary Modern Physics

A selected treatment of various physical phenomena which are inadequately described by classical methods of physics. Interpretations which have been developed for these phenomena since approximately 1900 are presented at an elementary level. Prerequisite: 154 and MATH 253. II (4)

233 Engineering Statics

Engineering statics using vector algebra; conditions for equilibrium, resultant force systems, centroid and center of gravity, methods of virtual work, friction, kinematics of particles. Prerequisite: 153. I (2)

234 Engineering Mechanics of Solids

Mechanics of deformable solid bodies, deformation, stress, constitutive equations for elastic materials, thermoelasticity, tension, flexure, torsion, stability of equilibrium. Prerequisites: 154 and 233. II (4)

331 Electromagnetic Theory

Electrostatics, dipole fields, fields in dielectric materials, electromagnetic induction, magnetic properties of matter, in conjunction with the development of Maxwell's equations. Prerequisites: 153, 154 and MATH 253. I (4)

332 Electromagnetic Waves and Physical Optics

Proceeding from Maxwell's equations, the generation and propagation of electromagnetic waves is developed with particular emphasis on their application to physical optics. Prerequisite: 331. II a/y 2001-02 (4)

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: 154 and MATH 253. I (4)

334 Engineering Materials Science

Fundamentals of engineering materials including mechanical, chemical, thermal, and electrical properties associated with metals, ceramics, polymers, composites, and semiconductors. Focus on how useful material properties can be engineered through control of microstructure. Prerequisites: 154; CHEM 120 or 125. II (4)



336 Classical Mechanics

Foundations of classical mechanics with an emphasis on applications to astronomy and celestial mechanics. Topics include applications of Newton's laws to particle motion in inertial and noninertial frames; systems of particles and rigid body dynamics; calculus of variations, Lagrange's equations and the Hamiltonian formulation of mechanics. Prerequisites: 154, 354 or MATH 351 (or consent of instructor). II (4)

354 Mathematical Physics I

Ordinary differential equations, Laplace transforms, functions of a complex variable, and contour integration are developed in the context of examples from the fields of electromagnetism, waves, transport, vibrations, and mechanics. Prerequisites: 154 and MATH 253. II (4)

356 Mathematical Physics II

Fourier analysis, boundary-value problems, special functions, and eigenvalue problems are developed and illustrated through applications in physics. Prerequisite: 354. I (4)

401 Introduction to Quantum Mechanics

The ideas and techniques of quantum mechanics are developed. Corequisite: 356. a/y I 2000-01 (4)

406 Advanced Modern Physics

Modern theories are used to describe topics of contemporary importance such as atomic and sub-atomic phenomena, plasmas, solid-state, and astrophysical events. Prerequisite: 401. a/y 2000-01 II (4)

490A Advanced Laboratory I

Selected experiments from both classical and modern physics are performed using state of the art instrumentation. With 490B meets the senior seminar/project requirement. Corequisite: 331. I (1)

490B Advanced Laboratory II

Continuation of 490A with emphasis on design and implementation of a project under the guidance of the physics staff. With 490A meets the senior seminar/project requirement. Prerequisite: 490A. II (1)

491 Independent Study (1-4)

497, 498 Research (1-4)

Political Science

Political science addresses one of the most difficult, yet fundamentally important human endeavors, the governance of people and societies. The student of politics seeks to understand how governments are organized and structured, how political processes are employed, and the relationship of structures and processes to societal purposes. Recognizing that government and political activity may embody and reflect the full range of human values, the study of politics must endeavor to understand the realities of politics while at the same time asking how well political systems work, what purposes are and ought to be served, and what effects result from political phenomena. Political science encourages a critical understanding of government and politics in the belief that a knowledgeable, interested, and aware citizenry is the root strength and necessity of a democratic society.

FACULTY: Olufs, *Chair*; Dwyer-Shick, Grosvenor, Kelleher, Milton, Spencer.

Courses in political science explore various topics in American government and politics, international relations and foreign policy, comparative government and area studies, political philosophy and theory, and public policy and law. The department provides pre-professional training leading to careers in teaching, law, government, and related fields.

The study of politics touches upon other disciplines, which inquire into human behavior and development, ranging from history and philosophy to psychology, communication, and cross-cultural studies. Students of political science have the opportunity to combine the academic study of government and politics with practical experience by participation in one of the internship programs sponsored by the department.

The department sponsors or otherwise encourages active student participation in political life through class activities and through such campus organizations as the Young Republicans and the Young Democrats.

There are no prerequisites for political science courses, except as noted. Prior consultation with the instructor of any advanced course is invited. Students wishing to pursue a major or minor in political science are requested to declare the major or minor with the department chair as soon as possible.

BACHELOR OF ARTS MAJOR: 36 semester hours.

Required courses: 101, 151, 325, 490 (16 semester hours).

Distributional requirement: One course from each of Group A and Group B (8 semester hours).

Group A – American Government and Public Policy: 345, 346, 354, 361, 363, 364, 368, 371, 372, 373.

Group B – International Relations, Comparative Government, and Political Thought: 326, 331, 338, 347, 381, 382, 383, 385, 387.

Electives: Minimum of 12 semester hours selected from the Political Science curriculum.

Major programs should be planned in consultation with a departmental adviser. In some instances, an internship (450, 458, 464, or 471) may be substituted for 490; however, students must plan this option with the appropriate faculty intern supervisor, in consultation with the departmental chair.

MINOR: Minimum of 20 semester hours including 101 and 151. Minor programs should be planned in consultation with a departmental adviser.

CONCURRENT ATTAINMENT: No more than 8 semester hours taken to satisfy other major or minor requirements may also be applied to the political science major. No more than 4 such semester hours may also be applied to the political science minor.

RESIDENCY: A minimum of 12 semester hours for the major and 8 semester hours for the minor must be taken in residence.

MINOR IN THE AMERICAS: See *Americas*.

MINOR IN PUBLIC AFFAIRS: 24 semester hours, including 345 (required) and 20 hours from political science, economics, sociology, and business or statistics.

This minor offers an interdisciplinary study designed to support many major programs whose content has implications for public affairs and is particularly useful to students contemplating careers in public service or graduate study in public administration, public affairs, and related programs.

The Public Affairs minor includes the following requirements: 1) Political Science 345, Government and Public Policy; 2) at least five additional courses from three of the following groups (courses which are taken as part of a major program may not also count toward the Public Affairs minor):

Political Science (minimum of 8 hours if this group is selected)

151 – American Government

354 – State and Local Government

363 – Politics and the Media

364 – The Legislative Process

Economics (minimum of 8 hours if this group is selected)

151-152 – Principles of Macroeconomics and Microeconomics (or 130 – Global and Environmental Economic Principles)

321 – Labor Economics, Labor Relations, and Human Resources

362 – Public Finance

371 – Industrial Organization and Public Policy

Sociology (minimum of 4 hours if this group is selected)

240 – Social Problems

386 – Equality and Inequality

413 – Crime and Society

Statistics (minimum of 4 hours)

231 – Introductory Statistics

On approval by the Public Affairs adviser, up to 8 hours may be earned through participation in an internship program as a substitute for courses listed above (except Political Science 345). Internship opportunities are offered through several departments and provide students with actual work experience in state and local legislative and administrative agencies. Students interested in internships are urged to consult with their academic advisers and with intern faculty advisers 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 adviser.

MINOR IN LEGAL STUDIES: 20 semester hours. For additional information, see *Legal Studies*.

PRE-LAW: For information, see *Pre-professional Programs*.

BACHELOR OF ARTS IN EDUCATION: For information, see *School of Education*.

Course Offerings

101 Introduction to Political Science

An introduction to the major concepts, theories, ideas, and fields of study relating to politics and governmental systems. (4)

151 American Government

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.

170 Introduction to Legal Studies

An examination of the nature of law, judicial process, and participant roles in the legal system. (4)

210 Global Perspectives: The World in Change

A survey of global issues: modernization and development; economic change and international trade; diminishing resources; war and resolution; peace and justice; and cultural diversity. (Cross-referenced with ANTH 210 and HIST 210.) (4)

231 Current International Issues

A survey course in international relations with emphasis on current events. (4)

282 Politics in the Americas

A comparative study of the contemporary politics of the western hemisphere, covering the United States, Canada, Latin America, and the Caribbean. Key themes are governmental systems, political culture, economic development, and the historical background to current conflict and cooperation. (4)

325 Political Thought

A survey of the origin and evolution of major political concepts in ancient, medieval, and early modern times. (4)

326 Recent Political Thought

A critical examination of the major ideologies of the modern world. (4)

331 International Relations

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

338 American Foreign Policy

The role of the United States in international affairs. An analysis of the major factors in the formulation and execution of the United States foreign policy and its impact on other powers. (4)

345 Government and Public Policy

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. (4)

346 Environmental Politics and Policy

An examination of environmental problems from political perspectives, including international and domestic political contexts and methods of evaluating policies. (4)

347 Political Economy

An examination of the ways that politics and economics coincide. Topics include the development of capitalism, socialist approaches, international issues, regional examples, and methods of study. Prerequisite: 101 or ECON 151-152 (or 130). (4)

354 State and Local Government

Governmental structures, processes, and policy at the state, local, and regional levels of the American system. (4)

361 Political Parties and Elections

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. (4)

363 Politics and the Media

The role of mass media in American government, politics, and policy. Attention to political culture, public opinion, polls and surveys, press freedom and responsibility, and governmental regulation, secrecy, and manipulation. (4)

364 The Legislative Process

A study of theory, organization, and procedure of the Congress and other legislative bodies in the United States. (4)

368 The American Presidency

Study of the nation's highest political office in terms of the roles and expectations of the office, styles of leadership, Presidential decision-making, powers and limitations, and the interaction of personality and institution. (4)

371 Judicial Process

An examination of legal processes in various adjudicatory settings. Primary attention given to judicial processes focusing on American civil and criminal law. (4)

372 Constitutional Law

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. (4)

373 Civil Rights and Civil Liberties

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. (4)

374 Legal Studies Research

Introduction to various methods of legal analysis, research, and writing. (4)

381 Comparative Legal Systems

Study of legal systems around the world as they actually work within their respective political, economic, social, and cultural contexts. (4)

382 East Asian Politics

A comparative analysis of the politics of Japan, China, Korea, Malaysia, Indonesia, and Vietnam. Comparative themes include the regional context, constitutions and institutions, political culture, political power, and economic and social policy. (4)

383 Modern European Politics

A study of the origins and development of the European Union and an examination of the governmental systems and political cultures of key European states, including France, Germany, Italy, and the United Kingdom. (4)

385 Canadian Government and Politics

The governmental system and political life of Canada, with special attention to the constitution, political parties, nationalism and separatism in Quebec, self-government of native peoples, and comparative study of Canadian and U.S. political cultures. (4)

387 The Middle East

Contrasts the history and aspirations of the Arab Nations with the reality of European dominance and its legacy, the formation of the present Arab states and Israel. (4)

401 Workshops and Special Topics (1-4)

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: 331. (4)

450 Internship in Politics

Internship in the political dimensions of non-governmental organizations. By departmental consent only. (4-12)

458 Internship in Public Administration

An internship with a government department or agency. By departmental consent only. (4-12)

464 Internship in the Legislative Process

An opportunity to study the process from the inside by working directly with legislative participants at the 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 who have taken or take concurrently 364. (4–12)

471 Internship in Legal Studies

An internship with a private or public sector agency or office engaged in legal research, litigation, or law enforcement. By departmental consent only. (4)

490 Senior Seminar

Intensive study into topics, concepts, issues, and methods of inquiry in political science. Emphasis on student research, writing, and presentation. By departmental consent only. (4)

491, 492 Independent Reading and Research

By department consent only. (1–4)

Pre-professional Studies

The following pre-professional studies do not constitute academic majors, but are programs of study designed to facilitate further graduate or professional work after completion of a regular disciplinary major at PLU.

Health Sciences

The Division of Natural Sciences health science committee advises students aspiring to careers in the health sciences. Students having such interests are encouraged to obtain a health sciences adviser early in their program. Summarized below are pre-professional requirements for many health science areas; additional information is available through the health science committee. Catalogs and brochures for many schools and programs are available to students in the Rieke Science Center.

DENTISTRY, MEDICINE, AND VETERINARY MEDICINE:

The overwhelming majority of students entering the professional schools for these careers have earned baccalaureate degrees, securing a broad educational background in the process. This background includes a thorough preparation in the sciences as well as study in the social sciences and the humanities. There are no pre-professional majors at PLU; rather students should select the major which best matches their interests and which best prepares them for alternative careers. In addition to the general university requirements and the courses needed to complete the student's major, the following are generally required for admission to the professional program: Biology 161, 162, 323; Chemistry 120 (or 125), 232, 332, and 338 (with all laboratories); Mathematics 140; Physics 125 and 126 or Physics 153 and 154 (with appropriate laboratories). Check with a health science adviser for exceptions or for additions suggested by specific professional schools.

OPTOMETRY: Although two years of pre-optometry study is the minimum required, most students accepted by a school of optometry have completed at least three years of undergraduate work. A large percentage of students accepted by schools of optometry have earned a baccalaureate degree. For those students who have not completed a baccalaureate degree, completion of such a degree must be done in conjunction with optometry professional studies.

The requirements for admission to the schools of optometry vary. However, the basic science and mathematics requirements are generally uniform and include: Biology 161, 162, 323; Chemistry 120 (or 125), 232, 332, and 338 (with all laboratories); one year of college mathematics, including calculus (at least through Mathematics 151); Physics 125 and 126, or Physics 153 and 154 (with appropriate laboratories). In addition, each school of optometry has its own specific requirements; check with a health science adviser.

PHARMACY: Although the pre-pharmacy requirements for individual schools vary (check with a health science adviser), the following courses are usually required: one year of general chemistry; one year of organic chemistry, with laboratory; college level mathematics (often including calculus); one year of English composition. Other courses often required include microbiology, analytical chemistry, and introductory courses in communication, economics, and political science. For example, the University of Washington School of Pharmacy has approved the following courses as being equivalent to the first two years of its program leading to the Doctor of Pharmacy degree: Biology 161, 162, 201 or 328; Chemistry 120 (or 125), 232 (with laboratory 234), 332 (with laboratory 334), and 338; Writing 101 and a second course in writing; Mathematics 128 or 151; Statistics 231; electives from humanities and social sciences. Total credits should not be less than 60 semester hours.

PHYSICAL THERAPY: Acceptance to schools of physical therapy has become increasingly competitive in recent years, and students interested in physical therapy are strongly encouraged to meet with a health science adviser as early as possible to determine prerequisites for specific schools. Most physical therapy programs are master's degree programs. Therefore, potential applicants should plan on completing a baccalaureate degree in conjunction with satisfying admission requirements.

The requirements for admission to schools of physical therapy vary. However the basic science and mathematics requirements are generally uniform and include: Biology 161, 162, 323; Chemistry 120, 232; Mathematics 140; Physics 125 and 126 (with laboratories). In addition to the principles of biology sequence, applicants must complete courses in anatomy and physiology. This admission requirement is met by either the combination 205 and 206 or the combination 361 and 441; biology majors should take 361 and 441, the clear preference of several schools of physical therapy. In addition to the science and mathematics requirements, the various schools have specific social science and humanities requirements. Check with a health science adviser regarding these requirements.

Pre-Law

"Pre-Law" at PLU is an advising system, not a prescribed major or curriculum. The primary reason for such an approach is that admissions committees at American law schools recommend that applicants be well and broadly educated, that successful applicants be literate and numerate, that they be critical thinkers and articulate communicators. In other words, exactly what a sound liberal arts education provides—indeed, requires. Therefore, regardless of their declared majors and minors, students considering applying to law school are encouraged to demonstrate proficiency in courses selected from across the disciplines and schools while an undergraduate at PLU.

In recent years, graduates of PLU who were successful applicants to law schools located throughout the United States had taken courses in the anthropology of contemporary America and social science research methods, American popular culture and English Renaissance literature, newswriting and argumentation, recent political thought and international relations, free-lance writing and intermediate German, animal behavior and human neuropsychology, marketing systems and public finance, logic and moral philosophy. It is also recommended, however, that students thinking about going to law school take two or three courses, chosen in consultation with the pre-law adviser, which will help them to identify, develop, and explore perspectives on the character of American law. For example, PLU graduates who have gone on to law school have frequently indicated that courses in American government and history, judicial and legislative process, research materials and methods, and internships were useful, particularly in their first year. Finally, students are encouraged to consider participating in the activities of PLU's

Chapter of Phi Alpha Delta Law 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 register with the Pre-Law Center in the Department of Political Science. Open to any and all majors.

Theological Studies

Pre-theological students 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 semesters.

History: ancient, modern European, and American. At least three semesters.

Philosophy: orientation in history, content, and methods. At least three semesters.

Natural Sciences: preferably physics, chemistry, and biology.

At least two semesters.

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 semesters. 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 adviser will assist students in the selection of courses necessary to meet the requirements of the theological school of their choice. At the present time, increasing numbers of women are enrolling at selected Protestant seminaries in pursuit of the Master of Divinity degree. Consult the Religion Department chair for further information.

Military Science (Army ROTC)

The objective of the military science instruction within Army ROTC (Reserve Officer Training Corps) is to prepare academically and physically qualified college women and men for the rigor and challenge of serving as an officer in the United States Army -- Active, National Guard, or Reserve. To that end, the program stresses service to country and community through the development and enhancement of leadership competencies which support and build on the concept of "service leadership."

Army ROTC is offered to PLU students on campus. The lower division courses are open to all students and are an excellent source of leadership and ethics training for any career. They do not require a military commitment for non-scholarship students. The upper division courses are open to qualified students. ROTC is traditionally a four-year program; however, an individual may complete the program in three or two years. Contact the PLU ROTC Department for details.

Financial assistance in the form of two, three, and four-year scholarships is available to qualified applicants. Scholarships awarded are for \$16,000 for tuition plus a book allowance and a monthly stipend of \$200. Students in upper division courses not on scholarship also receive a \$200 stipend.

To be commissioned an officer in the United States Army, a graduate must complete the military science curriculum,

including successful completion of a five-week advanced camp during the summer before the senior year. Additional information on the Army ROTC program may be obtained by writing Army ROTC, Pacific Lutheran University, Tacoma, WA 98447, by calling 253/535-8740, or by e-mail to PLUAROTC@hotmail.com, or by visiting the web page at www.plurotc.com.

FACULTY: Major Brouillette, Officer-in-Charge

The Basic Course consists of two hours of academic instruction and military training per week each semester of the freshman and sophomore years. Students beginning the course as sophomores can compress the Basic Course by attending additional academic instruction. There is no military commitment for non-scholarship students in the Basic Course.

The Advanced Course consists of additional academic instruction and physical conditioning plus a five-week advanced summer camp at Fort Lewis, Washington.

Students are furnished with uniforms and most textbooks for military science courses.

BASIC COURSE:

MS 111, 112 Introduction to Military Science

An introduction to the United States Army. Includes an introduction to military science and its organization, leadership, land navigation, map reading, operation orders, and the traditions of the United States Army. Provides a look at the military as a profession and its ethical base. Course includes Army Physical Fitness Test and training. (2)

MS 211, 212 Introduction to Leadership

A continuation of basic officer skills. Areas of emphasis are team building, squad tactics, operations orders, land navigation, ethics and professionalism, total fitness and military first aid. (2)

ADVANCED COURSE:

MS 311, 312 Leadership and Management

A survey of leadership/management and motivational theories. An orientation on the competencies required for the small unit leader. Includes tactics, communications, and land navigation. (3)

MS 411, 412 Professionalism and Ethics

Covers Army values, ethics, and professionalism, responsibilities to subordinates, self, and country, law of land warfare, and the resolution of ethical/value dilemmas. Also covers logistic and justice systems and the interaction of special staff and command functions. (3)

NOTE: A maximum of 24 semester hours earned in ROTC programs may be applied toward a baccalaureate degree at PLU. Students receiving more than 12 semester hours of ROTC credit toward a PLU degree are required to take one of the following:

International Core 221 – The Experience of War (4)

International Core 222 – Prospects for War and Peace (4)

Philosophy 125 – Moral Philosophy

Philosophy 353 – Special Topics: Focus on Military Ethics or War (4)

Religion 365 – Christian Moral Issues (4)

Psychology

Psychology is a scientific discipline that seeks to understand human and nonhuman behavior. Psychology is also a profession that seeks to change behavior for the betterment of humankind. Through its curriculum, research activities, and use of community resources, the Department of Psychology provides students with a balanced exposure to psychology as a scientific discipline and profession.

The major in psychology (a) introduces students to scientific methods of psychology, to theories and research findings from the core areas of psychology, and to the history of psychology; (b) provides students with opportunities to explore advanced topics in scientific and professional psychology, conduct psychological research, and gain exposure to the practice of psychology in community settings; (c) helps prepare students for postgraduate work in psychology or in related professions, such as social work, education, medicine, law, and business. The major is an excellent general preparation for employment in a variety of settings.

The psychology program is designed to meet the needs of a variety of students. To this end, two majors are offered: the Bachelor of Arts and the Bachelor of Science. Either degree provides a solid foundation in psychology, and either can serve as preparation for postgraduate study or employment. However, for those students who intend to pursue the doctorate in psychology following graduation from PLU, the Bachelor of Science degree is likely to provide an especially strong preparation. The Bachelor of Science degree is also an excellent pre-professional degree for those students who plan to enter the fields of dentistry, medicine (all branches, including psychiatry), public health, or veterinary medicine. Many in business, education, nursing, and social work find a double major with psychology to be a valuable addition to their training.

FACULTY: Moritsugu, Chair; Anderson, Broeckel, R.M. Brown, Hansvick, Kim, LeJeune, Moon, Shore.

BACHELOR OF ARTS MAJOR: 36 semester hours in psychology including 101; 242; 493; one of 340, 342, 346, 348; one of 350, 352, 354; plus 16 hours of elective psychology courses. In addition to the 36 hours in psychology, Statistics 231 (psychology section) and accompanying lab are required.

BACHELOR OF SCIENCE MAJOR: 40 semester hours in psychology including 101; 242; 493; 340 or 342; 346 or 348; one lab section selected from 341, 343, 347, 349; one of 350, 352, 354; 481; plus 12 hours of elective psychology courses. In addition to the 40 hours in psychology, Statistics 231 (psychology section) and accompanying lab and at least 20 semester hours in mathematics and natural science are required. Of the 20 hours, at least 4 hours must be in mathematics and at least 8 hours in biology. Those students who, after graduating from PLU, plan to enter schools of dentistry, medicine, public health, or veterinary medicine should note the specific pre-professional mathematics and science requirements in the appropriate sections of this catalog.

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.

MINOR: 20 semester hours, of which at least 8 hours must be taken in residence. Statistics 231 (or equivalent) may be used as part of the 20 hour requirement.

Psychology 110, 111, and 113 do not count toward the major or minor.

Course prerequisites: A grade of "C-" or higher must have been earned in a course in order for it to qualify as a prerequisite.

Psychology 493, already required of all majors, also meets the senior seminar/project requirement when a project/paper is added. Students may petition the department to do the project/paper in another suitable course.

Course Offerings

101 Introduction to Psychology

An introduction to the scientific study of behavior; scientific methods for studying the behavior of living organisms; topics such as motivation, learning, emotion, intelligence, personality, adjustment, and social behavior. I II (4)

110 Study Skills

Effective techniques for college study. Note-making, study methods, examination skills, time management, educational planning. Class work supplemented by individual counseling. (May not be applied to core, language, or psychology major or minor requirements.) I II (1)

111 College Reading

Improvement of college-level reading skills. Previewing, skimming, scanning, rapid reading, critical reading, and study reading. (May not be applied to core, language, or psychology major or minor requirements.) I II (1)

113 Career and Educational Planning: Finding Your Way

Personal decision-making process applied to career and educational choices, self-assessment, exploration of the world of work, educational planning, reality testing, and building career-related experience. Does not meet general university requirements or psychology major or minor requirements. (1)

221 The Psychology of Adjustment

Problems in personal adjustment to everyday issues. Exploration of possible coping solutions. Prerequisite: 101. (2)

242 Advanced Statistics and Research Design

A continuation of Statistics 231 and accompanying lab taught by members of the psychology department. Topics include single and multi-factor experimental designs and analyses of variance, multiple regression, quasi-experiments, surveys, case studies, archival research, small-N research, 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 231 and accompanying lab taught by members of the psychology department or consent of instructor at least two months before the beginning of the semester. (4)

325 Human Sexuality

Study of the psychological, biological, and cultural components of human sexual and emotional behavior. Topics include sexual identity, typical and atypical sexual behavior, reproduction, courtship, and affection. Prerequisite: 101. (4)

340 Human Neuropsychology

The study of brain-behavior relationships. Topics include neuro-anatomical and neuro-physiological mechanisms underlying human behavior; psychological effects of brain damage; physiological correlates of language, sensory and motor functions, and emotion; electrical stimulation of the brain. Prerequisite: 101, 242 (or equivalent); or consent of instructor. (4)

341 Experimental Research Laboratory in Neuropsychology
Experiments and demonstrations related to neuropsychological phenomena. Emphasis on methodology in research on the brain and behavior. Prerequisite: 340 (or concurrent enrollment in 340). a/y (2)

342 Learning: Research and Theory

A critical overview of the research data on human and animal learning, and of the theoretical attempts to understand those data. Prerequisite: 101, 242 (or equivalent); or consent of instructor. (4)

343 Experimental Research Laboratory in Learning

Experiments and demonstrations related to conditioning and learning in humans and animals. Emphasis on methodology in learning research. Prerequisite: 342 (or concurrent enrollment in 342). a/y (2)

346 Perception

The study of our interactions with the physical world and the nature of our understanding of it. Includes such topics as color vision, dark adaptation, hearing music and speech, taste, smell, pain, and sensory physiology. Prerequisites: 101, 242 (or equivalent); or consent of instructor. (4)

347 Experimental Research Laboratory in Perception

Experiments and demonstrations of perceptual events. Emphasis on methodology in perception research. Prerequisite: 346 (or concurrent enrollment in 346). a/y (2)

348 Cognitive Processes



The study of human mental activity. Topics include attention, perception, consciousness, memory, language, conceptual behavior, developmental aspects of cognition, individual differences, and applications. Prerequisites: 101, 242 (or equivalent); or consent of instructor. (4)

349 Experimental Research Laboratory in Cognition

Experiments and demonstrations related to human cognition. Emphasis on methodology in research on cognition. Prerequisite: 348 (or concurrent enrollment in 348). a/y (2)

350 Personality Theories

Strategies for the study of personality. Review of theories and research. Discussion of implications for counseling. Prerequisite: 101. (4)

352 Development: Infancy to Maturity

Physical, intellectual, social, and emotional growth from infancy through adolescence to maturity. Prerequisite: 101. (4)

354 Social Psychology

Research and theory concerning the interaction between groups and the individual. Language, attitudes, aggression, leadership, person perception, and related topics are examined and their relationship to various types of social change and influences are

discussed. Prerequisite: 101. (4)

395 Research Laboratory

Experience in evaluating and conducting research in a designated area of psychology; may be offered from time to time as an elective to accompany various 300-level courses. Prerequisite: consent of instructor. (2)

399 Internship

A practicum experience in the community in the clinical, social, and/or experimental areas. Classroom focus on case conceptualization and presentation. Prerequisite: sophomore standing plus one course in psychology and consent of the department. (1-6)

401 Workshop

Selected topics in psychology as announced.

402, 403 Independent Study

A supervised reading, field, or research project of special interest for advanced undergraduate or graduate students. Prerequisite: departmental consent. (1-4)

405 Workshop on Alternative Perspectives

Selected topics in psychology as announced which help fulfill the university requirement in alternative perspectives.

440 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: 101. (4)

444 Adolescent Psychology

Physical development, mental traits, social characteristics, and interests of adolescents; adjustments in home, school, and community. Prerequisite: 352. (2)

450 Psychological Testing

Survey of standardized tests; methods of development, standardization; limitations and interpretations of tests. Prerequisites: 101, STAT 231 (or equivalent); or consent of instructor. (4)

453 Abnormal Psychology

Models of psychopathology. Diagnosis and treatment of abnormal behaviors. Prerequisite: 101. (4)

454 Community Psychology

Intervention strategies which focus primarily on communities and social systems. Particular stress on alternatives to traditional clinical styles for promoting the well-being of communities and groups. Prerequisite: 101. (4)

456 Theories and Methods of Counseling and Psychotherapy

Introduction to basic methods of counseling and psychotherapy, and examination of the theories from which these methods derive. Prerequisites: 350, 450, 453, or 454; or consent of instructor. (4)

461 Psychology of Work

Integrating career planning into the study of human behavior in work settings. Application and extension of psychological principles to the individual operating within an organization context—including measuring and facilitating job performance, worker motivation, human factors, and group processes. Prerequisite: 101. (4)

462 Consumer Psychology

Social psychological principles applied to consumer attitude-formation and decision-making—e.g., perception of advertisements, influence of reference groups and opinion leaders, and learning effects upon repeat purchasing.

Emphasis on audience, message, and media factors. Prerequisite: 101. (4)

464 Environmental Psychology

Human behavior related to the physical environment. Behavioral basis for designing environments—including territorial behavior; environmental attitudes and perceptions; and stressors. Applications to built and natural settings ranging from rooms to the wilderness. Prerequisite: 101. (4)

471 Psychology and the Law

An introduction to the issues, research, professional and judicial practices generated by the growing mutual influence between the law and psychology. Prerequisite: 101. (4)

472 Psychology and Medicine

An introduction to the field of health care psychology. Psychosocial factors influencing health (e.g., stressors, personality, behavior patterns). Psychosocial impact of illness and its treatment. The role of psychologists in the health care system. Prerequisite: 101. (4)

474 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: 101. (4)

481 Psychology Research Seminar

An advanced course providing students the opportunity to design and conduct ongoing research and review current research in psychology. Directed toward helping students perform research studies that may be suitable for submission to journals or presentations at conferences. Strongly recommended in the junior year for students with an interest in graduate studies. To maximize the effectiveness of the course, students are encouraged to give advance consideration to areas and designs for possible research. Prerequisites: 101, 242 (or equivalent), and consent of instructor. (2-4)

483 Seminar

Selected topics in psychology as announced. Prerequisite: consent of instructor. (2-4)

493 History and Systems of Psychology

Historical development, contemporary forms, and basic assumptions of the major psychological theories and traditions. Meets the senior seminar/project requirement when a project/paper is added. Prerequisites: 101; 242 (or equivalent); one of 340, 342, 346, 348; one of 350, 352, 354. (4)

495 Research Laboratory

Experience in evaluating and conducting research in a designated area of psychology; may be offered from time to time as an elective to accompany various 400-level courses. Prerequisite: consent of instructor. (2)

Publishing and Printing Arts

For more than twenty years Pacific Lutheran University's Department of English has offered a way to help students translate a "love of books" into an exciting professional career in publishing. One of only a few such programs in the country, this distinctive interdisciplinary curriculum in Publishing and Printing Arts (PPA) is highly respected by employers around the country because it combines preprofessional skills and experience with the solid foundation of a liberal arts education. This six-course minor is designed to give students with talent and interest in writing, graphic design, communications, or business a head start into the world of publishing and a broad variety of related professions.

The Publishing and Printing Arts program is an especially valuable complement to majors concerned with language and the written word, majors such as English, languages, education, public relations, journalism, marketing, and graphic design. But students majoring in a wide spectrum of disciplines — from biology to music to religion — have discovered the value of a publishing and printing arts minor, too. It both helps to connect them to publishing career opportunities in those fields and provides a richer understanding of the complex roles that written communications of all sorts play in our lives and in our modern world.

PUBLISHING AND PRINTING ARTS MINOR:

Three core courses are required:

- English 311/Communication 321 – The Book in Society
- English 312/Communication 322 – Publishing Procedures
- English 313/Art 331 – The Art of the Book I

In addition to this 12-hour core, students take three elective courses (12 hours) selected from at least two of the following categories: writing/editing, marketing/management, and design/production.

Writing/Editing: All English writing courses beyond 101, including 403; approved courses in Communication (285, 384, 480).

Marketing/Management: Approved courses in Business (203, 308, 309, 310, 365, 467, 468) or Communication (381, 385, 390, 438).

Design/Production: Approved courses in English (314), Communication (380), or Art (226, 326, 370, 396, 398, 426, 496).

Up to two courses (8 hours) can be counted toward both a Publishing and Printing Arts minor and other requirements, such as general university requirements, another minor, or a major.

To earn a minor in Publishing and Printing Arts, students must demonstrate computer skills and acquire some form of practical experience in publishing-related work gained outside the classroom.

Religion

Religion is an attempt to understand the meaning of human existence. For Christians meaning is revealed in the love of God in Jesus Christ. The Department of Religion stands within and affirms this Christian 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 which all too often neglects these questions.

FACULTY: Oakman, *Chair*; Batten, Govig, Gross, Ingram, Killen, Petersen, Stivers, Torvend.

UNIVERSITY CORE REQUIREMENTS: 8 semester hours for students entering as freshmen or sophomores. Four lower division hours shall be taken before the end of the sophomore year. The second 4 hours may be selected from most of the other offerings in the religion curriculum. Transfer students entering as juniors or seniors are required to take 4 semester hours of religion (from lines 1 or 2), unless presenting 8 transfer hours of religion from other accredited colleges or universities. Correspondence courses and independent studies may not be used to fulfill the core requirement in Religious Studies.

The Core I requirement in Religious Studies (8 hours) specifies that 4 hours must be taken from each of two lines, as follows:

1. Biblical Studies – 111, 211, 212, 330, 331, 332.
2. Christian Thought, History, and Experience – 121, 221, 222, 223, 224, 225, 226, 227, 360, 361, 362, 364, 365, 367, 368.
3. Integrative and Comparative Religious Studies – 131, 132, 133, 231, 232, 233, 234, 235, 237, 390, 391, 392, 393.

PERSPECTIVES ON DIVERSITY REQUIREMENT: 131, 132, 232, 233, 234, 235, 237, 247, 341, 344, and 347 fulfill the cross-cultural line. 257, 351, 354, 357, and 368 fulfill the alternative line.

BACHELOR OF ARTS MAJOR: 32 semester hours with at least 4 hours in each of the three lines plus 490. 16 of the 32 hours for the major must be taken in upper division courses (numbered 300 or higher). Transfer majors will normally take 20 hours in residence. Majors should plan their program early in consultation with departmental faculty. Closely related courses taught in other departments may be considered to apply toward the religion major in consultation with the chair of the department.

MINOR (TEACHER EDUCATION OPTION): 24 semester hours; at least 4 hours in each of the three lines. Transfer minors under this option normally take 16 hours in residence. Intended primarily for parochial school teachers enrolled in the School of Education.

MINOR: 16 semester hours with no more than 8 hours in one of the lines listed above. Transfer minors under this option must take at least 8 hours in residence.

Course Offerings

111 Biblical Literature: Old and New Testaments

Emphasizes the Bible as a whole; selected passages interpreted in contemporary contexts, such as religion and health care. (4)

121 The Christian Tradition

The study of selected theological questions and formulations examined in their social and historical contexts. (4)

131 The Religions of South Asia

Hinduism, Buddhism, Jainism, and Sikhism — their origins and development, expansion, and contemporary issues. (4)

132 The Religions of East Asia

Confucianism, Taoism, Chinese and Japanese Buddhism, Shinto, and the “new religions” of Japan — their origins, development, and contemporary issues. (4)

133 The Bible and Culture

Opens a window onto the “strange new world” in the Bible. Builds on social scientific studies of the Bible as a document of Mediterranean antiquity; shows the distinctiveness of biblical culture and how a reader’s own culture shapes an understanding of the Bible. (4)

211 Religion and Literature of the Old Testament

Literary, historical, and theological dimensions of the Old Testament, including perspectives on contemporary issues. (4)

212 Religion and Literature of the New Testament

Literary, historical, and theological dimensions of the New Testament, including perspectives on contemporary issues. (4)

221 Ancient Church History

Origins, thought, and expansion of the Christian Church; rise of the Papacy, expansion in Europe and the growth of Christian involvement in culture, to the end of the Papacy of Gregory I (604). (4)

222 Modern Church History

Beginning with the Peace of Westphalia (1648), interaction of the Christian faith with modern politics, science, and philosophy; expansion in the world, modern movements. (4)

223 American Church History

Interaction of religious and social forces in American history, especially their impact on religious communities. (4)

224 The Lutheran Heritage

Lutheranism as a movement within the church catholic: its history, doctrine, and worship in the context of today’s pluralistic and secular world. (4)

225 Faith and Spirituality

Reflection on Christian lifestyles, beliefs, and commitments. (4)

226 Christian Ethics

Introduction to the personal and social ethical dimensions of Christian life and thought with attention to primary theological positions and specific problem areas. (4)

227 (247, 257) Christian Theology

Survey of selected topics or movements in Christian theology designed to introduce the themes and methodologies of the discipline. (4)

231 Myth, Ritual, and Symbol

The nature of myth and its expression through symbol and ritual. (4)

232 The Buddhist Tradition

Introduction to the history and practice of Buddhist tradition in its South Asian, East Asian, and Western cultural contexts. (4)

233 The Religions of China

Introduction to the major religious movements of China. (4)

234 The Religions of Japan

Introduction to the religious traditions of Japan. (4)

235 Islamic Traditions

An introduction to the history, teachings, and practices of Islam. (4)

237 Judaism

Historical development of Judaism's faith and commitment from early Biblical times to the present. (4)

239 Environment and Culture

Study of the ways in which environmental issues are shaped by human culture and values. Major conceptions of nature, including non-western perspectives and issues in eco-justice. Critical evaluations of literature, arts, ethics, conceptual frameworks, history, and spirituality. (4)

330 Old Testament Studies

Major areas of inquiry: the prophets, psalms, wisdom literature, mythology, theology, or biblical archeology. (4)

331 New Testament Studies

Major areas of inquiry: intertestamental, synoptic, Johannine, or Pauline literature, or New Testament theology. (4)



332 The Life of Jesus

Historical survey of "Life of Jesus" research; form and redaction criticism of the gospel tradition; the religious dimensions of Jesus' life and thought. Prerequisite: one lower division course or consent of instructor. (4)

360 Studies in Church Ministry

The church in human service: the congregation, the church-related college, contemporary contexts of world mission. (4)

361 (341, 351) Church History Studies

Selected area of inquiry, such as American-Scandinavian church history, religious experience among American minority communities, and the ecumenical movement. (4)

362 Luther

The man and his times, with major emphasis on his writing and creative theology. (4)

364 (344, 354) Theological Studies

Selected topic or movement within Christian theology. (4)

365 Christian Moral Issues

In-depth exploration from the perspective of Christian ethics of selected moral issues such as peace and violence, the environment, sexuality, political and economic systems, hunger, and poverty. (4)

367 (347, 357) Major Religious Thinkers, Texts, and Genres

In-depth study of major figures, texts, or genres in Christian and non-Christian religious traditions, focusing especially on the theology and religious thought of these traditions. Fulfills either line 2 or 3 as appropriate. Prerequisite: consent of instructor. (4)

368 Feminist and Womanist Theologies

A study of major theological themes and issues through global women's perspectives on gender. (4)

390 Studies in History of Religions

Historical study of specific non-Christian religions such as the traditions of India and China, Judaism, and Islam. (4)

391 Sociology of Religion

Multi-cultural investigation of religious experience, belief, and ritual in relation to their social settings with particular attention to new forms of religion in America. (Cross-referenced with SOCI 391.) (4)

392 God, Magic, and Morals

Anthropology of religion. (Cross-referenced with ANTH 392). (4)

393 Religion and the Life Cycle

Selected periods considered from a religious and social scientific viewpoint. (4)

490 Research Seminar

Discussion of common readings and a major research and writing project with public presentation around the student's area of interest. Meets the capstone seminar/project requirement. (4)

491 Independent Study

Intended for religion majors, advanced and graduate students; consent of the department is required. (1-4)

Scandinavian Area Studies

Scandinavian Area Studies is a flexible program which draws on many university departments. It offers a broad perspective on Scandinavia past and present, while developing useful analytical and communicative skills. The program reflects both the Scandinavian heritage of the university and the dynamic profile of Scandinavia within the world community today.

SCANDINAVIAN STUDIES COMMITTEE: Toven, *Chair & Program Director*; M. Benton, Hegstad, R. Jensen, Myrbo, C. Nelson, Ringdahl, Vaught Farner.

Students enrolled in the Scandinavian Area Studies program are expected to demonstrate the equivalent of two years of Norwegian, Swedish, or Danish language instruction (16 hours). To gain a basic understanding of the region, they also take 6 hours in Scandinavian cultural history and 4 hours in Scandinavian literature.

Majors choose additional Scandinavian and cross-disciplinary courses in accordance with personal interests and goals and in consultation with the program director (4 hours in cross-disciplinary course, 2 hours in a senior project, and 8 hours of electives). A total of 40 semester hours is required. With the approval of the Scandinavian Studies director, selected January-term, summer, and experimental courses may be included in the major program. No more than 8 semester hours may be offered to meet both the Scandinavian Area Studies major and general university requirements or requirements for a second major. Such cross-application of courses must be approved by the Scandinavian Studies director.

The cross-disciplinary courses listed below offer an opportunity to view the Scandinavian countries in comparison with other world regions. They are regular departmental offerings in which students enrolled in the Scandinavian Area Studies major focus their reading and work assignments to a significant extent on Scandinavia. Students must consult with the program director concerning registration for these courses.

Students are encouraged, though not required, to study in Scandinavia as part of their program. Study opportunities are available at a variety of institutions in Norway, Sweden, and Denmark. Appropriate coursework completed abroad should be submitted to the Scandinavian Studies director for approval toward the major.

Students interested specifically in Norwegian language study are referred to the description of the Norwegian major under the Department of Languages and Literatures. All core Scandinavian courses are taught out of this department.

SCANDINAVIAN COURSES

Languages:

- Norwegian 101, 102 – Elementary
- Norwegian 201, 202 – Intermediate
- Norwegian 301 – Conversation and Composition
- Norwegian 302 – Advanced Conversation and Composition

Cultural History:

- Scandinavian 150 – Introduction to Scandinavia
- Scandinavian 322 – Contemporary Scandinavia
- Scandinavian 323 – The Vikings
- Scandinavian 324 – The Emigrants

Literature:

- Scandinavian 250 – Masterpieces of Scandinavian Literature
- Scandinavian 421 – Ibsen and Strindberg
- Scandinavian 422 – Twentieth-Century Scandinavian Literature

CROSS-DISCIPLINARY COURSES SOMETIMES APPLICABLE TO THE SCANDINAVIAN AREA STUDIES

MAJOR: Consult with the program director to determine applicability.

- Economics 381 – Comparative Economic Systems
- English 331 – The Art of the Book I
- English 364 – Special Topics in Children's Literature
- History 323 – The Middle Ages
- History 325 – Reformation
- Philosophy 338 – Existentialism and Continental Philosophy
- Political Science 331 – International Relations
- Political Science 383 – Modern European Politics
- Religion 223 – American Church History
- Religion 224 – The Lutheran Heritage
- Religion 361 – Church History Studies

Course Offering

499 Senior Project

A research paper, internship, or other approved project. For Scandinavian Area Studies majors. I II (2)

Division of Social Sciences

The faculty within the Division of Social Sciences seek to provide a challenging education in the social sciences that critically analyzes the past and the present social history and structures of human interaction. Instruction is vibrant and relevant to the time and world in which we live and encourages responsible citizenship for today and tomorrow. Through classroom learning and applied settings such as supervised internships, students in the social sciences acquire an understanding of society while developing the analytical tools with which to provide solutions to a diverse range of social problems.

The Division of Social Sciences fully supports interdisciplinary programs. The programs in the Americas, Global Studies, and Legal Studies are housed within the division. In addition, Social Sciences faculty also participate actively

in other interdisciplinary programs including Chinese Studies, Women's Studies, and Environmental Studies.

Also administered within the division, the Center for Economic Education serves to broaden knowledge of economic principles among K-12 teachers and their students in the Pacific Northwest.

FACULTY: Huelsbeck, *Dean*; faculty members of the Departments of Anthropology, Economics, History, Marriage and Family Therapy, Political Science, Psychology, Sociology and Social Work, and programs in Legal Studies, Global Studies, and the Americas.

As a division within the College of Arts and Sciences, the Division of Social Sciences offers programs in each constituent department leading to the B.A. degree. Additionally, a B.S. degree is offered in psychology and an M.A. degree is offered in marriage and family therapy. Course offerings and degree requirements are listed under

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

See also sections specific to affiliated degrees and programs for Chinese Studies, Global Studies, and Legal Studies.

Social Work

See *Sociology and Social Work* immediately following.

Sociology and Social Work

Sociology and social work, as distinct disciplines, are concerned with understanding contemporary social issues, policies, and solutions. While sociology emphasizes research, interpretation, and analysis, social work emphasizes intervention and practice. The disciplines share an interest in human relationships and experience, contemporary family life and family policies, ethnic diversity and race relations, poverty and social stratification, social justice and community organization. Both disciplines encourage hands on learning through field placements, internships, and service learning projects.

Students may major in either sociology or social work, minor in sociology, or complete a double major in sociology and social work. Social work majors are encouraged to minor in sociology.

FACULTY: McDade, *Chair*; Biblarz, Higginson, Jobst, Keller (*Social Work Program Director*), Leon-Guerrero, Russell (*Social Work Field Coordinator*), Szabo.

Sociology

Sociology examines the processes and structures which shape social groups of all sizes, including friends, families, workplaces, and nations. The study of sociology provides students with unique interpretive tools for understanding themselves and

others in a changing world. Sociology has broad appeal to those who are interested in developing practical skills and analytical talents. Some of the practical pursuits enabled by sociological training are in the areas of program development, counseling, research, criminal justice, management, and marketing. The academic preparation is valuable to those interested in pursuing degrees in law, administration, social work, theology, or the social sciences.

The department's curriculum offers a variety of courses in sociological analysis while permitting an optional concentration in the specialized areas of family/gender or crime/deviance. The curriculum is deliberately flexible to permit students to study individual subject areas, or to pursue majors or minors in the field. Students majoring in business, nursing, education, and computer science find the sociological minor particularly useful for broadening their understanding of social rules and relationships, programs and solutions, and continuity and change.

The faculty is attentive to the individual needs of students in their efforts to provide academic excellence to a diverse student body.

BACHELOR OF ARTS:

General Major: 40 semester hours, including 101, 240, 330, 397, 496, 499, plus 12 semester hours in sociology approved by the department at the 300 and 400 levels; and Statistics 231.

Major with Concentration in Family/Gender: 40 semester hours including 101, 330, 397, 440, 496, 499; plus 12 semester hours in sociology chosen in consultation with the department; and Statistics 231.

Major with Concentration in Crime/Deviance: 40 semester hours including 101, 336, 397, 413, 496, 499; plus 12 semester hours of sociology chosen in consultation with the department; and Statistics 231.

Revised requirements for those majoring in both sociology and social work: 80 semester hours including Social Work 275, 323, 380, 385, 472, 473, 475, 476, 485, 486, and 499; Sociology 101, 397, 496, 499, plus 16 elective credits (recommended courses include Sociology 330, 362, 386 and 462); Statistics 231; Psychology 101; and Biology 111.

NOTE: 101 or consent of instructor are prerequisite to all 300 and 400 level courses.

MINOR: 20 semester hours, including 101 and 16 semester hours of sociology chosen in consultation with the department. Statistics 231 may be included in the minor.

BACHELOR OF ARTS IN EDUCATION:

See *School of Education*.

TRANSFER STUDENT POLICY: The department accepts, for transfer credit from another college or university, only those courses equivalent to Sociology 101 (American Society or Introduction to Sociology) and Sociology 240 (Social Problems). If students wish to have additional courses considered for transfer to either their major or minor requirements, they must first meet with the department chair. The student should bring to this initial meeting the following:

1. college/university transcripts
2. college catalogs
3. course syllabi and other supporting materials

Declared majors/minors will be required to fill out one petition per transfer course.

Course Offerings

101 American Society

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. Fulfills the alternative line in the Perspectives on Diversity requirement. (4)

117 Critical Conversation

An analysis of selected social issues and problems with a special emphasis on critical thinking and communication skills. Topics vary. Open to first year students only. No prerequisites. (2)

240 Social Problems

Critical examination of poverty, discrimination, drugs, crime, homelessness, violence, family breakdown. Course addresses contemporary social problems, an analysis of their social roots, and an evaluation of the policies designed to eradicate them. Fulfills the alternative line in the Perspectives on Diversity requirement. (4)

302 Topics in Sociology

Selected topics as announced by the department. Prerequisite: departmental consent. (1-4)

326 Delinquency and Juvenile Justice

An examination of juvenile delinquency in relation to the family, peer groups, community and institutional structure. Includes consideration of processing of the delinquent by formal agencies of control. Prerequisite: 101 or consent of instructor. a/y (4)

330 The Family

An examination of the institution of the family from historical, multi-cultural, and contemporary perspectives, with emphasis on how families and family life are affected by social forces such as the economy, race and ethnicity, religion, and law. Topics include: Relationships, love, authority, conflict, sexuality, gender issues, child rearing, communication patterns, and violence in the context of family life. Prerequisite: 101, PSYC 335 or consent of instructor. (4)

336 Deviance

A general introduction to a variety of nonconforming, usually secretive, and illegal behavior, such as corporate crime, drug dealing, prostitution, industrial spying, child abuse, and suicide, with emphasis on the conflict of values and life-experiences within a society. Prerequisite: 101 or consent of instructor. (4)

351 Sociology of Law

An examination of the social control of law and legal institutions; the influence of culture and social organization on law, legal change, and the administration of justice. Includes examples of how law functions within the major theoretical models. Prerequisite: 101 or consent of instructor. (4)

362 Families in the Americas

A cross-cultural examination of family life in the United States, Canada, Central and South America, and the Caribbean, with a special emphasis on how social forces such as the economy, culture, and religion shape family life. Includes discussions of race/ethnicity, social class, and sexual orientation. Prerequisite: SOCI 101, ANTH 102 or consent of instructor. (4)

386 Equality and Inequality

An examination of the nature, origins, forms, and consequences of social equalities and inequalities. Focus on material circumstances, lifestyles, and life changes in social classes, including racial groups and other minorities. Prerequisite: 101 or consent of instructor. a/y (4)

391 Sociology of Religion

An investigation of the American religious scene with particular emphasis on the new religious movements, along with attention to social settings and processes which these new religions reflect and produce. Prerequisite: 101, one previous religion course, or consent of instructor. (Cross referenced with RELI 391). a/y (4)

397 Research Methods

An overview of the methods to explore, describe, and analyze the social world. General issues in the design and implementation of research projects, as well as specific issues that arise in conduct-

ing interviews and field observations, constructing and administering surveys, analyzing existing data, and planning program evaluations. Required for junior sociology and social work majors. Prerequisite: 101, junior status, or consent of instructor. (4)

399 Internship

Students receive course credit for working in community organizations and integrating their experiences into an academic project. Placements are usually arranged by the student and may include the public school system, private and public social service organizations, criminal justice system agencies, local and state governmental agencies, and businesses. Departmental consent is required. (1–4)

413 Crime and Society

An examination of criminal behavior in contemporary society in relation to social structure and the criminalization process with particular attention to the issues of race, gender, and class. Prerequisite: 101, 336, or consent of instructor. (4)

418 Advanced Data Applications

An opportunity for advanced majors to conduct individual research and data analysis projects. Focus on quantitative or qualitative data collection and analysis. Prerequisites: STAT 231 and SOCI 397. Departmental consent is required. (2–4)

440 Sex, Gender, and Society

An analysis of sexuality and gender from individual and cultural perspectives. Gender stereotypes and socialization; transexuality and cross-gender systems; communication and relationships; sexual attitudes, behaviors, and lifestyles; work and family issues; violence; gender stratification and feminism. Prerequisite: 101, WMST 101, or consent of instructor. Fulfills the alternative line in the Perspectives on Diversity requirement and is a core course for Women's Studies minors. (4)

462 Suicide

An examination of the different aspects of suicide and suicidal behavior. Begins with a cross-cultural and historical overview, looking at variations and changes in attitudes toward suicide. Review of the scope of the problem and careful analysis of theories that attempt to explain why people commit suicide. Discussions of intervention in suicidal behavioral and the question of the right to suicide. Prerequisites: 101 and consent of instructor. (4)

491 Independent Study

Readings or fieldwork in specific areas or issues of sociology under supervision of a faculty member. Prerequisite: departmental consent. (1–4)

496 Major Theories

An analysis of influential sociological theories of the 19th and 20th centuries with attention to the classic theories of Marx, Durkheim, and Weber, to the recent contemporary schools, and to the underlying patterns of thought which both unite and divide the sociological tradition. Required for senior majors. Prerequisite: 101, senior declared major/minor, or consent of instructor. (4)

499 Senior Seminar

Capstone experience for sociology majors. Students integrate materials from previous sociology courses through additional readings, research, and discussion. Through formal presentations and research, students critically assess their sociological understanding. Prerequisite: Senior status or departmental consent. (4)

Social Work

Within a program that is firmly based in the liberal arts, the social work major is designed to prepare students for beginning professional social work practice. Social work has both a heavily

multidisciplinary-based body of knowledge and its own continuously developing knowledge base. The complexity of social issues and social problems that confront the modern-day social worker require this broad theoretical perspective. Social workers are involved in areas that are influenced by political, economic, social, psychological, and cultural factors. To that end, the program stresses an understanding of social science theories and methods. The curriculum provides a foundation for understanding the interaction of individual, family, and community systems, as the basis for generalist practice. Students learn a multi-method approach to social work practice that enables them to address a wide range of individual, family, group, and community needs. Students enhance their commitment to informed action to remove inequities based on race, ethnicity, culture, gender, social class, sexual orientation, disability, and age.

The social work faculty place a high value on the integration of academic and experiential learning. The program provides field work experience in community settings. Social work majors have access to a rich variety of social service agencies in Tacoma and Pierce County that provide field learning sites. Students work with experienced, caring supervisors who help make these placements valuable learning experiences.

Social work majors should consult with a departmental adviser to plan their course of study. The faculty encourage students to take advantage of learning opportunities that emphasize multicultural awareness and diversity.

The social work program is accredited by the Council on Social Work Education.

ADMISSION TO THE SOCIAL WORK PROGRAM: Students seeking the Bachelor of Arts degree in Social Work must first apply and be accepted into the program. The social work program welcomes diversity and invites interest and applications from persons who seek to participate in a profession committed to helping people, now and in the future.

Students will be admitted to the Social Work Program for fall semester only. The priority date for applications is February 15, though applications will be accepted until available positions are filled. Enrollment is competitive.

Admission is determined by faculty evaluation of student applications on the basis of the following criteria:

1. transcript that documents the completion of at least 40 semester hours of prescribed course work with a minimum grade point average of 2.75. In addition, the student must show successful completion of the following prerequisites: Writing 101, Psychology 101, Sociology 101, Biology 111, Anthropology 102, and the PLU math entrance requirement. (Note: grades below C- do not transfer);
2. a personal essay which addresses (a) interest in social work as a career, (b) life experiences shaping an interest in social work, (c) professional social work goals, and (d) an evaluation of personal strengths and limitations (details may be obtained from Social Work Program);
3. a summary of work and volunteer experience;
4. two letters of recommendation that evaluate and document the applicant's potential for success in social work education and practice;
5. Washington State Patrol Criminal History clearance (Applicants with a criminal record will be urged to explore their prospects for registering as a counselor or later being certified as a social worker with the State of Washington);
6. written agreement to comply with the National Association of Social Workers' Code of Ethics (a copy of which is available from the Social Work Program);
7. personal interview (may be requested).

Any falsification in the application for admission is grounds for dismissal from the program. Applicants who are not admitted to candidacy for the degree may reapply without prejudice.

Application materials are available directly from the Social Work Program in Xavier Hall, or may be requested by calling 535-7294.

CONTINUATION POLICIES: To remain in the program, a student must: 1) maintain a 2.75 grade point average in social work courses and a 2.50 overall grade point average; and 2) demonstrate behavior which is consistent with the NASW Code of Ethics and University Code of Conduct.

BACHELOR OF ARTS MAJOR: 36 semester hours in social work, including 275, 323, 380, 385, 472, 473, 475, 476, 485, 486 and 490; 12 semester hours in sociology, including 101, 397 and four elective credits. Additional requirements include Anthropology 102 or 334, Statistics 231 (must be completed at PLU), Psychology 101, and Biology 111.

Course Offerings

101 Introduction to Social Work

An introduction to the field of social work. Provides an overview of the practice settings, theoretical models, and value base of the profession of social work. Students have the opportunity to visit several different settings and meet with current social work practitioners. A volunteer experience in the field is a required component of the course. I (4)

201 January on the Hill

An intense experience of community work on Tacoma's Hilltop District and/or Tacoma's east side where students learn first hand about poverty and participate in community projects. Fulfills the alternative line in the Perspectives on Diversity requirement and the January term requirement. J (4)

275 Social Policy I: History of Social Welfare

Social policy course required of all social work majors. Exploration of interdependence of social, cultural, political, and economic factors in the history, theory, and practice of social welfare, with special reference to the development of the social work profession in response to social problems. Examination of the relationship among the social welfare systems, the problems and issues addressed by social services, and the role of the professional social worker in service areas and settings such as aging, child welfare, health and mental health, income maintenance and services to women and minorities. Opportunities to meet with practitioners in the field. Prerequisites: None. I (4)

323 Social Work Practice I: Interviewing and Interpersonal Helping

An introductory practice course which provides students with the conceptual framework of generalist social work practice. Application of the ecological systems perspective to direct practice. Provides students with the opportunity to learn intentional interviewing skills and apply those skills within various models of practice. Assists students toward mastery in assessment, goal setting, contracting, development of intervention plans based on theory and assessment information, evaluation, and termination. Must also complete lab. Prerequisites: 275, 380. II (4)

380 Human Behavior and the Social Environment

Examination of the biological, psychological, cultural, and social influences on human development. An ecological perspective for studying the theory and development of individuals, families, groups, institutions, organizations, and communities with implications for generalist social work practice. Special emphasis on gender, ethnicity, and other aspects of human diversity. Impact of social and economic forces on individuals and social systems as well as ways in which systems enhance or hinder healthy human development. Volunteer experience is a required component of the course. Prerequisites: None. I (4)

385 Social Policy II: Social Policy Analysis

An in-depth examination of social welfare structure, functions, policy, and programs. The influence that economic, political, and cultural systems have upon social policy and the way in which the values operating in these systems impact social policy. An examination of the impact of administrative and organizational structures at various governmental levels on social policy implementation, especially as they affect services to vulnerable populations. Introduces students to applications of theoretical frameworks to social work policy in such areas as income maintenance, health, mental health, child welfare, and housing and homelessness. Prerequisite: 275. II (4)

399 Special Topics in Social Work

Selected topics as announced by the department. Topics relevant to current trends and issues in the field of social work. (2-4)

472 Social Work Practice II: Families and Groups

The second social work practice course which teaches theoretical models and practice skills for intervention with families and groups. Includes an understanding of culturally sensitive practice. Explores diverse family forms. Introduces students to group dynamics and group development. Prerequisites: 275, 323, 380, 385. I (4)

473 Social Work Practice III: Macropractice

A conceptual framework based on ethics and values considerations and requisite skills for social work practice with groups, organizations, and communities. Emphasis on macropractice assessment, intervention, and change strategies at the organization, community, and larger system level. Prerequisites: 275, 323, 380, 385. II (4)

475 Field Experience I

Students are assigned to a social service agency and participate, under supervision, in the delivery of social work services. Prerequisites: 275, 323, 380, 385; to be taken concurrently with 472 and 485; requires consent of instructor. I (3)

476 Field Experience II

Continuation of 475. Students receive more advanced field assignments in a social service agency setting. Must be taken concurrently with 473 and 486. II (3)

485 Field Experience Seminar I

This seminar provides students with the opportunity to learn about the intake and assessment process at various social service agencies. Enables students to monitor their progress in their field experience setting. Must be taken concurrently with 475. I (1)

486 Field Experience Seminar II

In this seminar, students learn about the strengths perspective as it relates to social work practice and present a case from their field setting. Students will continue to develop skills in evaluating their own practice and learn about the applicability of research to social work practice. Must be taken concurrently with 476. II (1)

490 Senior Seminar

In this capstone experience, students examine the evolution of their own personal style of social work practice, the theories and models for practice which they have developed, the ethical and value foundation which underlies social work, and how these are integrated with their personal and professional experiences and prior coursework. The product of this final synthesis is presented to the class and is open to others within the university community. Prerequisites: 275, 323, 380, 385, 472, and 475. II (4)

491 Independent Study

Prerequisite: Consent of instructor. (1-8)

Statistics

Statistics, 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.

Statistical practice includes: collection, exploration, summarization, and display of data; design of experiments and sampling surveys; drawing inferences and making decisions based on data and assessing the uncertainty of such inferences and decisions; and the construction of mathematical models for analysis of random processes. Probability forms the conceptual foundation and mathematical language for the inferential aspects of statistics.

The statistics program is offered cooperatively by the Departments of Economics, Mathematics, Psychology, and Sociology. The program is administered by an Interdisciplinary Statistics Committee headed by the Statistics Program director, who is appointed by the dean of the Division of Social Sciences. The statistics minor is administered by the Department of Mathematics. Students interested in a statistics minor are encouraged to discuss course selection with a statistics faculty member from any discipline.

FACULTY: Selected faculty from the Departments of Economics, Mathematics, Psychology, and Sociology.

STATISTICS MINOR: A minimum of 16 semester hours to include Statistics 341, at least 8 hours from among the other statistics courses (Statistics 231 and Statistics 241 cannot both be counted toward the minor), and Computer Science and Computer Engineering 144 or 220.

The statistics courses chosen for a statistics minor will vary with the interests of the student. Some typical programs leading to a statistics minor are listed below; a computer science course must be added to each list.

For students interested in mathematics, graduate or professional work in statistics, or an actuarial career:

Statistics 341, 342, 348

For students interested in economics or business:

Statistics 231 or 241, 341, Economics 344 or Statistics 341, 342, Economics 344

For students interested in other social sciences:

Statistics 231 or 241, 341, Economics 344 or Statistics 231 (Psychology students should take designated sections of Statistics 231.)

For students interested in natural sciences:

Statistics 341, 342, 348 or Statistics 231 or 241, 341, 348

Course Offerings

231 Introductory Statistics

Descriptive statistics: measures of central tendency and dispersion. Inferential statistics: generalizations about populations from samples by parametric and nonparametric techniques. Methods covered will include estimation, hypothesis testing, correlation analysis, regression, chi square, and ANOVA analysis. Includes a required computer lab. Students should register for the lab corresponding to their lecture section. (May not be taken for credit after STAT 341 has been taken.) I II (4)

241 Applied Statistics for Scientists (MATH 241)

An introduction to the basic techniques of statistical analysis with application to the biological and physical sciences. Covers

probability, data organization and summary, random variables, distributions, hypothesis tests, non-parametric methods, linear regression, and analysis of variance. Case studies in different disciplines will be used to illustrate the application of each topic. MINITAB statistical software will be used. Prerequisite: Math 140 or Math 128. I (4)

341 Introduction to Mathematical Statistics (MATH 341)

Description of data (univariate and bivariate), introduction to probability (axioms, discrete and continuous random variables, expectations), special distributions (binomial, Poisson, normal, gamma), statements of law of large numbers and central limit theorem, elements of experimental design (control, randomization, blocking), sampling distributions, point estimators (bias, efficiency, methods of moments and maximum likelihood), confidence intervals, hypothesis tests, regression (if time permits). Prerequisite: MATH 152. I (4)

342 Probability and Statistical Theory (MATH 342)

Continuation of Math/Stat 341. Topics may include: joint, marginal and conditional distributions, correlations, distributions of functions of random variables, moment generating functions, Chebyshev's inequality, convergence in probability and limiting distributions, introduction to inference in regression and one-way analysis of variance, introduction to Bayesian and non-parametric statistics, power test and likelihood ratio tests. Prerequisite: MATH/STAT 341. a/y II (4)

343 Operations Research (ECON 343)

Quantitative methods for decision problems. Emphasis on linear programming and other deterministic models. Prerequisite: STAT 231 or equivalent. II (2)

344 Econometrics (ECON 344)

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. Extensions of the model and applications to the analysis of economic data. Prerequisite: STAT 231 or equivalent. (4)

348 Applied Regression and Analysis and Anova (MATH 348)

Linear, multiple and nonlinear regression, regression diagnostics and violations of model assumptions, analysis of variance, experimental design including randomization, and blocking, multiple comparisons, analysis of covariance. Substantial use of a statistical computer package and an emphasis on exploratory analysis of data. Prerequisite: 341 or consent of instructor. a/y II (4)

491 Independent Study (1-4)

500 Applied Statistical Analysis (ECON 500)

(Will not count for Statistics Minor) An intensive introduction to statistical methods for graduate students who have not previously taken Introductory Statistics. Emphasis on the application of inferential statistics to concrete situations. Topics covered include measures of location and variation, probability, estimation, hypothesis tests, and regression. (4)

Women's Studies

Women's Studies is a multidisciplinary program that enriches the traditional liberal arts curriculum by adding new perspectives on women's lives and accomplishments. Based on the study of women in culture, society and history, the program incorporates gender into other basic categories of analysis including the dynamics of social change, the creation and transmission of culture and the arts, the legacy and cultural construction of our physical and intellectual characteristics, and the origins and nature of current theories and social issues. Women's Studies broadens the education of both male and female students and enhances their career preparation and professional opportunities wherever there is need to understand women and the new role that they play in society.

FACULTY: Women's Studies Executive Committee: Marcus, Chair; Brusco, Ehrenhaus, Ellard-Ivey, Hames, Killen, Kluge, Kraig, McDade, Nendauer, Yerian.

MINOR: 20 semester hours, including one Women's Studies core course (4 hours), two program core courses (8 hours) from departments in different divisions or schools; and two elective courses (8 hours) from two different divisions or schools.

1. *Women's Studies Core Course (required – 4 hours)*
WMST 101 – Introduction to Women's Studies (4)

2. *Program Core Courses (8 hours)*

Students choose two courses from the following program core courses which introduce women's studies in respective disciplines. Selections must be from two different divisions or schools:

- Anthropology 350 – Women and Men in World Cultures (4)
- English 232 – Women's Literature (4)
- English 341 – Feminist Approaches to Literature
- History 359 – History of Women in the United States (4)
- Integrated Studies 231 – Gender, Sexuality, and Culture (4)
- Integrated Studies 232 – Topics in Gender (4) (pending approval of topic)
- Philosophy 220 – Women and Philosophy (4)
- Physical Education 315 – Body Image (4)
- Psychology 474 – Psychology of Women (4)
- Religion 368 – Feminist and Womanist Theologies (4)
- Sociology 440 – Sex, Gender, and Society (4)

3. *Elective Courses (8 hours)*

Students choose two courses from the following options. Selections must be from two different divisions or schools.

- a. Additional course from the program core courses.
- b. Courses from an approved list published in the class schedule.
- c. Courses from any discipline for which part of the course requirements can be fulfilled with a research paper on women or women's issues. This allows the integration of Women's Studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Consent of instructor is required. Students should consult the Women's Studies chair prior to enrolling for the course and are required to submit the syllabus, research paper, and other relevant assignments to the Women's Studies Executive Committee for approval upon completion of the course.

MAJOR: The Women's Studies major is a multidisciplinary and interdisciplinary complementary major. Conferral of a baccalaureate degree with a major in Women's Studies requires completion of a second major from any discipline in the university. Students are encouraged to declare both majors simultaneously

and to plan a program aware of the possibilities for applying individual courses to both majors. The Women's Studies major allows application of courses from the second major and for general university requirements (Core I and Core II) to the Women's Studies major.

36 semester hours, including Women's Studies 101 and concurrent enrollment in Women's Studies 490 and 491 (8 hours); four courses from the approved list of program core courses from two different divisions or schools (16 hours); two elective courses from two different divisions or schools (8 hours); one service learning course (4 hours). Students are required to complete a minimum of four upper division courses in the program core and electives.

1. *Women's Studies 101* – Introduction to Women's Studies (4)
2. *Program Core Courses* (16 hours)

Students choose four courses from the following program core courses that introduce Women's Studies in respective disciplines. Selections must be from two different divisions or schools.

- Anthropology 350 – Women and Men in World Cultures (4)
- English 232 – Women's Literature (4)
- English 341 – Feminist Approaches to Literature (4)
- History 359 – History of Women in the United States (4)
- Integrated Studies 231 – Gender, Sexuality, and Culture (4)
- Integrated Studies 232 – Topics in Gender (4)
(pending approval of topic)
- Philosophy 220 – Women and Philosophy (4)
- Physical Education 315 – Body Image (4)
- Psychology 474 – Psychology of Women (4)
- Religion 368 – Feminist and Womanist Theologies (4)
- Sociology 440 – Sex, Gender, and Society (4)



3. *Electives (8 hours)*

Students choose two courses from the following options. Selections must be from two different divisions or schools.

- a. Additional courses from the program core courses.
- b. Courses from an approved list published in the class schedule.
- c. Courses from any discipline for which part of the course requirements can be fulfilled with a research paper on women or women's issues. This allows the integration of Women's Studies perspectives into courses that are not explicitly or entirely structured around those perspectives. Consent of the instructor is required. Students should consult the Women's Studies chair before enrolling for the course and are required to submit the syllabus, research paper, and other relevant assignments to the Women's Studies Executive Committee for approval upon completion of the course.

4. *Service Learning/Internship* (4 hours)

Students must enroll for either a service learning course in cooperation with the Center for Public Service or an internship through Women's Studies and Cooperative Education. Internships required for the second major may be applied to the Women's Studies major. Internships should be approved by the chair of Women's Studies. When this course is scheduled in the semester continuous with the semester in which students enroll for Women's Studies 490/491, one-year service learning placements or internships may be arranged, but are not required.

5. *Capstone Experience* (4 hours): Women's Studies 490 – Seminar in Women's Studies (2 hours) and Women's Studies 491 – Independent Study (2 hours)

Majors are required in their final semester of course work to enroll concurrently for both Women's Studies 490 and 491. Majors may enroll for Women's Studies 491 (Independent Study) with either the instructor for Women's Studies 490 (Seminar in Women's Studies) or a faculty member whose area of expertise qualifies her or him as a consultant for the research project or internship planned for Women's Studies 490.

Requests for credit toward the Women's Studies major and minor from transfer courses must be approved by the Women's Studies Executive Committee. Submit syllabus and course assignments to the Women's Studies chair. At least 17 hours of the major and 10 hours of the minor must be completed at PLU.

Course Offerings

101 Introduction to Women's Studies

Explores the richness and diversity of women's lives and experiences from a variety of perspectives, including the social sciences, humanities, and arts. Open to all students. No prerequisites. May be used to fulfill the alternative line in the Perspectives on Diversity requirement. (4)

490 Seminar in Women's Studies

A seminar for students who will do either an internship or a research project in Women's Studies. (2)

491 Independent Study: Undergraduate Readings

Reading in specific areas or issues of Women's Studies under the supervision of a faculty member. (1-4)

Writing

101 Inquiry Seminars: Writing

See *General University Requirements, The Freshman Experience*. (4)

201, 202 Writing Seminars for International Students

Organized thematically, these courses emphasize both the mechanics and process of writing. Students are placed in one or the other on the basis of TOEFL scores and a writing placement exam. (4, 4)

Graduate Studies

This section contains information about Pacific Lutheran University graduate programs. Course descriptions for graduate courses are included in the undergraduate section of the catalog — within the specific department or school.

The Office of Graduate Studies coordinates and integrates the work of the schools and departments that provide graduate level instruction. The general purpose of graduate education is to further the basic objectives of the university by providing graduate level academic and professional degree programs. Specific objectives are: (1) to increase the breadth and depth of understanding of graduate students in the liberal arts; (2) to increase students' knowledge of research being done in their field of concentration; (3) to develop students' abilities to do independent study and research; and (4) to enhance students' professional abilities.

MASTER'S DEGREES OFFERED

The **Master of Business Administration** program enhances the managerial effectiveness of leaders in business, government, and non-profit organizations. Individuals of all educational and working backgrounds are encouraged to apply. The program is accredited by AACSB – The International Association for Management Education.

The **Master of Arts in Education** meets the needs of educators by offering five concentrations:

1. The *Classroom Teaching* concentration provides advanced preparation in subject matter and professional education for elementary and secondary classroom teachers.
2. *Educational Administration* is designed to prepare professionals to become elementary and secondary school principals and program administrators. The degree is open to qualified professionals not seeking principal's credentials, as well.
3. The *Literacy Education* concentration prepares educators to encourage literacy acquisition and development appropriate to students' needs and interests. The importance of children's literature, information literacy, and technology are emphasized throughout, in both theory and practice.
4. *Special Education* seeks to expand the qualifications of persons who serve special needs children and youth in a variety of educational or rehabilitative settings. Some of these roles and settings might include self-contained and resource room teachers, special education consultants, support personnel, or coordinators.
5. *Initial Certification* is designed to prepare qualified teachers with endorsements in K–8 (Elementary Education) and 4–12 (Subject Matter Specific).

The **Master of Science in Nursing** offers an integrated approach to the acquisition of knowledge and clinical competencies essential to advanced nursing practice. Programs of study include two concentrations:

1. The *Nurse Practitioner* concentration prepares nurses for roles as primary care providers. Subsequent to national certification, graduates are awarded ARNP licensure as Family Nurse Practitioners whose scope of advanced nursing practice includes preventive, promotional, diagnostic, and prescriptive services in primary care settings.
2. The *Care and Outcomes Manager* concentration prepares nurses for an advanced nursing practice role in a variety of positions within the emerging managed health care system. Students focus on case management and the development of a

skill set that assures the clinical and managerial competence needed to function as utilization review coordinators, risk managers, nurse educators, nurse administrators, school nurses, clinical specialists, or nurse administrators.

Refer to page 105 in this catalog for information related to the RN to MSN program.

The **Master of Arts (Marriage and Family Therapy)** is designed to develop professional skills and clinical competence by means of a systems approach to family therapy with a rigorous practicum component. The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy.

Admission

Students seeking admission to any graduate program must hold a bachelor's degree from a regionally accredited college or university. A cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale) is required for admission as a regular status graduate student. Those students with an average of less than 3.0 may be granted provisional status and will not be considered for admission to regular status until they have demonstrated their ability to do graduate work by completing a minimum of eight semester hours of work with a cumulative grade point average of at least 3.0.

All application evaluations are based on scholastic qualifications, a statement of professional goals, letters of recommendation, and preparation in the proposed field of study. Some graduate programs may also require autobiographical statements, personal interviews, standardized tests, or other evidence of professional accomplishment.

Listings for each program detail these additional admission requirements. The dean of graduate studies may deny admission if applicants' scholastic records are undistinguished, if preparation is judged inadequate as a foundation for graduate work, or if the programs are already filled to capacity. Admission decisions are made by the dean of graduate studies upon recommendation by the graduate committee of the respective academic unit.

Students applying for admission to graduate study must submit a completed application form, a statement of goals, a resume, and a non-refundable application fee of \$35.00.

Applicants must request from each previously attended institution of higher learning (undergraduate and graduate) an official transcript to be sent by the institution directly to the Office of Admissions at PLU.

Further supporting evidence in the form of personal recommendations are required from those persons named by the applicant on the application form.

Refer to individual programs for application deadlines.

Application packets are available from the Office of Admissions, 253/535-7151.

In summary, the following items must be on file in the Office of Admissions before an applicant will be considered for admission:

1. The completed application form.
2. A statement of professional and educational goals.
3. A resume.
4. The \$35.00 non-refundable application fee.
5. An official transcript from each institution of higher learning attended. All transcripts must be sent directly to the Office of Admissions at PLU from the institution providing the transcript.

6. Two recommendations.
7. TOEFL test scores for all international students (see international student section for details).
8. Additionally, specific programs require the following:
 - Master of Business Administration: GMAT score.
 - Master of Arts in Education: MAT or GRE score; personal interview with program director.
 - Master of Arts in Social Sciences (Marriage and Family Therapy): Autobiographical statement; personal interview.
 - Master of Science in Nursing: GRE score; personal interview with program director.

Please contact the Counseling and Testing Office at 253/535-7206 for information on the GMAT, the MAT, and the GRE.

All records become part of the applicant's official file and can be neither returned nor duplicated for any purpose.

An offer of admission is good for one year in most programs. Admitted students who have not enrolled in any course work for one year after the semester they indicate they intend to begin their program must reapply.

Policies and Standards

INTERVIEWING OF APPLICANTS: Before admission to a graduate program, it is advisable for an applicant to seek an interview with the program director in the subject area of interest. In certain programs, a personal interview is a requirement as part of the application process. See specific program requirements for details.

CLASSIFICATION OF STUDENTS: A student may be admitted to a graduate program with regular or provisional student status, and may enroll as a full-time or half-time student.

Regular – Those students approved unreservedly for admission to graduate study are granted regular status. An undergraduate grade point average of 3.0 or higher is required for regular status.

Provisional – In some programs, newly admitted students are assigned provisional status until certain program prerequisites have been met. Students who fail to qualify for regular status because of grade point average or lack of completion of specific prerequisites may be granted provisional status.

NOTE: Students who have applied for graduate school before completing their undergraduate work may be admitted as regular or provisional status students with the condition that work cannot begin until they have successfully completed their bachelor's degree and official transcripts with the degree have been received by the Office of Graduate Studies. International students lacking adequate English skills will not be admitted conditionally.

Non-matriculated – Students holding the bachelor's degree who wish to pursue course work with no intention of qualifying for an advanced degree at PLU are classified as non-matriculated students. **A non-matriculated student may take a maximum of nine semester hours of 500-level courses.**

Full-time – Graduate students enrolled for eight or more semester hours in fall or spring semester are considered full-time.

Half-time – Graduate students enrolled for at least four but less than eight semester hours in fall or spring semester are considered half-time.

CHANGE OF STUDENT STATUS: Student status will be changed from *provisional* to *regular* after the following conditions have been met: satisfactory fulfillment of course deficiencies; satisfactory completion of eight semester hours of graduate work with a cumulative grade point average of 3.0 or higher; or satisfactory completion of departmental or school requirements.

Student status will be changed from *non-matriculated* to *regular/provisional* after the non-matriculated student completes the normal application process and is accepted into a regular

degree program. Credit earned during non-matriculated classification may count toward a graduate degree, but only as recommended by the faculty advisory committee and approved by the dean of graduate studies after the student has been admitted to a degree program. No such credit can be counted that carries a grade lower than B-. In all cases, a letter indicating change of status will be forwarded to the student, with a copy to the adviser and/or program director.

INTERNATIONAL STUDENTS: Students from abroad are subject to all the requirements for admission established by the Office of Admissions.

To allow ample time for visa and other departure procedures, the applicant should have his or her application and all supporting documents on file in the Office of Admissions no less than four months before a proposed date of entry. The following documents are necessary BEFORE an application can be processed.

1. Formal application for admission and statement of goals with the \$35.00 non-refundable application fee (which cannot be waived for any reason).
2. An official transcript from each institution of higher learning attended. All transcripts must be sent directly to the Office of Admissions at PLU from the institution providing the transcript.
3. Two letters of recommendation from school officials or persons of recognized standing. Applicants transferring from an American college or university should request their international student adviser to send a recommendation.
4. Demonstrated proficiency in the English language through attaining a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) or a minimum of 85 on the written section and 85 on the oral section of the Michigan Test. Conditional acceptance will not be granted for international students lacking adequate English language skills.
5. Official scores from specific tests as required for certain programs or concentrations. See individual master's programs for further information.

International students are required to submit a \$300.00 advance payment following an offer of admission. This payment is the student's acknowledgment of acceptance, and is credited to the student's account to be applied toward expenses of the first term of enrollment. If circumstances necessitate cancellation of enrollment and the Office of Graduate Studies is notified in writing thirty days in advance of the anticipated date of enrollment, the \$300.00 will be refunded.

An I-20 form (Certificate of eligibility for Non-immigrant Student Status) will be issued only after all documents have been received, the application has been reviewed, the student has been offered admission and accepted, a certification of finances has been received, and the \$300.00 advanced payment has been received. Certification from banks and embassies is permissible. A financial statement form is available from the Office of Admissions upon request. The I-20 form should be taken to the U.S. Consulate when requesting a visa to come to the United States for a graduate program. I-20 forms issued by the Office of Graduate Studies are for master's degree programs only and not for intensive English language study.

International students are required by immigration regulations to enroll as full-time students (a minimum of eight credit hours per semester). They are also required to have a physical examination and to submit the appropriate medical forms to the university's Health Service.

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 graduate students must also report to the Center For International Programs, 253/535-7194, upon reg-

istration for purposes of immigration and university record-keeping. This must be done at the time of registration (Harstad Hall, first floor).

FACULTY ADVISING: Upon admission each student will be assigned a faculty adviser responsible for assisting the student in determining a program of study. When appropriate, the adviser will chair the student's advisory committee. Students are encouraged to meet with their advisers early in their programs.

HOURS REQUIRED FOR THE MASTER'S DEGREE: A minimum of 32 semester hours is required. Individual programs may require more than the minimum number of semester hours, depending upon prior preparation and specific degree requirements. Any prerequisite courses taken during the graduate program shall not count toward fulfillment of graduate degree requirements.

TRANSFER OF CREDIT: Graduate work from another institution may be accepted for transfer upon petition by the student and approval by the program director. Eight semester hours may be transferable to a 32 semester hour program.

In degree programs requiring work beyond 32 semester hours, more than eight semester hours may be transferred. In any case, the student must complete at least 24 semester hours of the degree program at Pacific Lutheran University.

TIME LIMIT: All requirements for the master's degree, including credit earned before admission, must be completed within seven years. The seven-year limit covers all courses applied to the master's degree, credit transferred from another institution, comprehensive examinations, research, and final oral examination. The seven-year limit begins with beginning date of the first course applicable to the graduate degree. (See also "Satisfactory Progress Policy.")

RESIDENCY REQUIREMENT: All candidates for the master's degree must complete 24 semester hours of Pacific Lutheran University courses.

IMMUNIZATION POLICY: All graduate students are required to provide a university health history form with accurate immunization records of measles, mumps, rubella, and tetanus-diphtheria to Health Services. Students born before January 1, 1957, must provide documentation for tetanus-diphtheria (Td) booster within the last ten years. All international students are required also to have a tuberculosis skin test (purified protein derivative-ppd). This test will be done at Health Services after arrival at the university. The cost is \$10.00. Students with questions or concerns about the immunization policy should contact Health Services at (206) 535-7337.

COURSES TAKEN ON A PASS-FAIL BASIS: If a graduate student's program includes a course where students may elect a letter grade or the pass-fail option, graduate students must opt for the letter grade.

COURSES ACCEPTABLE FOR GRADUATE CREDIT: All 500-numbered courses described in this catalog are graduate level. In some graduate programs, a limited number of 300-level and 400-level courses may be accepted for graduate credit. (See *Degree and Course Offerings* for graduate course descriptions.) A maximum of 4 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. All courses accepted for the master's degree are subject to the approval of the program director and the dean of graduate studies.

GRADUATE CREDIT FOR SENIORS: If, during the last semester of the senior year, a candidate for a baccalaureate degree finds it possible to complete all degree requirements with a registration of fewer than 16 semester hours of undergraduate credit, registration for graduate credit may be permissible. However, the total registration for undergraduate requirements

and elective graduate credit shall not exceed 16 semester hours during the semester. A memorandum stating that all baccalaureate requirements are being met during the current semester must be signed by the appropriate department chair or school dean and presented to the dean of graduate studies at the time of such registration. This registration does not apply toward a higher degree unless it is later approved by the student's adviser and/or advisory committee.

PETITIONS: It is the student's responsibility to formally petition the dean of graduate studies for transfer credit, change of program or adviser, or any exception to policy. Petition forms may be obtained from advisers or from the graduate program coordinator in the Graduate Studies Office.



STANDARDS OF WORK: The minimum standard acceptable for the master's degree is a grade point average of 3.0 in all graduate work. Graduate level credit cannot be given for any class in which the grade earned is lower than a C-.

A student whose grade point average falls below 3.0 is subject to dismissal from the program. In such instances, the recommendation for dismissal or continuance is made by the student's advisory committee and acted upon by the dean of graduate studies.

ACADEMIC PROBATION: A student pursuing the master's degree who fails to maintain a cumulative grade point average of 3.0 may be placed on academic probation. When such action is taken, the student will be notified by letter from the Office of the Provost and Dean of Graduate Studies. A graduate student on probation who fails to attain a cumulative grade point average of 3.0 in the next term of enrollment may be dismissed from the program. A graduate student cannot earn a master's degree with less than a 3.0 cumulative grade point average in all graduate level work.

THESIS AND RESEARCH REQUIREMENTS: Students are required to present evidence of ability to do independent research. This can be demonstrated in three ways. See each program section for explanation of research options within each graduate program.

The first method is a thesis. Those students writing theses must submit their original theses for binding and microfilming by University Microfilms of Ann Arbor, Michigan. In addition, a UMI Dissertation Services publishing form (M-Form) and an abstract of 150 words or less must be submitted with the publishing fee, to the Office of Graduate Studies, no later than three weeks before graduation. Fees for microfilming, publishing abstracts, and binding original theses for the permanent PLU library collection are paid by students (see *Tuition and Fees* section).

The second method is a research paper. If a program requires or students elect research paper options, one original paper must be submitted to the Office of Graduate Studies with an abstract of 150 words or less. Research papers will be microfilmed at PLU and placed in the PLU library collection. Microfilming fees are paid by students.

Theses and research papers must be in the Office of Graduate Studies not later than three weeks before the end of the semester. All theses and papers presented must be clean, error-free, and follow the APA Style Manual. Details are available from the Office of Graduate Studies.

The third method of fulfilling research requirements in some programs is through paper presentations or culminating projects in specific courses. These courses are designed to integrate the program material while promoting independent research and study.

EXAMINATIONS: Written comprehensive examinations and/or oral examinations are required in all graduate programs except the Master of Business Administration program. Procedures for these examinations vary for the different programs. Where applicable, these examinations over the student's program of studies are conducted under the direction of the major adviser and/or the student's advisory committee and normally will be scheduled no later than 3-6 weeks before commencement. In any case, the final written comprehensive examination must be passed no later than four weeks before commencement. The oral examination over the thesis or research is conducted under the direction of the student's advisory committee and must be completed successfully no later than three weeks before commencement.

GRADUATION: All courses must be completed, examinations passed, and thesis/research requirements fulfilled in order to qualify for graduation. Graduate students must apply for graduation by the beginning of the semester in which they are planning to graduate.

Application forms are available in the Registrar's Office. Students planning to take part in commencement exercises must also fill out an order form for a cap, gown, and hood.

RESPONSIBILITIES AND DEADLINES: It is the responsibility of each graduate student to know and follow the procedures outlined in this catalog and to abide by established deadlines. See individual master's programs and concentrations for specific degree requirements.

- Upon acceptance, meet with the assigned adviser as soon as possible to establish the program of study.
 - Register for thesis or research paper as required. Deadline: the last acceptable registration date is the semester in which the student expects to receive his or her degree.
 - Apply for graduation. File your application for graduation with the Registrar's Office. Your cap and gown order will be sent to you.
- NOTE: If a student fails to complete the necessary requirements for graduation, the application for graduation will not automatically be forwarded to the next commencement date. The student must make a second application.**
- Take comprehensive written and/or oral examination under the direction of the major adviser or advisory committee. Deadline: no later than four weeks before commencement.
 - Submit theses and research papers in final form to the Office of Graduate Studies. At this time the binding/microfilming fee must be paid. Deadlines are:

Graduation Date	Graduation Application Due	Thesis Due
December 2000	May 1, 2000	December 1, 2000
January 2001	May 1, 2000	December 1, 2000
May 2001	November 1, 2000	April 30, 2001
August 2001	March 1, 2001	July 31, 2001

NOTE: The thesis/research paper(s) must be signed by the major adviser and have been read by the entire committee before submission to the Office of Graduate Studies.

Tuition and Fees

Tuition charges for graduate students are determined by the number of semester hours for which a student registers and are based on a semester hour rate.

Tuition per semester hour for 2000-2001	\$525.00
Thesis binding/microfilming (subject to change)	\$70.00
Thesis copyrighting	\$35.00
Research paper or project microfilming	\$10.00
Graduation fee	\$30.00
Library fee for unenrolled students (per semester)	\$25.00

Financial Aid

Financial assistance for graduate students is available in the forms of Perkins (as funding permits) and Stafford Student Loans, graduate assistantships, and scholarships. Students must be admitted to a graduate program before a loan can be granted. Applications and loan information may be obtained from Financial Aid, 253/535-7161.

A limited number of graduate assistantships are available. Contact the Office of Graduate Studies for applications and information. The priority date for submission of applications for the academic year beginning in September is April 1.

SATISFACTORY PROGRESS POLICY: Graduate and professional students must meet the same satisfactory progress requirements as undergraduate students in order to continue receiving financial assistance, with the following exceptions:

1. Minimum grade point average: Each graduate program monitors the grade point average of its students. In general, graduate students must maintain a minimum grade point average of 3.00.
2. Minimum credit requirement for graduate financial assistance:

ENROLLMENT STATUS	MINIMUM/TERM	MINIMUM/YEAR
Full-time	8	16
3/4 time	6	12
1/2 time	4	8

NOTE: Less than 1/2 time enrollment will cause a student loan to be cancelled and may jeopardize deferment status.

3. Maximum graduate time allowed:
 - a) The maximum number of full-time graduate credit hours that may be attempted is 72, and the maximum time allowed to complete a graduate degree is 4.5 years.
 - b) The maximum number of part-time graduate credit hours that may be attempted is 72, and the maximum allowed to complete a graduate degree is 7 years.

SCHOOL OF BUSINESS

Master of Business Administration

Donald R. Bell, Ph.D., *Dean, School of Business*
Catherine Pratt, M.A., *Assistant Dean and Director, M.B.A. Program, School of Business*

M.B.A. PROGRAM: The M.B.A. program is centered on the skills and knowledge required for professional management, providing a strong foundation for responsible leadership in business, government, and non-profit organizations. *The M.B.A. program offers both evening and weekend program options to serve the working community.* The classroom environment is enhanced by a balance of full and part-time students, as well as students

with diverse backgrounds. Students may enter the program at semesters/terms throughout the year.

M.B.A. WITH EMPHASIS IN TECHNOLOGY AND INNOVATION MANAGEMENT (MBA-TIM): In addition to the general M.B.A. program, PLU offers an M.B.A. with an emphasis in Technology and Innovation Management. This program focuses on technology and innovation management issues and skills within a high quality M.B.A. curriculum. It is designed for technical and non-technical employees who want a deeper appreciation of managing in technology oriented and/or fast-moving innovative organizations. Students may enter the evening program at semesters/terms throughout the year. The MBA-TIM emphasis is offered in the evening and in a two year Saturday only format to a cohort of students who begin the program in the fall semester only.

OBJECTIVES OF THE M.B.A. PROGRAM

- To prepare students for management positions in commercial and not-for-profit organizations by providing them the basic knowledge of how these organizations function and equipping them with the necessary competencies to work effectively. These competencies include 1. leadership, 2. critical/creative thinking, 3. effective communication, 4. team effectiveness, and 5. taking initiative and managing change.
- To give students an integrated perspective of the interconnections among the functional area of businesses and the contextual environment that affects them.
- To identify and challenge students to adopt high standards for ethical practice and professional conduct.
- To prepare students for lives of service to the community.
- To prepare students to use contemporary technologies and to embrace the changes caused by technological innovation.
- To inculcate a global perspective in students.

ADMISSION: Students who hold bachelor's degrees in any field from regionally accredited universities or colleges and who have demonstrated their ability or potential to do high quality academic work on a consistent basis are encouraged to apply for admission to the Master of Business Administration program.

Consultation about the program is available from the School of Business M.B.A. director by calling 253/535-7250 before filing the application for admission. For the evening M.B.A. program and the evening M.B.A./TIM program students may begin studies any term. Applications are accepted for courses beginning September, January, February, May, or July. The Saturday M.B.A./TIM program has a priority application deadline of June 1. Applications received after the application deadline will be evaluated and qualified applicants may be admitted. All applicants are required to submit scores from the Graduate Management Admission Test (GMAT).

To be admitted to the M.B.A. program, candidates must show potential to complete the M.B.A. curriculum successfully. Criteria used to evaluate applicants are:

1. a 2.75 or higher cumulative grade point average in all college-level coursework before application;
2. a score of at least 470 on the Graduate Management Admission Test (GMAT);
3. a formula score of at least 1,050, computed by multiplying the grade point average by 200 and adding that product to the GMAT score.
4. Evidence of managerial and professional potential through statement of goals, recommendations, and prior experience. An interview with the M.B.A. director may be requested.

Applicants are evaluated individually, based on a presentation of factors indicating equivalence to admission standards, a promise of success in graduate school, and potential contributions to the educational mission of graduate study.

THE GRADUATE MANAGEMENT ADMISSION TEST:

The Graduate Management Admission Test (GMAT) is a test of aptitude rather than a test of business knowledge per se. The GMAT is a computer-adaptive test that is available, year-round, at test centers throughout the world. Candidates are examined in three major areas: verbal, mathematical, and analytical writing skills. A score is earned in each area, and candidates receive a total score, which ranges between 200 and 800.

Information about the GMAT may be obtained from the Counseling and Testing Center at (253) 535-7206, by calling GMAT directly at 800-462-8669, or by visiting the web site at www.gmat.org.

ADVISING: The M.B.A. director advises all M.B.A. students and should be contacted for assistance in planning course work.

M.B.A. DEGREE REQUIREMENTS: (48 semester hours)

M.B.A. Core (30 semester hours)

- COMA 500 – Effective Communications (2)
- ECON 500 – Applied Statistical Analysis (4)
- ECON 520 – Economic Policy Analysis (4)
- BUSA 503 – Understanding and Managing Financial Resources (4)
- BUSA 504 – Legal and Ethical Environment of Business (4)
- BUSA 505 – Managing Effective Organizations (4)
- BUSA 511 – Managerial Accounting (2)
- BUSA 512 – Value Creation: Operations and Information Systems (4)
- BUSA 513 – Marketing and Value Creation (2)

Strategic Management (4 semester hours)

- { BUSA 590 – Strategic Management in a Global Context (4) *or*
- BUSA 580 – Technology Strategy and Competitiveness (4)

Note: BUSA 580 is required for students in the Technology and Innovation Management concentration.

M.B.A. Electives (14 semester hours)

Select from the following:

- BUSA 535 – Financial Investments (4)
- BUSA 537 – Decision Models and Strategies for Financial Managers (4)
- BUSA 540 – Effective Negotiations (4)
- BUSA 541 – Managing Innovation and Technology Change (4)
- BUSA 542 – Management of Change (2)
- BUSA 545 – Continuous Improvement Strategies (2)
- BUSA 549 – Contemporary Human Resource Management (2)
- BUSA 553 – Transnational Management (2)
- BUSA 558 – New Venture Management (4)
- BUSA 564 – Managing Services Marketing (4)
- BUSA 566 – Developing New Products and Services (4)
- BUSA 574 – Advanced Service and Manufacturing Delivery Systems (2)
- BUSA 575 – Electronic Commerce (4)
- BUSA 577 – Project Management (2)
- BUSA 578 – Management of Information Technologies and Systems (4)
- BUSA 579 – Technology Commercialization and Transfer (2)
- BUSA 591 – Independent Study (1–4)
- BUSA 592 – Internship (1–4)
- BUSA 595 – Seminar: Special Topics (2–4)

M.B.A. CONCENTRATION IN TECHNOLOGY AND INNOVATION MANAGEMENT (TIM) DEGREE**REQUIREMENTS: (48 semester hours)****M.B.A. Core** (30 semester hours)*(see above for M.B.A. Core requirements)***Strategic Management** (4 semester hours)

BUSA 580 – Technology Strategy and Competitiveness (4)

M.B.A. TIM Concentration Courses (14 semester hours)*Required Specializations Courses:* (8 semester hours)

BUSA 541 – Managing Innovation and Technology Change (4)

BUSA 578 – Management of Information Technologies and Systems (4)

Specialization Electives: (6 hours)*Select from the following:*

BUSA 542 – Management of Change (2)

BUSA 545 – Continuous Improvement Strategies (2)

BUSA 549 – Contemporary Human Resource Management (2)

BUSA 558 – New Venture Management (4)

BUSA 566 – Developing New Products and Services (4)

BUSA 574 – Advanced Service and Manufacturing Delivery Systems (2)

BUSA 575 – Electronic Commerce (4)

BUSA 577 – Project Management (2)

BUSA 579 – Technology Commercialization and Transfer (2)

Select Independent Study (591), Internships (592), and seminar courses (595) approved for TIM. See course descriptions under Business.

tions and test scores from appropriate screening tests. Students may be required to have a personal interview with the director of graduate programs before admission. (See individual concentrations for tests and prerequisites specific to the concentration.)

Students admitted provisionally must fulfill the following requirements in order to be granted regular status:

A. Completion of 8 hours of graduate course work with a minimum grade point average of 3.0.

B. Courses generally include:

1. A course in their major, determined by the adviser
2. A foundations course (Education 585, 586, 587 or 589)
3. Education 544
4. Other hours determined by the adviser to meet the eight hour requirement

EXAMINATIONS: Students must take a comprehensive written examination over course work. This examination is to be scheduled through the student's adviser no later than two weeks before the examination is given. Comprehensive examinations are usually given on the second Saturday of November, April, and July.

An oral examination over course work and/or research may be scheduled at the discretion of the student's advisory committee no later than three weeks before commencement.

Classroom Teaching (32 semester hours)**FACULTY COORDINATOR:** C. Douglas Lamoreaux, Ph.D.

CONCENTRATION OBJECTIVE: This program is designed to provide advanced preparation in subject matter and professional education for elementary and secondary teachers.

PREREQUISITES: Beyond the general prerequisites, applicants must hold a valid teaching certificate and should ordinarily have successfully completed one year of teaching or related professional experience. A grade point average of at least 3.0 and Miller Analogies Test, GRE or other admission test approved by the faculty coordinator and completed in the past five years are required. Students not meeting some of these requirements may be granted provisional status.

GENERAL REQUIREMENTS AND CORE COURSES:

(7–9 semester hours)

EDUC 545 – Methods and Techniques of Research (2)

(It is strongly recommended that students complete EDUC 544 Research/Program Evaluations before enrollment in EDUC 545.) (2)

One of the following:

EDUC 585 – Comparative Education (3)

EDUC 586 – Sociology of Education (3)

EDUC 587 – History of Education (3)

EDUC 589 – Philosophy of Education (3)

One of the following:

EDUC 598 – Studies in Education (2)

EDUC 599 – Thesis (3–4)

CONCENTRATION REQUIREMENTS:

(10–18 semester hours)

Courses are determined in consultation with the major adviser. All courses accepted for the master's degree are subject to the approval of the candidate's adviser or the candidate's advisory committee. Courses may be selected from the following areas: Education, Educational Psychology, and Special Education.

ACADEMIC SUPPORTING AREA: (8–16 semester hours)

In this concentration, no more than 16 semester hours may be applied from Educational Psychology or Special Education. This requirement assumes a prerequisite background in the supporting area. The courses shall be upper division or graduate level

SCHOOL OF EDUCATION

Master of Arts in EducationLynn G. Beck, Ph.D., *Dean, School of Education*C. Douglas Lamoreaux, Ph.D., *Director of Graduate Studies, School of Education*

PURPOSE: The purpose of the graduate program in education is to provide qualified persons with opportunities to develop their skills in teaching or to prepare themselves for educational administrative and service positions that require advanced preparation. The major fields of concentration are designed to provide maximum flexibility in an experience-oriented environment. Graduate concentrations are offered in Classroom Teaching, Initial Certification, Educational Administration, Literacy Education, and Special Education. Requirements for each concentration are listed separately following this section.

COORDINATING MASTER'S DEGREE WITH CONTINUING AND PROFESSIONAL CERTIFICATION PROGRAM:

Students holding an Initial or Residency Certificate may coordinate the Master of Arts in Education degree with the requirements for Continuing or Professional Certification. Graduate students pursuing the Continuing or Professional Certificate should discuss their programs with the program coordinator or their adviser in the School of Education. Students intending to work toward a master's degree must complete formal application for admission to the Office of Admissions. Students intending to complete requirements for the Professional Certificate must complete a formal application to the School of Education.

ADMISSION: For regular admission to master's degree programs and to professional certificate programs, applicants must have completed a B.A. or B.S. degree from a regionally accredited institution of higher education and must submit recommenda-

courses. Approval of courses to fulfill this requirement shall be obtained from the student's advisory committee. The student's supporting area may be chosen from one of the following:

Art	Language Arts
Biology	Mathematics and Computer Science
Business	Science
Chemistry	Music
Communication	Physical Education
Economics	Physics
Educational Psychology	Political Science
English	Psychology
General Science	Social Sciences
Geosciences	Sociology
History	Special Education

Educational Administration (32 semester hours)

FACULTY COORDINATOR: Myra Baughman, Ed.D.

CONCENTRATION OBJECTIVE: This program is designed to prepare elementary and secondary school principals and program administrators.

PREREQUISITES: Beyond the general prerequisites, applicants must hold a valid teaching or E.S.A. certificate and should ordinarily have successfully completed two years of teaching or related experience.* A grade point average of a least 3.0 and scores from either the Miller Analogies Test, GRE or other admission test approved by the faculty coordinator and completed within the past five years are required for regular admission.

*Candidates for an administrative credential must have completed three years of teaching or related experience before issuance of the administrative credential.

Candidates who possess a master's degree may apply for the Educational Administration Certification Only program.

GENERAL REQUIREMENTS AND CORE COURSES: (7–9 semester hours)

EDUC 545 – Methods and Techniques of Research (2)

One of the following:

EDUC 585 – Comparative Education (3)

EDUC 586 – Sociology of Education (3)

EDUC 587 – History of Education (3)

EDUC 589 – Philosophy of Education (3)

One of the following:

EDUC 598 – Studies in Education (2)

EDUC 599 – Thesis (3–4)

MAJOR AREA OF CONCENTRATION: (23 semester hours)

EDUC 544 – Research and Program Evaluation (2)

EDUC 550 – Educational Administrative Theory (3)

EDUC 551 – School Law (2)

EDUC 552 – School Finance (2)

EDUC 553 – School/Community Relations (2)

EDUC 555 – Curriculum Development (2)

EDUC 558 – Instructional Supervision (2)

EDUC 559 – Personnel Management (2)

EDUC 595 – Internship in Educational Administration (4)

EDUC 596 – Graduate Seminar (2)

PROGRAM OPTIONS IN EDUCATIONAL ADMINISTRATION: Interdisciplinary program options for applicants seeking differing credentials must be determined at the beginning of the candidate's program in consultation with an adviser. For instance, candidates seeking the M.A. in Educational Administration and principal's credential will take different options from those taken by candidates seeking the degree without the credential. Likewise, those with interests in business management or in administering and coordinating special programs may choose options to their course of studies which will enhance

their professional development interests. In all cases, the courses must be chosen and agreed upon in consultation with the candidate's adviser, and must meet the credit hour requirement.

Literacy Education (35 semester hours)

FACULTY COORDINATORS: Jan Lewis, Ph.D.; Kyle Shanton, Ph.D.; and Cathleen Yetter, Ed.D.

CONCENTRATION OBJECTIVE: The literacy education program reflects current thought and practice where language and literacy are viewed as tools for learning across the curriculum. The principal goal is to prepare educators—specifically classroom teachers, school librarians, and reading specialists—to encourage literacy acquisition and development appropriate to students' needs and interests. The importance of children's literature, information literacy, and technology within literacy tasks is emphasized throughout both theory and practice. The collaboration among classroom teachers, school librarians, and reading specialists emphasized within this program is integral to the underlying philosophy.

PREREQUISITES: Beyond the general prerequisites, applicants must hold a valid teaching or ESA certificate, have completed undergraduate education courses in the teaching of reading and the teaching of language arts and have successfully completed two years of teaching or related experience. A grade point average of 3.0 and submission of test scores on the Miller Analogies Test, GRE or other admission test approved by the faculty coordinator and completed within the past five years are required for regular admission. Students not meeting these requirements may be granted provisional status.

GENERAL REQUIREMENTS AND CORE COURSES: (13–15 semester hours)

EDUC 505 – Issues in Literacy Education (2)

EDUC 544 – Research and Program Evaluation (2)

EDUC 545 – Methods and Techniques of Research (2)

EDUC 555 – Curriculum Development (2)

One of the following:

EDUC 585 – Comparative Education (3)

EDUC 586 – Sociology of Education (3)

EDUC 587 – History of Education (3)

EDUC 589 – Philosophy of Education (3)

One of the following:

EDUC 598 – Studies in Education (2)

EDUC 599 – Thesis (3–4)

CHILDREN'S/ADOLESCENT LITERATURE REQUIREMENTS: (4 semester hours)

EDUC 528 – Children's Literature in K-8 Curriculum (2), *and*

One of the following:

EDUC 456 – Storytelling (2)

EDUC 526 – Topics in Children's Literature (2)

EDUC 529 – Adolescent Literature in the Secondary Curriculum (2)

INFORMATION AND LITERACY:

Option 1: School Library Media/LLRS Endorsement (12 semester hours)

EDUC 506 – Foundations of School Library Media Center Management (2)

EDUC 507 – Principles of Information Organization, Retrieval, and Service (2)

EDUC 508 – Principles of Bibliographic Analysis and Control (2)

EDUC 509 – Foundations of Collection Development (2)

EDUC 537 – Media and Technology for School Library Media Specialists (2)

EDUC 538 – Strategies for Whole Literacy Instruction (K-12) (2)

or Option 2: Language and Literacy (Reading Endorsement)
(12 semester hours)

- EDUC 510 – The Acquisition and Development of Language and Literacy (2)
 EDUC 511 – Strategies for Language/Literacy Development in Classrooms (2)
 EDUC 538 – Strategies for Whole Literacy Instruction (K-12) (2)
 EDUC 530 – Children's Writing (2)
 EDUC/SPED 513 – Language/Literacy Development: Assessment and Instruction (4)

or Option 3: Language and Literacy (Classroom Option)

(12 semester hours)

- EDUC 510 – The Acquisition and Development of Language and Literacy (2)
 EDUC 538 – Strategies for Whole Literacy Instruction (K-12) (2)
 EDUC/SPED 513 – Language/Literacy Development: Assessment and Instruction (4)

Plus: A minimum of 4 semester hours from education course offerings decided in consultation with the major adviser.

ACADEMIC SUPPORTING AREA:

(minimum of 6 semester hours)

Electives decided in consultation with adviser to support literacy education. These electives may include but are not limited to courses from:

Anthropology	English
Communication	Computers in Education
Special Education	Psychology

Special Education (33 semester hours)**FACULTY COORDINATOR:** Paula Leitz, Ph.D.

CONCENTRATION OBJECTIVE: The graduate concentration in special education is designed to provide advanced preparation for persons who serve children and youth with special needs in educational settings. Two separate areas of specialization are offered: The Inclusive Classroom and Early Childhood Special Education.

PREREQUISITES: Applicants must meet the following requirements:

1. Have two years of teaching or related professional experience.
2. Have a grade point average of at least 3.0 and submit test scores on Miller Analogies Test, GRE or other admission test approved by the faculty coordinator and completed within the past five years. Students not meeting these requirements may be granted provisional status.
3. Complete an interview with the faculty coordinator.

CORE COURSES AND RESEARCH REQUIREMENTS:

(7–9 semester hours)

- EDUC 545 – Methods and Techniques of Research (2)

One of the following:

- EDUC 585 – Comparative Education (3)
 EDUC 586 – Sociology of Education (3)
 EDUC 587 – History of Education (3)
 EDUC 589 – Philosophy of Education (3)

One of the following research options:

- EDUC 598 – Studies in Education (2)
 EDUC 599 – Thesis (3–4)

SPECIAL EDUCATION COURSE REQUIREMENTS:

(21 semester hours)

- SPE 555 – Supervising Paraeducators in School Settings (2)
 SPED 575 – Collaboration and Team Building (2)
 SPED 577 – The Inclusive Classroom (2)
 SPED 588 – Legal, Ethical and Administrative Issues in Special Education (3)
 SPEID 595 – Special Education: Internship (2)
 SPED 596 – Technology and Special Education (2)

Choose one of the following options:

The Inclusive Classroom

- SPED 530 – Assessment of Students with Special Needs (2)
 SPED 533 – Inclusion and Students with Moderate Disabilities (2)
 SPED 534 – Inclusion and Students with Behavior Disorders (2)
 SPED 535 – Inclusion and Students with Mild Disabilities (2)

Early Childhood Special Education (P-3)

- SPED 492 – Strategies for Teaching Early Learners (2)
 SPED 538 – Issues in Early Childhood Special Education (2)
 SPED 540 – Advanced Strategies and Techniques for Teaching in P-3 Settings (2)
 SPED 541 – Assessment of Infants and Preschoolers (2)

Supporting Coursework

(6 semester hours)

Electives – *from outside of Special Education* (6)

M.A. with Initial Certification**DIRECTOR:** C. Douglas Lamoreaux, Ph.D.

The M.A. with Initial Certification Program is designed for qualified candidates who possess a baccalaureate degree in the liberal arts and seek a career of service as teachers. Course work leads to the Master of Arts in Education: Classroom Teaching degree and Initial Washington State Teaching Certificate with endorsements in grades K-8 (Elementary Education) and grades 4-12 (Subject Matter Specific). Candidates complete an internship in grades 5-8.

Full-time students entering the program may expect to complete all requirements in 14 months (full-time student load). A strong emphasis in the program is placed on developing the skills necessary for the integration of curriculum across grade levels with specific attention to the middle level (grades 5-8). The program is distinguished by active and early involvement in the schools and by membership with a cohort group of peers. Students entering the program in the same term will progress through courses and practica together, which allows them to share insights and experiences. Because of the involvement in public school programs, students should be able to take courses and participate in practica during the day.

CONCENTRATION OBJECTIVE: The primary aim of the program is to educate teachers who are ready to assume a variety of roles in 21st century schools. Faculty work with students to develop understandings and skills for their functions as leaders, inquirers, and curriculum/instructional specialists. Course work in the program is designed around specific themes that serve as a focus for individual and group projects and intersect with the functions of teachers as leaders, inquirers, and curriculum/instructional specialists.

PROGRAM OVERVIEW: Students enrolled in the M.A. with Initial Certification Program begin studies in mid-June and complete program requirements the following August. In addition to course work required for initial certification, students complete an inquiry project culminating in a thesis as well as comprehensive examinations that allow M.A. candidates to demonstrate mastery of leadership, curriculum, and instructional skills.

The inquiry project, an empirical study grounded in the internship experience, is designed to assist M.A. candidates in becoming familiar with the purposes, theories, and processes of educational inquiry. The intent is to provide the opportunity for program participants to explore an educational topic in a systematic way in order to enrich their understanding of the topic, and generally, the strengths and limitations of educational inquiry.

An important program component is the completion of a year-long internship in a public school. For the intern experience, students are clustered at sites selected by the university as representative of programs reflecting specific attention to current trends in middle level education.

PREREQUISITES: For regular admission, applicants must have completed a baccalaureate degree from a regionally accredited institution of higher education. A minimum grade point average of 3.0 and official scores from the Graduate Record Exam (GRE), Miller Analogies Test (MAT), or other admission examination approved by the director are required. Applicants are invited to meet with the program director *before* submitting the completed application in order to clarify questions about the program and admissions procedures.

ADMISSION PROCEDURES: Interested candidates should submit application to PLU's Graduate Studies Programs. Applications are available from the Office of Admissions. Screening of applicants and admission to the incoming class will begin January 31 and continue until the class is full. Enrollment in the M.A. with Initial Certification Program is limited and admission to the program is competitive. Application and admission procedures include:

1. Completed application will consist of the following:
 - a. Graduate Application Form including:
 - Two recommendations with at least one academic reference
 - Statement of Goals
 - Resume
 - b. Two School of Education Supplemental Forms including:
 - Self-Assessment: course work and experiential background
 - Questionnaire
 - c. Transcripts from all colleges attended
 - d. Official copies of GRE or MAT scores
2. Applications will be reviewed by a committee in the School of Education.
3. Selected applicants will be invited to the campus for a group interview where they will also complete a writing sample.
4. Applicants will be notified of the committee's decision.
5. Accepted applicants will return a confirmation card and non-refundable \$300.00 deposit.

REQUIRED COURSES: Program requirements include successful completion of the following courses:

- EDUC 511 – Strategies for Language/Literacy Development (2)
- EDUC 544 – Research and Program Evaluation (2)
- EDUC 556 – Secondary and Middle School Curriculum (3)
- EDUC 560 – Practicum (2)
- EDUC 562 – Schools and Society (3)
- EDUC 563 – Integrating Seminar (3–4)
- EDUC 564 – The Arts, Mind, and Body (2)
- EDUC 565 – The Art and Practice of Teaching (6)
- EDUC 568 – Internship (6)
- EDUC 599 – Thesis (3)
- EPSY 560 – Communication in the Schools (3)
- EPSY 566 – Advanced Cognition, Development, and Learning (3)
- EPSY 583 – Current Issues in Exceptionality (2–4)

SCHOOL OF NURSING

Master of Science in Nursing

Terry W. Miller, Ph.D., *Dean, School of Nursing*

PURPOSE: The purpose of the graduate program in nursing is to prepare professional nurses as advanced practice clinicians, managers, leaders, and scholars. The curriculum consists of a common core of master's level courses (theory, research and leadership) along with courses selectively focused for either of two concentrations of study: Family Nurse Practitioner or Care and Outcomes Manager. The graduate program is designed to facilitate full-time or part-time study. Full-time students can complete either concentration of study in two academic years. Courses are scheduled during late afternoon, evening and/or weekend hours to accommodate the working nurse.

ACCREDITATION: The program is fully accredited by the National League for Nursing Accrediting Commission. Instructional units satisfy the American Nurses Credentialing Center's didactic eligibility requirements for Family Nurse Practitioner or Case Management certification examinations.

PREREQUISITES: Completion of a basic course in descriptive and inferential statistics is required before beginning graduate course work. Students are expected to have fundamental computer skills upon entry to the program. A minimum of one year of clinical experience within the last two years is required.

ADMISSION: Applicants for admission to the Master of Science in Nursing programs will:

- 1) hold a current license to practice as a registered nurse in the State of Washington;
- 2) hold a baccalaureate degree in nursing from an accredited School of Nursing;
- 3) submit official transcripts for all college/university course work; a minimum cumulative undergraduate grade point average of 3.0 on a 4.0 scale is an admission requirement;
- 4) submit scores from the Graduate Record Examination (GRE) taken within the last five years: a combined average score of 850 from any two of the three test components is an admission requirement; and
- 5) complete a preadmission interview with faculty who teach in the graduate program.

APPLICATION DEADLINE FOR FALL: Candidates are admitted on a yearly basis. Priority admissions are completed by March 1 for the following fall semester. Early application is encouraged for priority standing relative to financial awards.

ADVANCE DEPOSIT: There are limitations on the numbers of students accepted into the Family Nurse Practitioner or Care and Outcomes Manager Concentrations each year. Applicants accepted into the program are required to make a non-refundable \$200.00 advance payment to confirm their acceptance of an offer of admission within two weeks of their acceptance date.

ADVISING: The Director of Graduate Nursing Education completes initial advising and program planning with each student. Upon articulation into course work students are assigned to a faculty member who teaches in their area of concentration for subsequent assistance in planning course work.

PROGRAM REQUIREMENTS: Before enrollment in clinical/practicum course work students will be required to provide evidence of current:

- 1) immunization and health status
- 2) CPR certification
- 3) professional liability insurance
- 4) personal health insurance
- 5) Washington State Patrol criminal history clearance

M.S.N. DEGREE REQUIREMENTS: (36 semester hours)**M.S.N. Core (9 semester hours)**

- NURS 525 – Theoretical Foundations (3)
- NURS 526 – Nursing Leadership and Management (3)
- NURS 527 – Evaluation and Outcomes Research (3)

Family Nurse Practitioner Concentration:**(27 semester hours in addition to the M.S.N. Core)**

- NURS 528 – Family Theory in Nursing (1)
- NURS 580 – Advanced Pathophysiology (3)
- NURS 582 – Advanced Health Assessment and Health Promotion (5)
- NURS 583 – Clinical Pharmacotherapeutics (2)
- NURS 584 – Family Nurse Practitioner I (6)
- NURS 585 – Family Nurse Practitioner II (6)
- NURS 590 – Role of the Nurse Practitioner (2)
- NURS 590A – Seminar in Advanced Practice Nursing (2)

Care and Outcomes Manager Concentration:**(27 semester hours in addition to the M.S.N. Core)**

- NURS 529 – Care Manager (3)
- NURS 530 – Resource Management (4)
- NURS 531 – Care and Outcomes Practicum I (3)
- NURS 532 – Care and Outcomes Practicum II (5)
- NURS 538 – Program Development (5)
- XXXX – Approved Elective Related to One's Focus (3/4)
- NURS 598 – Scholarly Inquiry (4) *or*
- NURS 599 – Thesis (4)

DIVISION OF SOCIAL SCIENCES

Master of Arts Marriage & Family Therapy

David Huelsbeck, Ph.D., *Dean, Division of Social Sciences*
 Charles D. York, Ph.D., *Chair, Department of Marriage and Family Therapy*
 Cheryl Storm, Ph.D., *Clinic Director*

"As I visit with interns from MFT programs, I realize what a superior education I received from PLU...other programs only touch on small amounts of what we studied..."

KATHLEEN MAXEY, MFT GRADUATE

PURPOSE: The primary objective of the MFT program is to train clinicians interested in counseling children, adults, couples, or families with a wide range of mental health problems, ranging from the chronically mentally ill to troubled children, from a marriage and family therapy perspective. Students participate in an intensive 20 hour per week, four semester clinical experience which includes 500 hours of therapy under close supervision in an on-campus clinic and in a community placement. The on-campus clinic is affiliated with Good Samaritan Behavioral Health Care, which allows the program to offer all students a managed care clinical experience. Academic courses are scheduled at 3:00p.m. to allow students to work full-time during their first academic year while they prepare for their clinical experience. Because faculty recognize that adult students bring expertise with them, students are highly involved in learning via exercises, classroom discussion, and real-life activities. The program is secular in nature and emphasizes the application of theory to practice, rigorous evaluation, and direct supervision of one's clinical competency.

ACCREDITATION: The program is fully accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association of Marriage and Family Therapy (AAMFT) and also complies with Washington State Certification requirements for marriage and family therapists.

PREREQUISITES: Applicants who have a degree in psychology, sociology, social work, human services, family studies, or the equivalent are not required to meet 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 marriage and family therapists. 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 resume, obtain two letters of recommendation, complete an application, and prepare an autobiographical statement. The comprehensive autobiographical statement (maximum of five double-spaced typed pages) should address the following questions:

1. What significant life events have most influenced your present development and your desire to be a family therapist?
2. What are your professional career goals after completing your degree?
3. What are your strengths that will help you achieve your professional goals?
4. What do you consider to be areas for personal growth that may need the most attention during your training as a therapist at Pacific Lutheran University?

This statement replaces the required goal statement on the application form.

Based on a committee review of applicants' written materials, a pool of applicants to be interviewed is established. The primary purpose of the interview is to determine the fit between the applicants' professional goals and the purpose and mission of the MFT program.

APPLICATION DEADLINE FOR FALL:

- Application file completed in Office of Admissions: January 31
 - Interview Notification: Mid February through end of April.
- Interview date: To be announced.

ADVANCE DEPOSIT: Accepted applicants must make a \$300.00 advance payment to confirm their acceptance of an offer of admission within three weeks of their acceptance date.

REQUIREMENTS: (45 semester hours)

- MFTH 500 – Human Development (4)
- MFTH 503 – Systems Approach to Marriage and Family Therapy (4)
- MFTH 504 – Family Development (4)
- MFTH 505 – Social Science Research Methods (4)
- MFTH 507 – Comparative Marriage and Family Therapy (4)
- MFTH 510 – Human Sexuality and Sex Therapy (2)
- MFTH 511 – Psychosocial Pathology: Relationship to Marriage and Family Therapy (4)
- MFTH 512 – Professional Studies in Marriage and Family Therapy (3)
- MFTH 519 – Practicum I (2)
- MFTH 520 – Theory I (2)
- MFTH 521 – Practicum II (2)
- MFTH 522 – Theory II (2)
- MFTH 523 – Practicum III (2)
- MFTH 524 – Theory III (2)
- MFTH 525 – Practicum IV (4)

Elective:

- MFTH 599 – Thesis (4)

Administration / Faculty

The Board of Regents

OWNERSHIP, SUPPORT, GOVERNMENT:

The university is owned and operated by Pacific Lutheran University, Inc., a Washington corporation whose purpose is to maintain a Christian institution of higher learning. With the formation of the Evangelical Lutheran Church in America (ELCA) on January 1, 1988, the PLU Corporation was reconstituted. The corporation meets annually on the PLU campus to elect regents and to conduct other business. The corporation consists of 34 regents and 125 delegates from the six synods of Region 1 of the Evangelical Lutheran Church in America. The Board of Regents includes eighteen representatives from the Alumni Association, three bishops from the synods of Region 1, and the university president.

The policy-making and governing body of the university is the Board of Regents. On the basis of recommendations made by the president, it charts a course for the development of the total program of the university and strives to provide essential funds. The student body and the faculty have non-voting representatives who meet with the board.

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Barbara Ahna, 1987–, *Assistant Professor of Business*; B.A., University of Oklahoma, 1967; J.D., University of Puget Sound School of Law, 1978.

Shirley E. Aikin, 1974–, *Associate Professor of Nursing*; B.S.N., B.A., M.A., M.S.N., Pacific Lutheran University, 1971, 1971, 1978, 1996.

James M. Albrecht, 1997–, *Assistant Professor of English*; B.A., Amherst College, 1985; M.A., Ph.D., Rutgers University, 1989, 1995.

Angelia G. Alexander, 1971–, *Professor of Biology*; B.S., Juniata College, 1962; M.A., University of California, Davis, 1966; Ph.D., University of Washington, 1979.

Dana D. Anderson, 1984–, *Professor of Psychology*; B.A., Antioch College, 1971; M.A., Ph.D., Ohio State University, 1974, 1981.

George E. Arbaugh, 1959–, *Professor of Philosophy*; B.A., Augustana College, Rock Island, 1955; M.A., Ph.D., University of Iowa, 1958, 1959.

Denis G. Arnold, 1995–, *Assistant Professor of Philosophy*; B.A., Lewis & Clark College, 1988; M.A., Ph.D., University of Minnesota, 1991, 1995.

David G. Aubrey, 1995–, *Vice President for Development and University Relations*; B.A., Capital University, 1967; M.Div., Trinity Lutheran Seminary, 1971.

D. Stuart Bancroft, 1967–68, 1971–, *Professor of Business*; B.S., M.B.A., Arizona State University, 1963, 1965; M.A., Ph.D., University of Pennsylvania, 1971, 1973.

J. Thaddeus Barnowe, 1977–, *Professor of Business*; B.A., University of San Francisco, 1966; M.A., Ph.D., University of Michigan, 1971, 1973.

Matthew Barritt, 1999–, *Visiting Assistant Professor of Education*; B.A., Macalester College, 1983; M.S., Ph.D., University of Michigan, 1987, 1998.

Michael D. Bartanen, 1979–, *Professor of Communication*; B.A., M.A., Western Washington University, 1974, 1976; Ph.D., University of Southern California, 1981.

Alicia J. Batten, 2000–, *Assistant Professor of Religion*; B.A., McGill University, 1989; M.A., Ph.D., University of St. Michael's College, Toronto School of Theology, 1992, 2000.

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William Becvar, 1973–, *Professor of Theatre*; B.A., University of Northern Iowa, 1961; M.A., State University of South Dakota, 1964; Ph.D., University of Kansas, 1975.

Michael E. Beebe, 2000–, *Clinical Assistant Professor of Nursing*; B.S.N., University of Missouri, 1972; M.S.N., Boston University, 1974; D.N.S., Indiana University, 1982; M.Sc., University of Victoria, 1995.

Jennifer Beech, 2000–, *Visiting Instructor of English*; B.S., University of West Alabama, 1989; M.A., Southern Illinois University, Carbondale, 1991; Ph.D. cand., University of Southern Mississippi.

Donald R. Bell, 1998–, *Dean, School of Business*; B.A., William Jewell College, 1965; M.A., Ph.D., University of Iowa, 1972, 1980.

Steven R. Benham, 1982–, *Professor of Geosciences*; B.S., Washington State University, 1968; M.A., Ph.D., Indiana University, 1971, 1979.

Rachid Benkhalti, 1987–, *Professor of Mathematics*; Maitrise, Diplome D'Etudes Approfondies, Doctorat de l'Université, University of Pau, France, 1981, 1983, 1986.

Carlton L. Benson, 1996–, *Assistant Professor of History*; B.A., Colorado College, 1983; M.A., Indiana University, 1988; Ph.D., University of California, Berkeley, 1996.

Megan Benton, 1986–, *Associate Professor of English*; B.A., Pacific Lutheran University, 1976; M.A., The College of William and Mary, 1981; Ed.S., University of Alabama, 1984; Ph.D., University of California, Berkeley, 1997.

Paul F. Benton, 1969–, *Associate Professor of English*; B.A., Writworth College, 1965; Ph.D., Princeton University, 1970.

Charles A. Bergman, 1977–, *Professor of English*; B.A. (Economics), B.A. (English), University of Washington, 1969, 1970; M.A., Ph.D., University of Minnesota, 1973, 1977.

Eli Berniker, 1982–, *Professor of Business*; B.S., Wayne State University, 1961; Ph.D., University of California, Los Angeles, 1985.

Arturo Biblarz, 1977–, *Professor of Sociology*; B.A., M.A., Ph.D., University of California, Los Angeles, 1955, 1960, 1968.

Kenneth D. Blaha, 1989–, *Associate Professor of Computer Science*; B.A., University of Minnesota, Morris, 1978; M.S. (Mathematics), M.S. (Computer Science), Ph.D., University of Oregon, 1981, 1984, 1989.

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* **James E. Brink**, 1970–, *Professor of Computer Science*; A.B., Hope College, 1965; M.S., Ph.D., Iowa State University, 1967, 1970.

JoAnn Broeckel, 2000–, *Visiting Assistant Professor of Psychology*; B.S., University of Washington, 1991; M.A., Ph.D., University of South Florida, 1997, 1999.

R. Michael Brown, 1982–, *Professor of Psychology*; B.A., Seattle University, 1967; M.Sc., University of Calgary, 1972; Ph.D., University of North Carolina, Chapel Hill, 1974.

Roberta S. Brown, 1979–, *Professor of French*; B.A., Stanford University, 1967; M.A., University of Oregon, 1969; Ph.D., University of California, Los Angeles, 1981.

Stanley L. Brue, 1971–, *Professor of Economics*; B.A., Augustana College, Sioux Falls, 1967; Ph.D., University of Nebraska, 1971.

Elizabeth E. Brusco, 1988–, *Associate Professor of Anthropology*; B.A., Boston University, 1974; M.A., Hunter College, 1982; Ph.D., City University of New York, 1986.

Ronald S. Byrnes, 1998–, *Assistant Professor of Education*; B.A., M.Ed., University of California, Los Angeles, 1984, 1985; Ph.D., University of Denver, 1993.

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- Richard A. Seeger**, 1973–, *Director, Academic Advising*; B.A., M.A., Ph.D., University of Washington, 1966, 1968, 1974.
- Patrick D. Seigler**, 1998–, *Instructor, Library*; B.A., M.A., University of Alabama, 1988, 1995.
- F. Thomas Sepic**, 1979–, *Professor of Business*; B.S.B.A., Denver University, 1964; M.B.A., Seattle University, 1972; Ph.D., University of Washington, 1979.
- Kyle D. Shanton**, 1998–, *Assistant Professor of Education*; B.A., University of Iowa, 1985; M.A., Ph.D., University of Arizona, 1990, 1998.
- Wendelyn J. Shore**, 1999–, *Assistant Professor of Psychology*; B.A., Coe College, 1986; M.S., Ph.D., University of Oklahoma, 1988, 1991.
- Merlin Simpson**, 1997–, *Assistant Professor of Business*; B.S., University of San Francisco, 1964; M.B.A., Pacific Lutheran University, 1967; D.B.A., Golden Gate University, 1995.
- Rochelle E. Snee**, 1981–, *Associate Professor of Classics*; B.A., University of Maryland, 1969; M.A., Ph.D., University of Washington, 1972, 1981.
- Michael J. Sosulski**, 2000–, *Assistant Professor of German*; B.S., Georgetown University, 1987; M.A., Ph.D., University of Chicago, 1990, 1999.
- Richard A. Sparks**, 1983–, *Professor of Music*; B.M., M.A., University of Washington, 1976, 1980; D.M.A., University of Cincinnati, 1997.
- Wallace H. Spencer**, 1974–, *Assistant Professor of Political Science*; B.A., M.A., University of Arizona, 1963, 1968; Ph.D., University of Washington, 1977.
- Christopher H. Spicer**, 1978–, *Professor of Communication*; *Dean, School of the Arts*; B.A., University of Virginia, 1970; M.A., Ph.D., University of Texas, 1975, 1978.
- Richard J. Spillman**, 1981–, *Professor of Computer Science and Computer Engineering*; B.A., Western Washington University, 1971; M.A., University of Utah, 1975; Ph.D., Utah State University, 1978.
- Steven P. Starkovich**, 1994-95, 1996–, *Assistant Professor of Physics*; B.A., Oregon State University, 1976; M.S., University of Oregon, 1985; Ph.D., University of Victoria, 1992.
- Robert L. Stivers**, 1973–, *Professor of Religion*; B.A., Yale University, 1962; M.Div., Union Theological Seminary, New York, 1969; Ph.D., Columbia University, 1973.
- Cheryl Lee Storm**, 1985–, *Professor of Marriage and Family Therapy*; B.A., University of Minnesota, 1972; M.A. in Ed., College of St. Thomas, 1977; Ph.D., Purdue University, 1982.

- Duane D. Swank**, 1970–, *Professor of Chemistry*; B.S., Washington State University, 1964; Ph.D., Montana State University, 1969; M.B.A., Pacific Lutheran University, 1982.
- Alexander G. Szabo**, 1994–, *Assistant Professor of Social Work*; B.A., St. John's University, 1963; M.S.W., Hunter College, City University of New York, 1968; M.Ed., Ed.D., Columbia University Teachers College, 1989, 1990.
- Kwong-Tin Tang**, 1967–, *Professor of Physics*; B.S., M.A., University of Washington, 1958, 1959; Ph.D., Columbia University, 1965.
- Deborah L. Tannehill**, 1998–, *Associate Professor of Physical Education*; B.S., Washington State University, 1970; M.A., Seattle University, 1975; Ph.D., University of Idaho, 1987.
- Barbara Temple-Thurston**, 1990–, *Associate Professor of English*; B.A., University of Witwatersrand, 1971; M.S.Ed., Ph.D., Southern Illinois University, 1979, 1985.
- David P. Templin**, 1999–, *Visiting Assistant Professor of Physical Education*; B.A.E., Pacific Lutheran University, 1986; M.Ed., Western Washington University, 1992; Ph.D., University of Kansas, 1996.
- Kevin A. Terada**, 2000–, *Assistant Professor of Economics*; B.B.A., Boise State University, 1992; M.S., Ph.D., University of Oregon, 1999, 2000.
- William R. Teska**, 2000–, *Professor of Biology; Associate Provost*; B.S. of Forestry, University of Idaho, 1972; M.S., Ph.D., Michigan State University, 1974, 1978.
- Steven D. Thrasher**, 1980–, *Professor of Business*; B.B.A., M.B.A., University of Michigan, 1963, 1964; Ph.D., Northwestern University, 1974.
- Robert E. Thurman, III**, 1999–, *Assistant Professor of Mathematics*; B.A., B.S., University of Missouri, 1996; M.S., University of Illinois, 1988; Ph.D., University of Michigan, 1995.
- Mary Kay Tomko**, 2000–, *Clinical Assistant Professor of Nursing*; B.S., Washington State University, 1973; B.S.N., M.N., University of Washington, 1981, 1989.
- Walter L. Tomsic**, 1970–, *Associate Professor of Art*; B.S.E., Arkansas State University, 1965; M.F.A., University of Colorado, 1967.
- Sheri J. Tonn**, 1979–, *Professor of Chemistry; Vice President for Finance and Operations*; B.S., Oregon State University, 1971; Ph.D., Northwestern University, 1976.
- Samuel E. Torvend**, 1999–, *Assistant Professor of Religion*; B.A., Pacific Lutheran University, 1973; M.Div., Wartburg Theological Seminary, 1978; M.A., Aquinas Institute of Theology, Dubuque, 1980; Ph.D., Saint Louis University, 1990.
- Audun T. Toven**, 1967–, *Associate Professor of Norwegian*; B.A., University of Oslo, 1964; M.A., University of Washington, 1967.
- Karen M. Travis**, 1995–96, 1998–, *Assistant Professor of Economics*; B.S., University of Puget Sound, 1986; M.A., Ph.D., University of Washington, 1990, 1995.
- Glenn A. Van Wyhe**, 1979–, *Associate Professor of Business*; B.A., University of South Dakota, 1968; M.Div., Westminster Theological Seminary, 1974; M.A., University of Iowa, 1977; Ph.D., University of Washington, 1991.
- Kevin Vaughn**, 2001–, *Visiting Instructor of Anthropology*; B.A., University of Washington, 1992; M.A., Ph.D. cand., University of California, Santa Barbara, 1996.
- Dean A. Waldow**, 1992–, *Associate Professor of Chemistry*; B.A., Augustana College, Sioux Falls, 1984; Ph.D., University of Wisconsin, Madison, 1989.
- Ding Xiang Warner**, 1997–, *Assistant Professor of Chinese*; B.A., Beijing Languages Institute, China, 1983; M.A., Ph.D., University of Washington, 1988, 1996.
- Paul M. Webster**, 1969–, *Associate Professor German*; B.A., M.A., University of California, Los Angeles, 1964, 1967.
- Donald R. Wentworth**, 1972–, *Professor of Economics and Education*; B.S., M.A., Ph.D., University of Minnesota, 1965, 1970, 1972; M.A., University of Illinois, 1971.
- Forrest Westering**, 1972–, *Professor of Physical Education*; B.S., University of Nebraska, Omaha, 1952; A.M., Ed.D., University of Northern Colorado, 1960, 1966.
- Jill M. Whitman**, 1988–, *Associate Professor of Geosciences*; B.A., Middlebury College, 1978; M.S., University of Miami, 1981; Ph.D., University of California, San Diego, 1989.
- Gregory J. Williams**, 1985–, *Associate Professor of Education*; B.A., University of Puget Sound, 1969; M.Ed., Western Washington University, 1979; Ph.D., University of Washington, 1985.
- Tamara R. Williams**, 1994–, *Associate Professor of Spanish*; B.A., Queen's University, 1979; M.A., Pennsylvania State University, 1981; Ph.D., University of Michigan, 1989.
- Margaret R. Woehrle**, 2000–, *Clinical Assistant Professor of Nursing*; B.S.N., University of Illinois, Chicago, 1967; M.N., University of Washington, 1970; M.S., University of Central Texas, 1990.
- David A. Wolff**, 1999–, *Assistant Professor of Computer Science and Computer Engineering*; B.S., University of Puget Sound, 1992; M.S., Ph.D., Oregon State University, 1999.
- Sylvia H. Wood**, 1993–, *Assistant Professor of Nursing*; B.S.N., Murray State University, 1972; M.S.N., University of Kentucky, 1978.
- Dane W. Wu**, 1994–, *Associate Professor of Mathematics*; B.S., M.S., Xiamen University (China), 1982, 1985; M.S., John Carroll University, 1991; Ph.D., University of Wisconsin, Milwaukee, 1994.
- William F. Yager**, 1987–, *Professor of Business*; B.S.M.E., University of California, Berkeley, 1961; M.B.A., Harvard University, 1963; Ph.D., University of Oregon, 1991.
- David C. Yagow**, 1976–, *Associate Provost*; B.A., Concordia Senior College, Fort Wayne, 1965; M.Div., Concordia Seminary, St. Louis, 1969.
- Szanne Y. Yerian**, 1995–, *Assistant Professor of Education*; B.A., George Mason University, 1973; B.S., M.A.T., University of Alaska, Fairbanks, 1982, 1986; Ph.D., University of Washington, 1995.
- Cathleen L. Yetter**, 1986–, *Assistant Professor of Education*; A.B., M.L.S., Indiana University, 1967, 1969; Ed.D., Seattle University, 1995.
- Nancy A. Yie**, 1997–, *Clinical Assistant Professor of Nursing*; B.S.N., Wayne State University, 1969; M.A., University of Washington, 1977.
- Chang-li Yiu**, 1973–, *Professor of Mathematics and Physics; Dean, Division of Natural Sciences*; B.S., Tunghai University, 1962; M.S., Tsinghua University, 1965; Ph.D., Columbia University, 1972.
- Charles D. York**, 1981–, *Professor of Marriage and Family Therapy*; B.A., Washington State University, 1966; M.S.W., California State University, Fresno, 1968; Ph.D., Purdue University, 1980.
- Gregory L. Youtz**, 1984–, *Professor of Music*; B.A., B.M., University of Washington, 1980; M.M., D.M.A., University of Michigan, 1982, 1986.
- Dana L. Zaichkin**, 1997–, *Clinical Assistant Professor of Nursing*; B.S.N., Pacific Lutheran University, 1980; M.N., M.H.A., University of Washington, 1991.
- Mei Zhu**, 1998–, *Assistant Professor of Mathematics*; B.S., Tsinghua University, Beijing, 1985; M.S., Chinese Academia Sinica, Beijing, 1988; M.S., Ph.D., University of Washington, 1990, 1994.

* Sabbatical Leave, 2000–2001

† Leave of Absence, 2000–2001

HONORARY FACULTY

Nancy J. Connor, 1995–, *Campus Pastor*; B.S. in Ed., Minot State College, 1976; M.Div., Trinity Lutheran Seminary, 1980.

Dennis G. Sepper, 1995–, *Campus Pastor*; B.A., University of Michigan, 1976; M.Div., Trinity Lutheran Seminary, 1980.

ADMINISTRATIVE FACULTY ASSOCIATES

Beth Ahlstrom, 1980–, *Director of Career Development*; B.A., University of California, Berkeley, 1971; M.A., Pacific Lutheran University, 1989.

Christine C. Benton, 1998–, *Director, Office of Academic Assistance*; B.A., Pacific Lutheran University, 1981; M.A., University of Washington, 1985.

Ione S. Crandall, 1993–, *Director, Center for Public Service*; B.A., Smith College, 1964; M.A., Columbia University, 1968.

David E. Gunovich, 1983–, *Director of Admissions*; B.A.E., M.A., Pacific Lutheran University, 1982, 1995.

Lauralee Hagen, 1978–, *Director of Alumni and Parent Relations*; B.A.E., M.A. in Ed., Pacific Lutheran University, 1975, 1978.

Kirk Isakson, 1977–, *Director of Multimedia Production*; B.A., Washington State University, 1974.

Shannon Ledesman Jones, 1999–, *Psychologist; Counselor*; B.A., University of Notre Dame, 1992; Ph.D., University of Iowa, 1999.

Jeffrey C. Jordan, 1989–, *Associate Dean for Campus Life*; B.A., Houghton College, 1983; M.S., State University of New York at Buffalo, 1985.

Alene L. Klein, 1978–, *Associate Director, Counseling and Testing Services*; B.S.N., M.A. in Ed., Pacific Lutheran University, 1975, 1978; Ed.D., Seattle University, 1987.

Susan M. Mann, 1996–, *Director of Human Resource Services*; B.A., University of Washington, 1978; M.S., Antioch University, 1995.

Dana M. Myers, 1999–, *Psychologist; Counselor*; B.A., Washington University, 1993; Psy.D., University of Denver, 1999.

Martin J. Neeb, 1981–, *General Manager, KPLU-FM*; B.A., M.Div., Concordia Seminary, St. Louis, 1955, 1958; M.A., Saint Louis University, 1959; Ph.D., Northwestern University, 1967.

Charles T. Nelson, 1967–, *Director of International Admissions*; B.S., Dakota State College, 1963; M.A., Adams State College, 1964.

Layne E. Nordgren, 1979–, *Director, Multimedia/Library Systems*; B.S., Pacific Lutheran University, 1976; M.S., University of Southern California, 1979.

Catherine Pratt, 1983–, *Assistant Dean, School of Business*; *Director, M.B.A. Program*; B.A., Brigham Young University, 1983; M.A., Pacific Lutheran University, 1993.

Richard W. Rouse, 1994–, *Director of Church Relations*; B.A., Pacific Lutheran University, 1969; M.Div., Wartburg Theological Seminary, 1973; D.Min., Pacific Lutheran Theological Seminary, 1986.

Chris D. Sanders, 1981–, *Director of Administrative Computing*; B.B.A., Pacific Lutheran University, 1977.

Kay W. Soltis, 1984–, *Director of Financial Aid and Student Employment*; B.S. in Ed., Southern Illinois University, Carbondale, 1988.

Bruce T. Wilkins, Jr., 1999–, *Director of Executive Development*; B.A., St. Olaf College, 1982; M.B.A., Rensselaer Polytechnic Institute, 1991.

Marie J. Wutzke, 1987–, *Assistant Registrar for Institutional Data*; B.A., M.A., Pacific Lutheran University, 1991, 1994.



HONORARY

Selichi Adachi, 1967–99, *Psychology*

Harry S. Adams, 1947–93, *Physics*

Merrily J. Allen, 1982–88, 1991–2000, *Nursing*

Charles D. Anderson, 1959–91, *Chemistry*

Stephen E. Barndt, 197–2000, *Business*

Kenneth E. Batker, 1966–99, *Mathematics*

Luther W. Bekemeier, 1976–92, *Vice President for Development*

Grace Blomquist, 1939–76, *English*

Christopher R. Browning, 1974–99, *History*

Gary A. Chase, 1970–2000, *Physical Education*

Kenneth E. Christopherson, 1958–91, *Religion*

Marie Churney, 1974–98, *Education*

Irene O. Creso, 1955–71, *Biology*

David P. Dahl, 1969–2000, *Music*

Carrol E. DeBower, 1964–68, 1970–91, *Education*

Michael B. Dollinger, 1981–98, *Mathematics*

Judd C. Doughty, 1962–83, *Communication*

Larry A. Edison, 1982–98, *Computer Science*

Emmet E. Eklund, 1964–82, *Religion*

Loleta G. Espeseth, 1964–89, *Associate Registrar*

Louise Sand Faye, 1969–98, *Spanish*

M. Josephine Fletcher, 1963–91, *Education*

Roger Gard, 1974–97, *Music*

Ralph D. Gehrke, 1975–90, *Religion*

William P. Giddings, 1962–96, *Chemistry*

Gordon O. Gilbertson, 1954–84, *Music*

William H. Gilbertson, 1968–91, *Social Work*

Virginia K. Gilmore, 1988–98, *Library*

Fern A. Gough, 1971–95, *Nursing*

Marils M. Hanson, 1971–91, *Education*

Vernon R. Hanson, 1970–99, *Social Work*

Luella V. Hefty, 1973–94, *Nursing*

Perry B. Hendricks, Jr., 1973–87, *Vice President for Finance and Operations*

John O. Herzog, 1967–98, *Mathematics*

Curtis E. Huber, 1964–91, *Philosophy*

Laurence D. Huestis, 1961–99, *Chemistry*

JoAnn S. Jensen, 1967–99, *Biology*

Lucille M. Johnson, 1953–89, *English*

Richard P. Jungkuntz, 1970–89, *Religion*; *Provost*

Richard Kibbey, 1988–97, *Business*

Gundar J. King, 1960–91, *Business*

Lars E. Kittleson, 1956–91, *Art*

Calvin H. Knapp, 1959–2000, *Music*

David R. Knutson, 1979–91, *Religion*

Marilyn A. Levinsohn, 1992–2000, *Nursing*

Lyman T. Lundeen, 1988–89, 1990–98, *Religion*

Gene C. Lundgaard, 1958–91, *Physical Education*

Cynthia Mahoney, 1981–94, *Nursing*

D. Moira Mansell, 1982–94, *Nursing*

Arthur D. Martinson, 1966–99, *History*

Marjorie I. Mathers, 1964–66, 1968–97, *Education*

David E. McNabb, 1979–97, *Business*

Marlen F. Miller, 1970–95, *Economics*

Richard D. Moe, 1965–98, *Education*

Katharine Monroe, 1967–75, *French*

Gunnulf Myrbo, 1970–93, *Philosophy*

Alice J. Napjus, 1963–75, *Education*

Burton L. Nessel, 1967–98, *Chemistry*

Eric Nordholm, 1955–91, *Communication and Theatre*

Sherman Nornes, 1959–61, 1965–91, *Physics*

W. Dwight Oberholtzer, 1969–95, *Sociology*

Sara A. Officer, 1967–98, *Physical Education*

David M. Olson, 1968–96, *Physical Education*

Franklin C. Olson, 1971–98, *Education*

Helmi Owens, 1985–98, *Education*

William E. Parker, 1970–2000, *Theatre*

Cleo M. Pass, 1990–2000, *Nursing*

Arne K. Pederson, 1956–89, *Education*

Gary D. Peterson, 1967–98, *Mathematics*

Walter E. Pilgrim, 1971–99, *Religion*

Barbara Poulshock, 1976–97, *Music*

Paul M. Reigstad, 1947–48, 1958–90, *English*

Lois F. Rhoades, 1980–91, *Nursing*

Karl R. Rickabaugh, 1975–98, *Education*

William O. Rieke, 1975–92, *President*

Kelmer Nelson Roe, 1947–67, *Religion and Greek*

Moshe Rosenfeld, 1986–2000, *Computer Science*

Eldon L. Schafer, 1974–91, *Business*

John A. Schiller, 1958–91, *Sociology/Social Work*

S. Erving Severtson, 1966–83, 1986–99, *Psychology*

Maurice Skones, 1964–83, 1992, *Music*

Lynn S. Stein, 1961–81, *Education*

Joan D. Stiggebout, 1973–91, *Nursing*

Doris G. Stucke, 1967–83, *Nursing*

Rodney N. Swenson, 1968–2000, *German*

Frederick L. Tobiason, 1966–91, *Chemistry*

Ann K. Tremaine, 1972–91, *Music*

Joseph W. Upton, II, 1988–96, *Engineering*

David L. Vinje, 1970–2000, *Economics*

Lenora B. Weirick, 1973–80, 1982–87, *Nursing*

Margaret Wickstrom, 1951–78, *Religion*, *Director, Foreign Students and Special Programs*

Jane Williamson, 1964–90, *Education*

Yukie Yumibe, 1980–92, *Nursing*

Dwight J. Zulauf, 1949–53, 1959–85, 1990–98, *Business*

PART-TIME LECTURERS 1999–2000

Division of Humanities

English

Rosalind Bell

Jared Leising

Deborah Miranda

Charles Mudede

Linda Munoz

Julie Radliff

Solveig Robinson

Peter Temple-Thurston

Languages and Literatures

G. Leon Curtis

Inés Miranda

Adam Ross

Marla Valverde

Bridget Yaden

Philosophy

Gunnulf Myrbo

Edward Richards

Religion

Rebecca Kruger-Gaudino

Jack Olive

Joanne Swenson

David Yagow

Division of Natural Sciences

Chemistry

Charles Anderson

Burton Nessel

Fred Tobiason

Computer Science and Computer Engineering

Natalia Fofanova

Geosciences

Lynnette Martek

Linda Schieber

Physics

Edwin Ford

David Goodmanson

Division of Social Sciences

Anthropology

James Peet

Economics

Priscilla Cooke

Richard Kibbey

History

Michael Halvorson

Marriage and Family Therapy

Nancy Dinger

Ronald Lewis

Heidi Phair

Bev Tschimperle

Political Science
J. Arnold Bricker*Psychology*
Bret Burkholder
Shannon Ledesma Jones
Dana Myers
Susan Poole
John Powell**School of the Arts***Art*
Stan Shaw
Kathryn Sparks
Susan Watts
Karen Wilson*Communication and Theatre*Jeff Clapp
Kathy Gill
Kirk Isakson*Music*Betty Agent
Marcia Baldwin
Berith Ballard
Wayne Bliss
Wayne Bloomingdale
Bryan Boughten
Brian Box
Jeff Brandt
Elizabeth Brown
Marlette Buchanan
Lee Ann Campos
Saul Cline
Susan Erickson
Hilary Field
Mary Fierke
Gary Fukushima
Lisa Ganung
Jairo Geronimo
Kathryn Habedank
Jane Harty
Jeannie Hill
Janeanne Houston
Barry Johnson
Beth Kirchoff
Sandra Knapp
Donna Knudson
Karen Kuenzi
Todd Larsen
Jonathan Michalak
Suc Montgomery
James Myers
Douglas Nierman
Marcia Ott
Kevin Paustian
Donna Poppe
Anna Richart
Judson Scott
Frank Seeberger
Bernard Shapiro
Shannon Spiciati
Rae Terpenning
Rex Turner
Nancy Vancil
Keith Winkle**School of Business**James Albers
Jay Bakst
C. Frederick Matthaei
David McNabb
Patricia Pabst**School of Education**Sandra Ahlers
Florence Ariessoehn
Terri Becker
Delois Brown
Nanette Bullock
Larry Carney
Gwen Dewey
Scott Eagan
William Fischer
Gwen Fletcher
Mardean Francis
Lawrence Hawkins
Judith Hyden
Tor Johannessen
Kenneth Keener
James King
Allyn Lawrence
Douglas Mandt
John Marchesini
Evelyn McNeal
Judy Moomaugh
Nancy Murphy
Julie Searles
Marvin Shain
Olga Smith
James Taylor
Ralph Vedros
Sara Woolverton
Claudia Yeaman**School of Nursing**Nancy Lewis
Mary Kay Tomko**School of Physical Education**Sei Adachi
John Amidon
Byron Cregeur
Margarete Freitag
Roger Gard
Craig McCord
Richard Myers
Doug Nelson
Gary Nicholson
Rick Noren
Jerry Poppen
Mike Rice
Donald Ryan
David Templin
Scott Westering
Susan Westering
Alison Wigstrom-Hoseth

University Guidelines

Family Education Rights and Privacy Act

In accordance with the family Educational Rights and Privacy Act of 1974, popularly known as the "Buckley Amendment" and carrying the acronym "FERPA," Pacific Lutheran University has adopted a policy to protect the privacy of education records. This act also establishes the rights of parents and currently enrolled, eligible students to inspect and review their education records; and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Parents and currently enrolled, eligible students will be notified of their FERPA rights annually by publication in the Student Handbook. Interested parties may review the policy in the Office for Student Life, Hauge Administration Building, Room 105.

Policy on Non-Discrimination

Pacific Lutheran University does not discriminate on the basis of race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, sexual orientation, or any other status protected by law in the educational programs or activities which it operates, and is required by Title IX of the Education Amendments of 1972 and the regulations adopted pursuant thereto, by Title VI and Title VII of the Civil Rights Act of 1964, and by Section 504 of the Rehabilitation Act of 1973 not to discriminate in such manner. The requirements not to discriminate in educational programs and activities extends to employment therein and to admission thereto.

Inquiries concerning the application of said acts and published regulations to this university may be referred to:

1. The Director of Human Resource Services, Pacific Lutheran University, telephone 535-7185, for matters relating to employment policies and practices, promotions, fringe benefits, training, and grievance procedures for staff employed by the university.
2. The Associate Provost, Room 104, Hauge Administration Building, Pacific Lutheran University, telephone 535-7126, for matters relating to student admissions, curriculum, and financial aid.
3. The Student Life Office, Room 105, Hauge Administration Building, Pacific Lutheran University, telephone 535-7191, for matters regarding administrative policies relating to students and student services.
4. The Director of Counseling and Testing Services, Room 106, Ramstad Hall, Pacific Lutheran University, telephone 535-7206, for matters relating to the application of Section 504 of the Rehabilitation Act.
5. The Associate Dean for Campus Life, University Center, Pacific Lutheran University, telephone 535-7195, for matters relating to the student grievance procedure.
6. Or the Assistant Secretary for Civil Rights, U.S. Department of Education, Switzer Building, 330 C Street S.W., Washington, D.C. 20202.

Policy on Equal Educational Opportunity

Pacific Lutheran University is committed to providing equal opportunity in education for all students without regard to a person's race, color, national origin, creed, religion, age, gender, sexual orientation, mental or physical disability, or any other status protected by law. The university community will not tolerate any discrimination, harassment, or abuse of or toward any member of the university community.

The university holds as basic the integrity and well being of every person in the community. It is committed to providing an educational environment which is fair, consistent, caring, and supportive of intellectual and personal growth. Further, it is committed to protecting the rights of its community members to engage in dialog and to express ideas in an environment which is free from harassment, discrimination, and exploitation. This freedom of expression does not, however, entail the freedom to threaten, intimidate, harass, or abuse.

The university prohibits any activities which cause or threaten physical or mental harm, suffering, or exhaustion; which demean the dignity and personhood of any individual; or which interfere with one's academic progress. Examples of such actions are verbal threats or abuse, harassment, intimidation, threatened or actual physical assault, or consistent disregard of the rights and welfare of others. In particular, the university will see as a violation of this policy, any behavior which communicates a message that is threatening, intimidating, or demeaning or which causes physical harm to a person or to persons because of race, color, national origin, creed, religion, age, gender, marital status, sexual orientation, mental or physical disability, or any other status protected by federal, state, or local law. Any person or persons who are found to have violated this policy will be subject to disciplinary action up to and including suspension, expulsion, or termination.

Policies on Equal Opportunity, Affirmative Action, ADA, and Sexual Misconduct

PREAMBLE: Pacific Lutheran University is committed to providing an educational and employment environment which is fair, consistent, caring and supportive of professional and personal growth. The University is further committed to protecting the rights of its community members to engage in dialogue and express ideas in an environment which is free from harassment, discrimination and exploitation. Freedom of expression does not entail freedom to threaten, intimidate, harass or assault. The University community will not and does not tolerate such behaviors. Finally, the University is committed to expanding and maintaining diversity in its student, faculty, staff and administrator populations and to accommodate, whenever possible, persons with disabilities.

To honor and implement these commitments, the University Board of Regents has adopted policies on Equal Opportunity, Affirmative Action and Accommodation of Persons with Disabilities as well as a policy prohibiting Sexual Misconduct, including sexual harassment, sexual assault, and certain consensual sexual relationships. The success of these policies requires the cooperation of every member of the University community.

Specifically, each member of the University community is expected to read the policies and follow the directives set forth therein. The process of providing equal employment and educational opportunity as well as providing working, learning and living environments free of harassment, discrimination and intimidation requires that every member of the University community respect the rights of others and report violations of the University's policies. Failure to report violations may inhibit the University's ability to take prompt, corrective action.

Throughout these policies, references to "Employee(s)" shall mean any regular or temporary member of the University's workforce including faculty, administration, and staff.

Equal Opportunity Policy

Pacific Lutheran University is committed to providing equal opportunity in employment and in education for all members of the University community without regard to an individual's race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, sexual orientation or any other status protected by law.

This equal opportunity policy shall apply to all aspects of employment, including hiring, compensation, benefits, transfers, promotions, training, education, reduction-in-force and termination. To the extent permitted by applicable law, PLU reserves the right to hire Lutherans or other Christians for faculty or administrative positions whenever such choices are deemed necessary for carrying out the educational and religious goals consistent with Article II of its Articles of Incorporation and Article V, Section 2 of the University's By-Laws. PLU further reserves the right to make employment decisions based on an individual's job performance, merit and/or qualifications.

This equal opportunity policy shall similarly apply to all aspects of educational opportunity, including recruitment, enrollment, advancement and evaluation.

The University will not tolerate any discrimination or harassment toward or by any of its Employees or students. Any written, oral, physical or visual communication that is demeaning, degrading, intimidating, or otherwise directed at a person or persons because of race, color, gender, national origin, marital status, age, religion, mental or physical disability, veteran status, sexual orientation or any other status that is protected by federal, state or local law will be considered a violation of this policy. Any person, or persons, who are found to have violated this policy may be subject to disciplinary action, up to, and including, suspension, expulsion and/or termination.

Individuals who believe that they have been subject to discriminatory action or harassment or believe that discriminatory action or conduct has taken place, are strongly encouraged to contact any member of the University Grievance Committee or their supervisor. The University strictly prohibits threats, intimidation or retaliation of any kind against a person who reports a violation of this non-discrimination policy or who cooperates with an investigation of alleged violation. Any such conduct will itself constitute a violation of this policy and may subject the offender(s) to disciplinary action.

Affirmative Action Policy

Pacific Lutheran University is committed to enlarging and maintaining the representation of ethnic, gender, cultural and economic diversity among its Employees, as well as among its student population. PLU is further committed to the accommodation of persons with disabilities, whether

students or Employees. In furtherance of these goals and in accordance with state and federal law, Pacific Lutheran University has adopted an Affirmative Action Plan that reflects its intent to provide applicants, Employees, and students equal opportunity in all aspects of employment and education and to provide a working and learning environment free from unlawful discrimination and harassment.

In accordance with the plan, the University has appointed an Affirmative Action Officer who is responsible for implementing and monitoring the goals set forth in the Affirmative Action Plan. The Affirmative Action Plan is regularly reviewed and may be modified from time to time to serve the needs of the PLU community consistent with the University's affirmative action goals. The current Affirmative Action Plan may be reviewed at any time by contacting the Human Resource Services Office.

Policy on Accommodation of Persons with Disabilities

As stated in the equal opportunity policy, and in accordance with the Americans with Disabilities Act of 1990 ("ADA"), Pacific Lutheran University will not discriminate against any student, applicant or employee because of the presence of a mental or physical disability. As part of its long-range plan, the University has committed the financial and human resources necessary to provide access to University facilities according to the recommendations and requirements of the ADA. Where a student, applicant or employee with a disability is able to perform the essential functions of the job or academic/program requirements, the University may be obligated to provide reasonable accommodation to the needs of that individual, unless such accommodations would provide undue hardship to the University.

Reasonable accommodation may include job restructuring, part-time or modified work/class schedule, reassignment, transfer, purchase or modification of special equipment or devices, modification of examinations, training/course materials or policies. Reasonable accommodation will be determined on a case-by-case basis.

Students and employees with medically recognized and documented disabilities and who are in need of special accommodation, have an obligation to notify the University of their needs. Employees should contact the Human Resource Services Office. Students in need of accommodation should contact the Coordinator for Students with Disabilities in the Counseling and Testing Office.

Individuals who believe this policy has been violated may contact a member of the University Grievance Committee or their supervisor.

Policy on Sexual Misconduct

A. Introduction

In accordance with its equal opportunity policy, Pacific Lutheran University prohibits any discrimination in education or employment on the basis of gender. Moreover, PLU is committed to providing an environment in which students and Employees can work, live and study free from all types of sexual misconduct. Sexual misconduct has a serious negative impact on the quality of the education and work experience. The range of sexual misconduct includes sexual harassment, intimidation, coercion, sexual assault, and certain consensual sexual relationships.

As set forth below, the University does not and will not tolerate sexual misconduct by or against any of its students or Employees. The University will work to prevent and eliminate such behavior by providing a comprehensive education program to promote awareness of acceptable and non-acceptable behaviors.

This policy is intended to meet the requirements of applicable federal and state law. If this policy is inconsistent with any applicable law, it is the University's intent to follow applicable law.

B. Policy Scope

This policy applies when the conduct prohibited by this policy occurs between any member of the student body or Employee population and any other member of the student body or Employee population. This policy also applies when the prohibited conduct occurs between a member and a non-member of the student body or Employee population, such as an off-campus vendor, independent contractor, work-study employer, internship supervisor, prospective student or volunteer.

The University may impose sanctions if the prohibited conduct occurs on University premises or in connection with a person's participation in a university-sponsored organization, program or activity, or if the conduct poses a risk of harm to any member of the campus community, including but not limited to any of the harmful effects encompassed by the definition of sexual harassment.

C. Sexual Harassment

Sexual harassment is a form of sex discrimination which is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments and the laws of the State of Washington. When the University becomes aware of allegations of sexual harassment, it is bound by state and federal law to investigate those allegations, stop the harassment if it is found to exist and take measures to ensure a working and learning environment that is free of sexual harassment.

For the purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct or activity is made either explicitly or implicitly a term or condition of an individual's employment or academic progress;
- Submission to or rejection of such conduct or activity is used as the basis for employment or evaluation;
- Such conduct or activity has the purpose or effect of interfering with an individual's employment or educational performance or advancement; or
- Such conduct or activity creates an intimidating, hostile or offensive working, learning or campus residential environment.

Sexual harassment may occur when there is a difference in institutional authority between persons. It may occur between persons in equal positions, such as co-workers, colleagues and peers. It occurs without respect to gender, age, appearance or status. It may occur between persons of the same sex. It may occur if the sexual conduct of others in the education, work or campus residential environment has the purpose or effect of substantially interfering with another's academic or work performance or environment. Sexually harassing conduct can include unwanted jokes, comments, gestures and non-verbal conduct. Anyone who is uncertain as to whether particular conduct violates this policy should contact any of the people or resources named in the Sexual Assault paragraphs of this policy.

Individuals who believe this policy has been violated, or who observe potential violations, are strongly encouraged to seek redress of their concerns by contacting any member of the University Grievance Committee or by contacting their supervisor.

Violation of these policies shall result in disciplinary action including the possibility of suspension, termination of employment or expulsion from the University. Any form of reprisal, actual or implied, whether academic or related to employment, will be treated as an aggravation of prohibited behavior and will not be tolerated.

The University is committed to providing all members of its community with education and training about the nature of sexual harassment, its damaging consequences and procedures for handling complaints. Training is particularly essential for persons in supervisory roles who may face personal liability if they fail to take appropriate action when they become aware of instances of sexual harassment.

Retaliation against anyone reporting or thought to have reported sexual harassment is prohibited. Such retaliation is considered a serious violation of this policy and will be considered independently of whether a charge or informal complaint of sexual harassment is substantiated. Encouraging others to retaliate also violates this policy.

The University is dedicated to the prevention and elimination of sexual harassment in the workplace, in the campus residential environment, and in the learning environment. The University cannot take corrective action, however, when it does not know about inappropriate behavior. Therefore, it is very important that violations of this policy be reported as soon as possible.

D. Sexual Assault

Sexual assault is a violation of individual rights and dignity that will not be tolerated by Pacific Lutheran University. Sexual assault is not only an act of violence, aggression or coercion against a single individual, but it is also an attack on human dignity, a value essential to the University community. For these reasons, Pacific Lutheran University strongly encourages victims to report sexual assault incidents to appropriate university and governmental authorities as outlined in this policy. This policy applies to all members of the campus community—students and Employees—as to any incidents which occur on campus or in connection with any University-sponsored activity or event. Members of the University community who are sexually assaulted in an off-campus, non-University setting may seek assistance from any of the University services set forth in Sections 1(a), (b), and (c) below.

1. VICTIM RIGHTS AND SERVICES

Sexual assault victims have the right to:

- Respectful treatment from all campus authorities;
- On-campus medical assistance, which may include testing for sexually transmitted diseases, HIV and pregnancy as well as referral to outside medical resources;
- Confidential counseling;
- Assistance in changing housing and academic situations if such changes are reasonably available;
- Pursuit of disciplinary action through the Pacific Lutheran University Student Conduct System as outlined in Section 4(b);
- Pursuit of action via the University Grievance Policy and Procedures as outlined in Section 4(c);
- Assistance in the pursuit of criminal and/or civil charges within Pierce County as outlined in Section 4(d);
- A victim's advocate.

a. **On-Campus Student Services:**

Students who have been victims of sexual assault are entitled to a variety of services on and off campus. The following campus offices are available to provide victim services:

- Campus Ministry
- Campus Safety
- Counseling and Testing
- Grievance Officers
- Student Life Office
- Residential Life
- Student Conduct Coordinator
- Student Health Center
- Women's Center

b. **On-Campus Faculty & Staff Services:**

An Employee who has been the victim of a sexual assault committed on campus or in connection with a University-sponsored activity or event, by a member of the PLU community, is strongly encouraged to contact Campus Safety and Information, Human Resource Services and/or counseling through the University's Employee assistance program.

c. **Off-Campus Assistance:**

The Sexual Assault Center of Pierce County offers a 24-hour crisis, information and referral line at 253-474-7273 or 1-800-756-7273. The Center exists to serve victims of sexual assault and abuse, their families and friends. Legal and medical advocacy is available, as well as support groups for victims, their friends and families.

2. **ALLEGED PERPETRATOR SERVICES**

Members of the PLU community who are alleged to have committed a sexual assault against another member of the PLU community are entitled to all rights given within the PLU Student Code of Conduct, Faculty Constitution and By-Laws, PLU Personnel Policies and Procedures Manual and University Grievance Policy and Procedures, as appropriate. Such individuals are also entitled to PLU services which may offer them physical and emotional support, consultation and/or referral.

3. **SEXUAL ASSAULT TERMINOLOGY**

Sexual assault can occur against both males and females and may be perpetrated by an assailant not known to the victim, or may occur when the victim knows his or her assailant, such as in the case of acquaintance or date rape. At Pacific Lutheran University, sexual assault includes, but is not limited to (1) non-consensual sexual contact, including forced sexual contact, and (2) forced sexual penetration, and may occur by a person individually or in concert with others.

a. **Non-consensual sexual contact, including forced sexual contact,**

includes any harmful, insulting or non-consensual physical contact of a sexual nature (including touching, fondling, exposure, disrobing, etc.) that is committed against another person without his/her consent, including any such act accomplished by means of actual or implied force, threat, coercion or helplessness. Forcing or intimidating a person to touch another person's intimate parts shall also constitute non-consensual or forced sexual contact.

b. **Forced sexual penetration** includes intercourse (vaginal penetration), sodomy, oral copulation or penetration with any object by the use of force, threats, coercion or by taking advantage of a victim's helplessness.

c. **Because the University hopes to educate the community in order to prevent violations of this policy, it should be understood that:**

- (i) Alcohol and/or other drug use, intoxication or any impairment of the accused does not absolve one of responsibility for sexual assault.
- (ii) For purposes of this policy, "consent" means that at the time of the act of sexual intercourse or other sexual contact there are actual words or conduct indicating freely given agreement to have sexual intercourse or other sexual contact. In situations where the victim is incapable of giving consent, or is unable to resist sexual advances due to alcohol/other drug use or other impairments, the accused will be held responsible for sexual assault. Silence will not be considered as evidence of consent under such circumstances.
- (iii) Force or coercion is defined as:
 - The use of physical force or physical violence; or
 - The use of threats, including but not limited to, physical threats, abduction, extortion or retaliation directed against the victim or another when the victim believes there is an ability to execute such threats; or
 - The use of verbal comments or non-verbal behaviors or gestures to intimidate the victim or another when the victim believes that there is a present ability to execute such threats.
- (iv) Threat is defined as an expression of intention to hurt, destroy or punish the victim, another person, or their property.

4. **REPORTING SEXUAL ASSAULT**

Pacific Lutheran University strongly encourages victims of sexual assault to report incidents. Filing a report with Pacific Lutheran University, the Pierce County Sheriff or the Sexual Assault Crisis Center of Pierce County is not a commitment to press charges. Criminal, civil and University action occur independently; a victim may pursue action in one or both systems concurrently. The University is not required to delay on-campus proceedings pending results in the criminal or civil systems. Because the definitions of sexual assault and the burden of proof required for responsibility are different in the campus, criminal and civil systems, an alleged perpetrator may be found responsible on campus, while in the criminal or civil justice systems, a different result may occur.

a. **On-Campus Reporting**

Victims of sexual assault which occurs on campus or in connection with a University-sponsored activity or event are encouraged to report the incident, as soon as possible, to campus officials, including faculty members and/or Employees of one or more of the following:

- Campus Ministry
- Campus Safety
- Counseling and Testing
- Health Center
- Residential Life
- Student Life
- Women's Center
- Human Resource Services

Pacific Lutheran University is committed to respecting personal dignity and will maintain confidentiality as appropriate and in keeping with the law. Employees outside of the above-referenced departments must inform Student Life (as to students) or Human Resource Services (as to all others) of any sexual assault matters brought to their attention. Such reporting may be done without identification of the individual(s) involved.

b. **Student Conduct Procedures**

A student may pursue action through the student conduct system if the alleged assault was committed by another PLU student. Should a victim choose to pursue a disciplinary hearing through the student conduct system, he/she should contact the Student Conduct Coordinator. The hearing procedures and rights afforded victims and alleged perpetrators in the Student Conduct System are outlined in the Pacific Lutheran University Student Handbook.

c. **Grievance Policy and Procedures**

As an alternative to (b) above, a student may choose to pursue action through the University Grievance Policy and Procedures if the alleged assault was committed on campus or in connection with a University-sponsored activity or event by another member of the PLU community.

An Employee who has been sexually assaulted by another member of the University community may pursue action through the University Grievance Policy and Procedures. To pursue such action, he/she should contact any of the University grievance facilitators: Susan Mann (ext. 7187), Patricia Roundy (ext. 8786), Richard Seeger (ext. 7519), or William Yager (ext. 8722).

d. **Off-Campus Reporting**

Victims who wish to pursue criminal or civil action are encouraged to seek assistance from any of the following resources:

- Campus Safety and Information Services, ext. 7911
- Sexual Assault Crisis Center of Pierce County
Administrative Offices, 253-597-6424
- 24-Hour Crisis/Information and Referral Line, 253-474-7273 or 1-800-756-7473, TTY 253-274-0448
- Pierce County Sheriff, ext. 7911
- Tacoma Police, ext. 7911
- Local Police Agency (if away from campus)

5. **PENALTIES FOR SEXUAL ASSAULT**

Members of the University community who violate the University's ban on sexual assault will be subject to strict disciplinary action by the University, up to and including suspension or expulsion for students and termination for Employees.

E. **Consensual Sexual Relationships**

Primary responsibility for maintaining high standards of conduct resides with faculty and supervisors, since they exercise significant authority and power over others.

A consensual sexual relationship between an Employee (faculty, staff, or administrator) and a student, or between a supervisor and a subordinate Employee, does not necessarily involve sexual harassment or sexual misconduct. In such circumstances, however, the University's responsibilities to its students and Employees are potentially compromised by the likelihood or even the appearance of a conflict of interest. Consequently, this policy strictly prohibits consensual sexual relationships between an Employee and a student whenever the Employee is in a position of professional responsibility with respect to the student. This

policy, further, strictly prohibits consensual sexual relationships between a supervisor and a direct subordinate Employee.

For the purposes of this policy, an Employee is in a position of professional responsibility with respect to a student when the Employee is currently in a position to make or influence a decision or to confer or withhold a benefit relating to the student's education, employment, or campus-sponsored activity. This includes, but is not limited to, staff/student, faculty/student, coach/player, supervisor/student worker, and adviser/advisee relationships.

For the purposes of this policy, an Employee is in a direct subordinate relationship with a supervisor if the Employee reports to the supervisor, if the supervisor evaluates or directs the Employee's work, or if the supervisor is in the direct chain of command of the person to whom the Employee reports.

The University strongly discourages consensual sexual relationships such as those between an Employee and a student (even in the absence of a current professional responsibility with respect to the student) and between a faculty member or supervisor and an Employee in a position of less authority (even in the absence of a direct reporting relationship as defined above). While this policy does not prohibit consensual sexual relationships such as these, they are strongly discouraged. Because all such relationships potentially involve a violation of equal opportunity law, it may be difficult, if not impossible, in any subsequent proceeding to defend against a sexual harassment charge where the defense is based on the complainant's consent to the relationship. Moreover, those persons involved in such relationships must be aware that the relationship may be viewed by others as exploitative or as creating actual or apparent conflicts of interest, thereby creating potential difficulties for one or both parties.

Inclusive Language

PLU supports the efforts of faculty, students, staff, and administrators to employ and augment the inclusive language guidelines of their professions or disciplines, and to reflect upon the cultural conditions which have made such guidelines integral to contemporary language use. One set of guidelines is that of the Evangelical Lutheran Church in America ("Guidelines for Inclusive Use of the English Language," 1989), which provides examples of language that includes and affirms groups which have often been misrepresented in or left out of discourse. Inclusive language avoids stereotypes or biases such as those based on gender, race, physical ability, sexual orientation, class, nationality, religion, family, and status. Inclusive language directs our attention to the nuances of social reference and calls us to address all individuals with respect.

Student Right-To-Know and Campus Security Act

The Student Right-To-Know and Campus Security Act, Public Law 101-542, provides that institutions of higher education disclose information about campus safety policies and procedures to current and prospective students and employees. Pursuant to that requirement, Pacific Lutheran University has developed a Campus Safety & Crime Prevention Guide that reports institutional security policies and crime statistics. The current report is available on the PLU website at www.plu.edu/~slif/cs/index.html.

Grievance Policy and Procedures

I. Introduction

The University is committed to the internal resolution of disputes arising within the University community. To that end, the President has appointed a University Grievance Committee which includes representatives from the faculty, student life administration, human resources administration and academic administration. The Committee appointments shall each be for a minimum two-year term.

It is the intent that the Grievance Committee be the central body for processing all grievances except those that relate to faculty tenure or discipline or which otherwise arise under the faculty constitution and bylaws. The Committee shall have authority to establish separate policies and procedures for certain types of grievances. Subject to faculty approval, the Committee shall also have authority to enact special policies and procedures for resolution of grade disputes and issues of academic dishonesty.

Every member of the University community, whether faculty, student, administrator or staff, shall have the right to bring a grievance and shall have access to the grievance procedures established by the University Grievance committee. Grievances may be initiated by contacting any member of the Committee. Grievances first reported elsewhere in the community should be referred to the Committee for resolution, except for grievances arising under the faculty constitution and by-laws.

If, at any time during a grievance proceeding under these procedures, a participant believes that a member of University Grievance Committee has a

conflict or the appearance of a conflict, or that the grievance involves or potentially involves a member of the Committee, that member will be excused from any further involvement in the grievance proceedings. The grievance policy and procedures will be published bi-annually and distributed to all members of the University community.

II. General Administrative Procedures

The following administrative procedures shall apply to all grievances, with the exception of grade disputes, allegations of academic dishonesty, student conduct issues covered by the student Code of Conduct and faculty grievances relating to tenure, discipline and other issues expressly provided for in the grievance procedure set forth in Article III of the Faculty Constitutional Bylaws. All other matters, including, but not limited to, disputes or complaints relating to discrimination and sexual harassment/sexual misconduct shall be handled in accordance with the following procedures. Neither voluntary nor involuntary terminations of staff and administrative personnel may be grieved nor are they subject to these administrative procedures.

The University is committed to resolving all grievances arising under these procedures, including complaints of sexual harassment and/or misconduct at the earliest and most informal level.

A. Informal Grievance Resolution

A grievant may pursue any of the following options for informal resolution:

- 1) *Direct Resolution.* The grievant may discuss directly with the respondent the allegations of the grievance and work with the respondent to resolve any concerns.
- 2) *Supervisor Resolution.* If the action suggested in paragraph 1 is unsuccessful, ill-advised or otherwise inappropriate, the grievant is encouraged to first discuss his or her concerns with the supervisor or department chair who is responsible for taking appropriate action. If the grievance directly involves the supervisor, the grievant may go to the next level of supervision or may bring the matter directly to the Grievance Committee as set forth below. If a grievance directly involves an individual at the level of Vice President, Dean, Provost or President, the grievant should bring the matter directly to the Grievance Committee. The matter may be concluded by mutual consent at this point. Supervisors and chairs must inform the Grievance Committee when handling grievances which involve potential violations of the University's policy on discrimination, sexual harassment or sexual misconduct.
- 3) *Grievance Committee.* If there is no mutually satisfactory resolution at an earlier stage, or if the grievant does not wish to bring the matter to the chair or supervisor, the grievant may contact any member of the University Grievance Committee to seek resolution. The Grievance Committee may discuss options for informal handling of the grievance, make referrals to appropriate resources and support services, and, with the permission of all parties, may also attempt to resolve the problem through mediation.

At any point in the process, the grievant may send written notification to the Grievance Committee that the situation is resolved or that no further University action is desired. The Grievance Committee will retain records of informal grievances for a minimum of three (3) years.

At any time during the informal resolution process, either party, or the Grievance Committee, may request that informal resolution efforts be terminated and that the formal grievance procedures be initiated. Such request shall automatically suspend informal procedures. At such time, the Grievance Committee, or any subcommittee thereof, shall, within five days, hold a meeting with both parties to discuss options for informal resolution, including mediation. If no agreement can be reached as to informal means of resolution or if informal procedures fail, then either party, or the Committee, may request that the grievance proceed in accordance with the formal grievance procedures set forth in Section B, below.

B. Formal Grievance Procedures

- 1) *Filing the Written Grievance.* Grievants for whom the matter has not been satisfactorily resolved through the informal process may file a written grievance with the Grievance Committee within five (5) working days after termination of the informal process. If no informal resolution was sought, written grievances must be filed within 30 working days of the alleged incident. The grievance shall include the grievant's written statement describing the alleged inappropriate action or misconduct. Upon receipt, the grievance shall be marked with the date received.
- 2) *Determination of Whether Grievance is Subject to Procedures.* Within five (5) working days of the grievance filing date, the Grievance Committee shall determine whether the facts alleged in the grievance fall within the purview of these procedures. If not, the grievant shall be so notified in writing. No appeal may be taken internally of such determination.

- 3) **Notification to Respondent.** If it is determined the grievance falls within the purview of these procedures, the Grievance Committee shall, within three (3) working days of such determination, provide a copy of the grievance to the respondent, together with a copy of these procedures.
- 4) **Written Response May Be Filed.** Within ten (10) working days after receiving a copy of the grievance, the respondent may submit to the Grievance Committee a written response to the allegations raised in the grievance. The respondent is encouraged to provide a written response, however, failure to answer a charge or to participate in the investigation will not prevent the process from proceeding. Failure to respond may result in the investigation proceeding solely on the basis of the grievant's testimony and evidence.
- 5) **Investigation of the Grievance.** Within twenty (20) working days of receipt of the respondent's written response, or, if there is no written response, within twenty (20) working days of Notification to respondent, the Grievance Committee or its designees shall complete an investigation which may include interviews with both parties and with those identified by the parties as having personal knowledge of the facts relating to the grievance; review of written responses as appropriate; and/or review of any documents or other evidence submitted by the parties or by persons with knowledge.
- 6) **Preliminary Report and Recommendations.** Within ten (10) working days after completion of the investigation, the Grievance Committee will prepare a preliminary written report which details the investigative process, summarizes information received, and presents the Committee's factual findings and recommendations. Copies of the preliminary report shall be given to the grievant and respondent.
- 7) **Rebuttal Statements.** Should either the grievant or the respondent dispute the findings of the preliminary report or the recommendations, rebuttal statements may be filed with the Committee within five (5) working days of receipt of the preliminary report. The Committee may review the rebuttal statements and shall have the authority to reopen its investigation and amend its preliminary investigative report, if it deems such action appropriate. Either party may also submit names of additional witnesses and additional information, additional evidence or documents, etc.
- 8) **Final Report and Recommendations.** Within ten (10) working days of receipt of any rebuttal statements or additional information, the Committee shall complete a final investigative report and recommendations. In the event no rebuttal statements are submitted, the Committee's preliminary report shall be deemed final. Copies of the final investigative report and recommendations shall be given to the grievant, to the respondent and to the appropriate vice president, dean and/or department head. If the grievance involves a faculty member, a copy of the final report shall also be provided to the Provost.
- 9) **Review by Appropriate Supervisor.** Within fifteen (15) working days from completion of the Committee's final report, the appropriate Vice President, Dean or Provost shall assess the report, review any written statements, determine whether to accept the recommendations, and take any responsive action. In the event the grievance and/or recommendations of the Grievance Committee directly involve a Vice President, Dean or Provost, the Committee will designate an alternate authority to assess the report and determine any responsive action. Such action, if any, shall be in accord with applicable University policy. The grievant shall be informed of any corrective action taken involving the respondent.
- 10) **Time Limits.** Time limits set forth in these procedures may be extended by the Grievance Committee upon request and showing of good cause. Either party may seek an extension of time. Reasonable extensions of time may also be granted upon initiation of the Committee at its discretion. The Grievance Committee will not usually extend the time for filing a written grievance except for those situations in which the grievant alleges violation of the University's Policies on Equal Opportunity, Affirmative Action and Sexual Misconduct. When appropriate, time limits may also be extended from one school year to the next.
- 11) **Grievance Initiated by Administration.** The President, Provost, or any Vice President may request that the Grievance Committee conduct an investigation without a formal grievance from any individual. In such cases, the Provost or applicable Vice President will act as the grievant. In those cases, the Grievance Committee will use the same notification and process guidelines as outlined in the formal grievance procedures.
- 12) **Grievance Initiated by Grievance Committee.** The Grievance Committee may initiate a formal grievance at any time where an individual declines to pursue the formal grievance process and/or where the Committee believes the University's Policies on Equal

Opportunity, Affirmative Action and Sexual Misconduct may have been violated. In such cases, the grievance will follow the same notification and procedures set forth above. The Grievance Committee has the right, where appropriate, to protect the identity of a grievant and to proceed with an anonymous grievant. That right should be used only in rare circumstances, taking into consideration the inherent difficulty to the respondent, and only after consultation with the University's attorney.

- 13) **Record Retention.** The Grievance Committee is the custodian of all records developed during the investigation of a grievance. All records of the Grievance Committee are considered confidential and will be retained by the Committee for a minimum of three (3) years. Records relating to grievances involving violations of the University's policies on Equal Opportunity, Affirmative Action and Sexual Misconduct may be kept indefinitely at the discretion of the Committee.
- 14) **Sanctions.** The Grievance Committee has no authority to impose any sanction, however, it may, as part of its investigative report, recommend a particular sanction or course of corrective action. The actual authority to impose sanctions and other corrective action shall remain with the Provost, as to faculty; the Vice President of Student Life, as to students; and the appropriate administrative Vice President as to staff and administrative personnel. The authority imposing sanctions shall report its action to the Grievance Committee in writing.
- 15) **Falsified Grievance.** Deliberately filing a grievance with false statements is considered to be serious misconduct and such offenses will be subject to the full range of disciplinary sanctions, including termination and/or expulsion.
- 16) **Right of Appeal.** Either party may appeal to the President of the University the findings of the Grievance Committee's final investigative report. The Grievance Committee may also request that the President review a particular grievance. Such appeal must be filed in writing to the President's Office within ten (10) working days after completion of review by the Vice President or Provost in accordance with paragraph 9 above. The President may choose to accept, reject, accept in part, or reject in part the investigative findings and recommendations. The President shall have final authority.
- 17) **Attorneys.** These procedures are intended to be a means of internal resolution only. As such, attorneys will not be allowed to participate directly in any phase of these grievance procedures, however, any party affected by a grievance is free to consult with an attorney of his or her choice at his or her own expense.
- 18) **Retaliation Prohibited.** The University expressly prohibits retaliation against any person who has filed a grievance, or in any way participated in the grievance process. Any person who violates this policy may be subject to disciplinary action, including termination and/or expulsion.

III. Alternative Grievance Procedures

These grievance procedures do not supersede existing procedures for resolution of grade disputes, academic dishonesty or matters arising under the Student Code of Conduct or any grievance procedures set forth in the Faculty Constitution and Bylaws. Where a grievance may be brought in under an alternative procedure, the grievant must elect at the outset which form to use. If a grievant chooses to proceed under these administrative procedures in lieu of alternate internal grievance procedures, then the grievant may not subsequently pursue the alternate grievance procedures for resolution of the same grievance. Similarly, if a grievant elects to pursue an alternate grievance procedure, the grievant may not subsequently seek to use these procedures to resolve the same grievance.

These administrative procedures shall be the exclusive forum for resolution of grievances alleging violation of the University's Policies on Equal Opportunity, Affirmative Action, ADA and Sexual Misconduct. External remedies may be available through federal, state or local agencies or through the courts.

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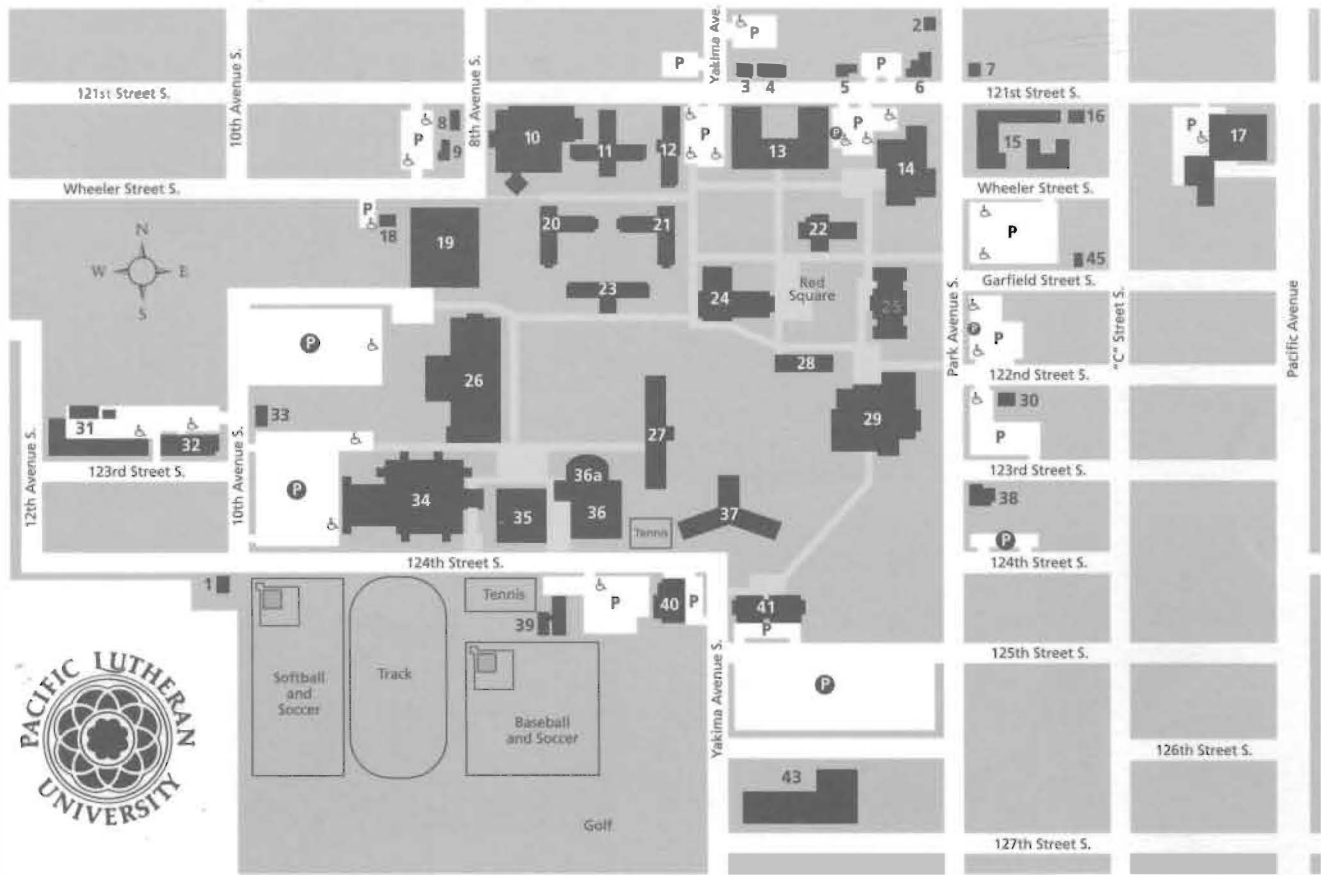
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Campus Map

Selected Campus Contacts

University Switchboard	531-6900
Campus Phone Information	535-7449
Campus Safety (24 hrs.)	535-7441
Academic Assistance	535-7518
Admissions	535-7151
Alumni & Parent Relations	535-7415
Business Office	535-7171
Church Relations	535-7423
Conference & Events Center	535-7453
Development	535-7178
Emergency	535-7911
Evening Student Liaison	535-7131
Financial Aid	535-7161
Health Center	535-7337
Information Desk/Tickets	535-7457
KPLU 88.5	535-7758
President	535-7101
Public Relations	535-7430
Registrar	535-7131
Student Life	535-7191
Summer Studies	535-7129
Transfer Coordinator	535-7138

Building Legend

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Hong Hall	21
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Ingram Hall	10
Knorr House	5
Kreidler Hall	20
Lagerquist Concert Hall	19
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Parking

-  Staff/Faculty Parking
-  Student Parking
-  Visitor Parking
-  Handicap Parking

Regular visitor parking is indicated on the map. Reserved parking slots may be used by visitors during non-working hours (5pm-7am), and on weekends (some 24 hr. exceptions are indicated by signs). If you plan an extended visit, you may obtain a temporary permit from Campus Safety (Harstad Hall).



PACIFIC LUTHERAN UNIVERSITY

Tacoma, WA 98447-0003

OFFICE OF ADMISSIONS

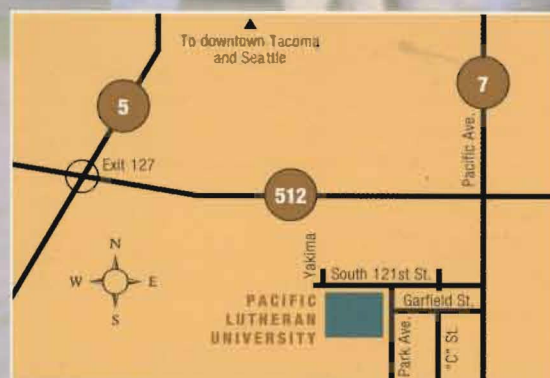
1-800-274-6758

253-535-7151

Fax: 253-536-5136

E-mail: admissions@PLU.edu

Home Page: www.plu.edu



TO LOCATE PLU

Pacific Lutheran University is located 7 miles south of downtown Tacoma, Washington. Take exit 127 off Interstate 5 and go east on Highway 512. Continue on 512 for approximately two miles to Pacific Avenue (Parkland-Spanaway exit). Turn right (south) on Pacific Avenue to 121st Street. Turn right on 121st. The Admissions Office is in Hauge Administration Building near the intersection of 121st and Yakima.