



COURSE CATALOG

UNDERGRADUATE - GRADUATE

2005-2006

PLU



Contact Information

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

The University Center maintains an information desk, called Campus Concierge, that is open daily from 7 a.m. to 9 p.m. (9 a.m. to 7 p.m. on Saturday and Sunday). 253.535.7411

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

Contact the Office of:	(Area code 253)	E-mail	For Information About:
President	535.7101	president@plu.edu	General university information
Provost	535.7126	provost@plu.edu	Academic policies and programs, faculty appointments, and curriculum topics, Academic Planning and Institutional Research
Vice President for Admission and Student Life	535.7191	slif@plu.edu	Admission, Financial Aid, Student Services Center, residence halls, counseling and testing, health services, diversity center, career services, student employment, campus safety, student leadership, co-curricular activities, and disability services
Admission	535.7151 1.800.274.6758	admission@plu.edu	General information, admission of students, and publications for prospective students and advanced placement
Alumni and Parent Relations	535.7415	alumni@plu.edu	Alumni and parent programs and services
Campus Concierge	535.7411	concierng@plu.edu www.plu.edu/~concierng/	Campus phone numbers, help desk, and information
Campus Ministry	535.7464	cmin@plu.edu	Chapel, Saturday and Sunday worship, care, pastoral support, and religious life at the university
Campus Safety and Information	535.7441	campussafety@plu.edu	Campus parking, safety, and information
Vice President for Development and University Relations	535.7177	development@plu.edu	Gifts, bequests, grants, the annual fund, and church relations
Financial Aid	535.7134	fnaid@plu.edu	Financial aid
Vice President for Finance and Operations	535.7121	finance@plu.edu	Financial management and administrative services
Wang Center for International Programs	535.7577	wangctr@plu.edu	International study
Registrar	535.7131	registrar@plu.edu	Transfer credit evaluation, graduation, class schedules, grades and classroom scheduling
Student Services Center	535.7161 1.800.678.3243	ssvc@plu.edu	Payment contracts, billing inquiries, transcripts, schedules, registration, veterans questions, and general financial aid questions
Student Academic Success	535.7459	career@plu.edu aadv@plu.edu	Academic advising, developing academic goals, choosing a major, and class scheduling; career options; support for faculty advisors; new student registration; work study; and student employment

Table of Contents

PLU

Undergraduate and Graduate Catalog 2005-2006

To become familiar with PLU degree requirements, General University Requirements on page 6.

To learn more about major and minor requirements, see specific department pages starting on page 30.

Academic Calendar	2	Mathematics	99
The University		Music	102
Educational Philosophy	3	Natural Sciences, Division of	109
General Information	5	Nursing, School of	110
General University Requirements (GURs)	6	Philosophy	116
Academic Procedures	19	Physical Education, School of	118
Student Life & Campus Resources	24	Physics	123
Degree & Course Offerings		Political Science	125
Academic Structure	30	Pre-Professional Studies	128
Degrees	31	Psychology	130
Majors & Minors	31	Publishing and Printing Arts	133
Course Numberings	32	Religion	134
Academic Internship/Cooperative Education	33	Scandinavian Area Studies	136
Anthropology	34	Social Sciences, Division of	137
Art	36	Sociology and Social Work	138
Arts and Communication, School of	39	Statistics	142
Arts and Sciences, College of	40	Women's Studies	143
Biology	41	Writing	145
Business, School of	43	Graduate Studies	
Chemistry	48	General Information	146
Chinese Studies	51	Admission	146
Classics	52	Policies & Standards	147
Communication and Theatre	53	Tuition & Fees	150
Computer Science & Computer Engineering	61	Financial Aid	150
Economics	64	Master of Business Administration	150
Education, School of	67	Master of Fine Arts in Creative Writing	153
Engineering, Dual Degree	76	Master of Arts in Education	155
English	77	Master of Arts (Marriage & Family Therapy)	161
Environmental Studies	81	Master of Science in Nursing	163
Geosciences	82	Administration	
Global Education Opportunities	85	Board of Regents	166
Global Studies	86	Administrative Offices	167
History	87	The Faculty	170
Humanities, Division of	91	Admission	179
Individualized Major	91	Financial Aid	182
International Core:		Tuition, Fees, and Payment Information	191
Integrated Studies of the Contemporary World	92	University Guidelines	196
Languages and Literatures	93	Index	205
Legal Studies	98		

Table of Contents



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

Listed in this catalog are courses and summaries of degree requirements for majors, minors, and other programs in the College of Arts and Sciences, and the Schools of 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

2005 -2006

Summer Session 2005

Term I	Monday, May 23 – Saturday, June 18
Memorial Day Holiday	Monday, May 30
Term II	Monday, June 20 – Saturday, July 16
Independence Day Holiday	Monday, July 4
Workshop Week	Monday, July 18 – Saturday, July 23
Term III	Monday, July 25 – Saturday, August 20
August Commencement	10:30 a.m., Saturday, August 20

Fall Semester 2005

Orientation	Thursday, September 1 – Monday, September 5
Classes Begin	7 a.m., Tuesday, September 6
Opening Convocation	9 a.m., Tuesday, September 6
<i>Classes Resume at 11:50 a.m.</i>	
Mid-semester Break	Friday, October 21
Thanksgiving Recess Begins	1:35 p.m., Wednesday, November 23
Thanksgiving Recess Ends	7 a.m., Monday, November 28
Classes End	5 p.m., Saturday, December 10
December Commencement	10:30 a.m., Saturday, December 10
Final Examinations	Monday, December 12 – Saturday, December 17
Semester Ends (<i>after last exam</i>)	Saturday, December 17

January Term 2006

Classes Begin	7 a.m., Tuesday, January 3
Martin Luther King, Jr., Birthday Holiday	Monday, January 16
Classes End	5 p.m., Saturday, January 28

Spring Semester 2006

Classes Begin	7 a.m., Wednesday, February 1
Presidents' Day Holiday	Monday, February 20
Spring Break Begins	5 p.m., Saturday, March 18
Spring Break Ends	7 a.m., Monday, March 27
Easter Recess Begins	7 a.m., Friday, April 14
Easter Recess Ends	11:15 a.m., Monday, April 17
Classes End	5 p.m., Saturday, May 13
Final Examinations	Monday, May 15 – Saturday, May 20
Semester Ends (<i>after last exam</i>)	Saturday, May 20
May Commencement	2:30 p.m., Sunday, May 21
<i>Worship Service begins at 9:30 a.m.</i>	

2006 -2007

Summer Session 2006

Term I	Monday, May 22 – Saturday June 17
Memorial Day Holiday	Monday, May 29
Term II	Monday, June 19 – Saturday, July 15
Independence Day Holiday	Tuesday, July 4
Workshop Week	Monday, July 17 – Saturday, July 22
Term III	Monday, July 24 – Saturday, August 19
Semester Ends (<i>after last exam</i>)	Saturday, August 19

Fall Semester 2006

Orientation	Thursday, August 31 – Monday, September 4
Classes Begin	7 a.m., Tuesday, September 5
Opening Convocation	9 a.m., Tuesday, September 5
<i>Classes Resume at 11:50 a.m.</i>	
Mid-semester Break	Friday, October 20
Thanksgiving Recess Begins	1:35 p.m., Wednesday, November 22
Thanksgiving Recess Ends	7 a.m., Monday, November 27
Classes End	5 p.m., Saturday, December 9
December Commencement	10:30 a.m., Saturday, December 9
Final Examinations	Monday, December 11 – Saturday, December 16
Semester Ends (<i>after last exam</i>)	Saturday, December 16

January Term 2007

Classes Begin	7 a.m., Monday, January 8
Martin Luther King, Jr., Birthday Holiday	Monday, January 15
Classes End	5 p.m., Saturday, February 3

Spring Semester 2007

Classes Begin	7 a.m., Wednesday, February 7
Presidents' Day Holiday	Monday, February 19
Spring Break Begins	5 p.m., Saturday, March 24
Spring Break Ends	7 a.m., Monday, April 2
Easter Recess Begins	7 a.m., Friday, April 6
Easter Recess Ends	11:15 a.m., Monday, April 9
Classes End	5 p.m., Saturday, May 19
Final Examinations	Monday, May 21 – Saturday, May 26
Semester Ends (<i>after last exam</i>)	Saturday, May 26
May Commencement	2:30 p.m., Sunday, May 27
<i>Worship Service begins at 9:30 a.m.</i>	



THE UNIVERSITY

Mission and Vision

“PLU seeks to empower students for lives of thoughtful inquiry, service, leadership and care – for other people, for their communities, and for the earth” (PLU 2010, p. 1).

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

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

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

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

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

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

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

Educational Philosophy

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

Integrative Learning Objectives

The Integrative Learning Objectives (ILOs) provide a common understanding of the PLU approach to undergraduate education. These objectives offer a unifying framework for understanding how our community defines the general skills or abilities that should be exhibited by students who earn a PLU bachelor’s degree. Therefore, they are integrative in nature. The ILOs are intended to provide a conceptual reference for every department and program to build on and reinforce in their own particular curricula the goals of the General University Requirements. They also assist the university in such assessment-related activities as

student and alumni surveys. Not all ILOs are dealt with equally by every program, much less by every course. The ILOs do not represent, by themselves, all of our understanding of education. Rather, they are a part of a more complex statement of educational philosophy.

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

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

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

- an understanding of the interconnections among the basic liberal arts and sciences and the in-depth knowledge of her/his specified major area.

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

Critical Reflection

- consider issues from multiple perspectives
- evaluate assumptions and consequences of different perspectives in assessing possible solutions to problems
- select sources of information using appropriate research methods
- understand and explain divergent viewpoints on complex issues, critically assess the support available for each, and defend one's own judgments

Expression

- communicate clearly and effectively in both oral and written forms
- create symbols of meaning in a variety of expressive media, both verbal and nonverbal
- adapt messages to various audiences

Interaction with Others

- work creatively to identify and clarify the issues of concern
- develop and promote effective strategies and interpersonal relationships
- acknowledge and respond to conflicting ideas and principles, and identify common interests

Valuing

- articulate and assess one's own values, with an awareness of the communities and traditions that have helped to shape them
- recognize how others have arrived at values different from one's own
- develop a habit of caring for oneself, for others, and for the environment
- approach moral, spiritual, and intellectual development as a life-long process

Multiple Frameworks

- recognize and understand how cultures profoundly shape different assumptions and behaviors
- identify issues and problems facing people in every culture
- cultivate respect for diverse cultures, practices, and traditions

Adopted by the Faculty Assembly, November 11, 1999

Principles of General Education

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

The university aims to produce global citizens, future leaders, and whole, richly-informed persons. At the heart of the university is the general education curriculum. Through this program of study, students begin the process of shaping not only a career, but more importantly a life of meaning and purpose. This general education, in which students grapple with life's most fundamental questions, is deepened and complemented by the

specialized work students undertake in their majors. An education is a process, and the following three components that inform the general university requirements are not discrete, but interconnected and mutually supportive.

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

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

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

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

Adopted by the Faculty Assembly, December 10, 2004

Writing Throughout the Curriculum

Pacific Lutheran University is a community of scholars, a community of readers and writers. Reading informs the intellect and liberates the imagination. Writing pervades our academic lives as teachers and students, both as a way of communicating what we learn and as a means of shaping thoughts and ideas. All faculty members share the responsibility for improving the literacy of their students. Faculty in every department and school make writing an essential part of their courses and show students how to ask questions appropriate to the kinds of reading done in their fields. Students write both formal papers and reports and informal notes and essays in order to master the content and methods of the various disciplines. They are encouraged to prepare important papers in multiple drafts.



ERRATA INFORMATION FOR 2005-06 PLU CATALOG (Printed Version)

RELIGION GUR

Page 7 and 8: Core Requirements for Religious Studies

Entering students are required to take a total of eight hours (only four credit hours allowed per line) in Religious Studies from Biblical Studies (R1) or Christian Thought, History and Experience (R2) or Integrative and Comparative Religious Studies (R3).

Transfer students entering as juniors or seniors are required to take four semester hours of religion from Biblical Studies (R1) or Christian Thought, History and Experience (R2) unless presenting eight transfer hours of religion from other regionally accredited colleges or universities. Integrative and Comparative Religious Studies (R3) courses do not fulfill the General University Requirement for Religious Studies if transferring into PLU with a junior or senior standing.

CHEMISTRY

CHEM 120: General Chemistry: Co-requisites are MATH 140 or math placement in a course higher than MATH 140.

CHINESE STUDIES

CHSP 271 (China Through Film) is correctly listed in the class schedule as CHIN 271 (China Through Film).

COMMUNICATION

COMA 329: Depth Reporting carries four credit hours

FRENCH

French 431, 432: 20th Century French Literature – C, LT: Prerequisite is FREN 302.

GLOBAL STUDIES

Globalization and Trade Concentration students may take BUSA 352 (Global Management), BUSA 408 (International Business Law and Ethics) or BUSA 460 (International Marketing).

MATH Course Offerings

Fall Term: Math 099, 105, 111, 112, 123, 128, 140, 151, 152, 253, 317, 331, 341, 381, 433, 446, 499

J term: MATH 107, 123, 203

Spring Term: MATH 105, 111, 112, 128, 140, 151, 152, 245, 253, 321, 331, 342, 348, 351, 356, 455, 480, 499

Alternate Years: Odd Years: MATH 203, 348, 351; **Even Years:** MATH 342, 356

Math 291: Directed Study: credit hours are 1 to 4.

PSYCHOLOGY

PSYC 405: Workshop on Alternative Perspectives – A, S2 carries 1 to 4 credits.

RECREATION

RECR 499: Capstone: Senior Seminar – SR carries 2 to 4 credits

THEATRE

THEA 425: Theatre Practicum carries 1 credit hour



GENERAL INFORMATION

Academic Program

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

Course credit is computed by semester hours. The majority of courses are offered for four semester hours. Each undergraduate degree candidate must complete 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. Students are responsible for becoming familiar with these requirements and meeting them.

Accreditation

Pacific Lutheran University is accredited by the Northwest Commission on Colleges and Universities as a four-year institution of higher education.

In addition the following programs hold specialized accreditations and approvals:

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

Chemistry and Biochemistry - American Chemical Society

Computer Science (BS) - Computing Accreditation Commission of ABET

Education - National Council for the Accreditation of Teacher Education

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

Music - National Association of Schools of Music

Nursing - Commission on Collegiate Nursing Education

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.

Enrollment

3,267 full-time students; 376 part-time students
(as of September 22, 2004)

Environ

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

The most conspicuous natural monument in the area is Mt. Rainier. In addition to Mt. 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.

Faculty

237 full-time teaching equivalent faculty, approximately 75 part-time faculty. (as of September 22, 2004, per IPEDS definition)

History

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

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

Sciences; professional schools of the Arts and Communication, Business, Education, Nursing, and Physical Education; and both graduate and continuing education programs.

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

Many influences and individuals have combined to shape PLU and its regional, national, and increasingly international reputation for teaching, service, and scholarship. A dedicated faculty 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.

Late-Afternoon, Evening and Saturday Classes

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

Retention of First-Year Students

The retention of students entering as first-year students has been monitored since 1972. The data for the past fifteen years is presented in the following table:

Retention of Entering First-Year Students

Fall	To Sophomore Year	To Junior Year	To Senior Year
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%	69.6%
1998	80.2%	69.5%	66.5%
1999	80.1%	69.9%	65.7%
2000	82.0%	73.6%	68.1%
2001	80.6%	70.6%	65.4%
2002	83.1%	77.3%	
2003	82.0%		



GENERAL UNIVERSITY REQUIREMENTS

To implement the commitment to the general education of all of its students, the university provides a strong liberal arts base for all baccalaureate degree programs through the program of general university requirements (GURs). Accordingly, all undergraduate students must satisfactorily complete all GURs. No course used to satisfy one GUR may be used to satisfy another, except for limited use in the Perspective on Diversity requirements.

Specific Requirements – All Baccalaureate Degrees

Line 1. The First-Year Experience

The Examined Life: Into Uncertainty and Beyond

The first-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 first-year program is composed of three requirements. One of the two seminars must be taken in the student's first semester. First-year program requirements must be completed during the student's first year.

This requirement must be met by all students entering PLU with fewer than 20 semester hours.

A. Inquiry Seminar: Writing (four semester hours) – FW, WR

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 eligible to enroll in the writing seminar for credit, or they may choose to use their previous credits to satisfy this requirement.

General University Requirements (GURs)

First-Year Experience	Core Requirements <i>Either Core I or Core II</i>		Other GURs
(12 semester hours)	Core I - Distributive and Disciplinary (32 semester hours)	Core II - International Core: Integrated Studies of the Contemporary World (28 semester hours)	(22–28 semester hours)
Writ 101 - Writing Seminar (4) - FW, WR	Art, Music, Theatre (4) - AR	INTC 111 - Authority and Discovery (4) - II	Mathematical Reasoning (4) - MR
Inquiry Seminar 190 (4) - F	Literature (4) - LT	NTC 112 - Liberty and Power (4) - II	Science and the Scientific Method (4) - SM
First-Year January Term Residency Requirement (4)	Philosophy (4) - PH	Four 200-level thematic courses (16) - I2	Writing (4), unless taken in first year - WR
	Religious Studies (8) - R1 (4) and from R2 or R3 (4)	One 300-level course (4) - I3	Perspectives on Diversity (4–8) • Alternative Perspectives -A • Cross-Cultural Perspectives - C
	Social Sciences - S1 Anthropology, History, or Political Science (4)		Physical Education (4) - PE activity courses
	Social Sciences - S2 Economics, Psychology, Sociology, or Social Work (4)		Senior Seminar/Project (2–4) - SR
	Natural Science, Computer Science, or Mathematics (4) - NS		

**B. Inquiry Seminar 190
(four semester hours) - F**

Inquiry Seminars are courses specially designed for first-year students, which will introduce students to the methods and topics of study within a particular academic discipline or field. Inquiry Seminars also emphasize the academic skills that are at the center of the First-year Experience Program. Working with other first-year students in a small-class setting that promotes active, seminar-style learning, students practice fundamental skills of literacy, thinking and community as they operate within that particular discipline. In addition to fulfilling major and minor requirements, an Inquiry Seminar may fulfill no more than one GUR.

**C. First-Year January Residency Requirement
(four semester hours)**

All first-year students must enroll in a course during J-term. In addition to fulfilling major or minor requirements, a course taken during J-term used to fulfill this residency requirement may fulfill no more than one GUR.

Line 2. Mathematical Reasoning (four semester hours) - MR

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 four semester hours from mathematics (except MATH 091 or MATH 099), by CSCE 115 or by STAT 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 high school.

In fulfilling the Math 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.

**Line 3. Science and the Scientific Method
(four semester hours) - SM**

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 this requirement or to meet the Core I, Line E, must be in the physical or biological sciences.

Line 4. Writing Requirement (four semester hours) - WR

All students must complete four semester hours in an approved writing course. First-year students satisfy this requirement through the Writing Seminar.

**Line 5. Perspectives On Diversity
(four to eight semester hours)**

A course in each of the following two lines.

- A. Alternative Perspectives (four semester hours) – A**
A course that 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 (four semester hours) – C**
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 foreign language course numbered 201 or above (not sign language) used to satisfy the entrance requirement, or completion through the first year of college level of a foreign language (not sign language) other than that used to satisfy the foreign language entrance requirement. (A foreign language completed through the second year of college level may also be used to simultaneously satisfy Option I, or a completion of a foreign language through the first year of college level may also be used to simultaneously satisfy Option II of the College of Arts and Sciences requirements [see below]); or
 - (iii) participation in an approved semester-long study abroad program (January term programs are evaluated individually.)

Note: Four semester hours of Perspectives on Diversity courses may be used to fulfill another general university requirement. The remaining four hours must be a course that does not simultaneously fulfill any other general university requirement. These four semester hours may, however, satisfy a requirement in the major or minor.

Transfer students entering as juniors or seniors must take one Perspectives on Diversity course (four semester hours) at PLU that does not simultaneously fulfill another general university requirement, or must show that they have satisfied both the Alternative Perspectives and Cross-Cultural Perspectives lines of the requirement.

Line 6. Physical Education (four semester hours) – PE

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.

Line 7. Senior Seminar/Project (two - four semester hours as designated by the academic unit of the student's major) – SR

A substantial project, paper, practicum, or internship that culminates and advances the program of an academic major. The end product must be presented to an open audience and critically evaluated by faculty in the student's field. With approval of the student's major department, interdisciplinary capstone courses such as the Global Studies Research Seminar may fulfill this requirement.

Line 8. One of Two Alternative Cores: Core I or Core II

Core I: The Distributive Core (32 semester hours)

- A. Arts/Literature (eight semester hours, four from each line) – AR, LT**
 - 1. Art, Music, or Theatre – AR
 - 2. Literature (English or Languages and Literatures) – LT
- B. Philosophy (four semester hours) – PH**
Note: Logic courses do not fulfill this requirement.
- C. Religious Studies (eight semester hours, four from Biblical Studies and four from Christian Thought or four from Integrative and Comparative)**
 - 1. Biblical Studies – R1 *AND*
 - 2. Christian Thought, History, and Experience – R2 *OR*
 - 3. Integrative and Comparative Religious Studies – R3

Note: Transfer students entering as juniors or seniors must take four semester hours of religion (from Biblical Studies (R1) or Christian Thought (R2)) unless presenting eight transfer semester hours of religion from other regionally accredited colleges or universities.
- D. Social Sciences (eight semester hours, four from each line) – S1, S2**
 - 1. Anthropology, History, or Political Science – S1
 - 2. Economics, Psychology, Sociology, or Social Work - S2
- E. Natural Sciences, Computer Science, Mathematics (four semester hours) - NS**

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

- A. INTC 111, 112: Origins of the Contemporary World (eight semester hours) - I1**
- B. Four 200-level INTC courses (16 semester hours) - I2:** 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 (four semester hours) - I3**

General Requirements and Limitations – All Baccalaureate Degrees:

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

1. Total Required 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 (and regardless of major/minor exceptions). At least 20 of the 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 eight 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

No more than 44 semester hours earned in one department may be applied to the BA or BS degrees.

7. Music Ensembles

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

8. Correspondence/Extension Courses

A maximum of 24 semester hours in accredited correspondence or extension studies may be credited toward degree requirements, contingent on approval by the Registrar's Office.

9. Community College Courses

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

10. Physical Education Courses

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

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 for degrees from the College of Arts and Sciences (BA, BS, BAREC, BAPE [excluding BAPE with certification], and BSPE degrees) must meet Option I, II, or III below.

Candidates for the BA in English, for the BA in Education with a secondary teaching major in English, for the BA in Global Studies, for the BBA in International Business, and for election to the Ateté Society must meet Option I.

Option I

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

Option II

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

Option III

Completion of four semester hours in history, literature, or language (at the 201 level, or at any level in a language other than that used to satisfy the foreign language entrance requirement) in addition to courses applied to the general university requirements, and four semester hours in symbolic logic, mathematics (courses numbered 100 or above), computer science, or statistics in addition to courses applied to the general university requirements. Courses used to satisfy either category of Option III of the College of Arts and Sciences requirement may not also be used to satisfy general university requirements.

Language Coursework and the Perspectives on Diversity Requirement

A foreign language course numbered 201 or above used to satisfy Option I, or completion of a foreign language through the first year of college level used to satisfy Option II, may be used simultaneously to satisfy the Perspectives on Diversity requirement.

A course in American Sign Language may be used to satisfy the Alternative Perspectives line.

Foreign language course(s) (excluding American Sign Language) may be used to satisfy the Cross-Cultural Perspectives line (see above).

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,

(3) Courses offered through correspondence, on-line, and independent studies are not accepted to fulfill the core requirement in Literature, Philosophy, or Religious Studies.

Department and School Abbreviations

ANTH	Anthropology
ARTD	Art
BIOL	Biology
BUSA	Business, School of
CHEM	Chemistry
CHIN	Chinese
CHSP	Chinese Studies
CLAS	Classics
COMA	Communication
COOP	Academic Internship/Cooperative Education
CSCE	Computer Science and Computer Engineering
ECON	Economics
EDUC	Education, School of
ENGL	English
ENVT	Environmental Science
EPSY	Educational Psychology
FREN	French
GEOS	Geosciences
GERM	German
GLST	Global Studies
GREK	Greek
HEED	Health Education
HIST	History
HUMA	Humanities, Division of
INTC	The International Core
LANG	Languages and Literatures
LATN	Latin
MATH	Mathematics
MFTH	Marriage and Family Therapy
MILS	Military Science
MUSI	Music
NORW	Norwegian
NSCI	Natural Science, Division of
NURS	Nursing, School of
PHED	Physical Education, School of
PHIL	Philosophy
PHYS	Physics
POLS	Political Science
PSYC	Psychology
RECR	Recreation
RELI	Religion
SCAN	Scandinavian
SIGN	Sign Language
SOAC	Arts and Communication, School of
SOCI	Sociology
SOCS	Social Sciences, Division of
SOCW	Social Work
SPAN	Spanish
SPED	Special Education
STAT	Statistics
THEA	Theatre
WMST	Women's Studies

Courses That Meet the University-wide Requirements

Abbreviations used to denote courses meeting GUR requirements

Alternative Perspective (A)
Art, Music, or Theatre (AR)
Cross-Cultural Perspectives (C)
Freshman Writing Seminar (FW)
Inquiry Seminar (F)
International Core (I1)
International Core 200-Level (I2)
International Core 300-Level (I3)
Literature (LI)
Mathematical Reasoning (MR)
Social Sciences, Mathematics, or Computer Science (NS)
Physical Education Activity (PE)
Philosophy (PH)
Religion, Line 1 (R1)
Religion, Line 2 (R2)
Religion, Line 3 (R3)
Science and Scientific Method (SM)
Capstone, Senior Seminar/Project (SR)
Social Sciences, Line 1, Anthropology, History, or Political Science (S1)
Social Sciences, Line 2, Economics, Psychology, Social Work or Sociology (S2)
Writing (WR)

Alternative Perspectives – A

ANTH 192:	Practicing Anthropology: Makah Culture Past and Present (4)
ANTH 230:	Peoples of the Northwest Coast (2)
ANTH 330:	Cultures and Peoples of Native North America (4)
ANTH 333:	Native American Health (4)
ANTH 334:	The Anthropology of Contemporary America (4)
ANTH 338:	Jewish Culture (4)
ANTH 341:	Ho'ike: Cultural Discovery in Hawaii (4)
ANTH 360:	Ethnic Groups (4)
ANTH 361:	Managing Cultural Diversity (2)
COMA 303:	Gender and Communication (4)
EDUC 205:	Multicultural Issues in the Classroom (4)
ENGL 217:	Fiction: Emphasis on Alternative Perspectives Topics (4)
ENGL 232:	Women's Literature (4)
ENGL 341:	Feminist Approaches to Literature (4)
ENGL 374:	American Ethnic Literatures (4)
HEED 262:	Big Fat Lies (4)
HEED 365:	The Aging Experience (4)
HIST 305:	Slavery in the Americas (4)
HIST 357:	African American History (4)
HIST 359:	History of Women in the United States (4)
HIST 360:	Holocaust: Destruction of the European Jews (4)
HIST 460:	History of the West and Northwest (4)
INTC 231:	Gender, Sexuality, and Culture (4)
INTC 247:	The Cultures of Racism (4)
NURS 365:	Culturally Congruent Health Care (4)

PHED 310:	Socioeconomic Influences on Health in America (4)
PHED 315:	Body Image (4)
PHED 362:	Healing Arts of the Mind and Body (4)
PHIL 220:	Women and Philosophy (4)
PSYC 375:	Psychology of Women (4)
PSYC 405:	Workshop on Alternative Perspectives (2 or 4)
RELI 257:	Christian Theology (4)
RELI 351:	Church History Studies (4)
RELI 357:	Major Thinkers, Text, Genres (4)
RELI 393:	Studies in Religion: Topic - Gender and Ethnicity in American Religious Life (4)
RELI 368:	Feminist and Womanist Theologies (4)
SIGN 101:	Sign Language (4)
SIGN 102:	Sign Language (4)
SOCI 101:	American Society (4)
SOCI 240:	Social Problems (4)
SOCI 362:	Families in the Americas (4)
SOCI 440:	Sex, Gender, and Society (4)
SOCW 175:	January on the Hill (4)
SPAN 341:	The Latino Experiences in U.S. (4)
SPED 195:	Individuals with Disabilities (4)
WMST 101:	Introduction to Women's Studies (4)

Art, Music, or Theatre - AR

ARTD 160:	Drawing (4)
ARTD 180:	History of Western Art I (4)
ARTD 181:	History of Western Art II (4)
ARTD 196:	Design I: Fundamentals (4)
ARTD 226:	Black and White Photography (4)
ARTD 230:	Ceramics I (4)
ARTD 250:	Sculpture I (4)
ARTD 260:	Intermediate Drawing (4)
ARTD 296:	Design II: Concepts (4)
ARTD 326:	Color Photography (4)
ARTD 330:	Ceramics II (4)
ARTD 331:	The Art of the Book I (4)
ARTD 350:	Sculpture II (4)
ARTD 360:	Life Drawing (4)
ARTD 365:	Painting I (4)
ARTD 370:	Printmaking II (4)
ARTD 380:	Modern Art (4)
ARTD 387:	Special Topics in Art (1 to 4)
ARTD 390:	Studies in Art History (4)
ARTD 396:	Design: Graphics I (4)
ARTD 398:	Drawing: Illustration (4)
ARTD 426:	Electronic Imaging (4)
ARTD 430:	Ceramics III (4)
ARTD 465:	Painting II (4)
ARTD 470:	Printmaking I (4)
ARTD 487:	Special Topics in Art (1 to 4)
ARTD 491:	Special Projects/Independent Study (2 or 4)
ARTD 492:	Design: Workshop (2)
MUSI 101:	Introduction to Music (4)
MUSI 102:	Understanding Music through Melody (4)
MUSI 103:	History of Jazz (4)
MUSI 104:	Music and Technology (4)
MUSI 105:	The Arts of China (4)
MUSI 106:	Music of Scandinavia (4)
MUSI 111:	Music Fundamentals I (2)
MUSI 113:	Music Fundamentals II (2)

MUSI 115:	Introduction to Keyboarding (1)
MUSI 116:	Basic Keyboarding (1)
MUSI 120:	Music and Culture (4)
MUSI 121:	Keyboarding I (1)
MUSI 122:	Keyboarding II (1)
MUSI 124:	Theory I (3)
MUSI 125:	Ear Training I (1)
MUSI 126:	Ear Training II (1)
MUSI 201A, B, C	
to 219A, B, C:	Private Instruction (A - 1; B - 2; C - 3 or 4)
MUSI 223:	Theory II (3)
MUSI 224:	Jazz Theory Laboratory (1)
MUSI 225:	Ear Training III (1)
MUSI 226:	Ear Training IV (1)
MUSI 234:	Music History I (3)
MUSI 327 A, B, C:	Composition (A -1, B -2, C - 3 or 4)
MUSI 333:	Music History II (3)
MUSI 334:	20th-Century Music (3)
MUSI 336:	Making Music (3)
MUSI 337:	Analyzing Music (3)
MUSI 338:	Researching Music (3)
MUSI 340:	Fundamentals of Music Education (2)
MUSI 345:	Conducting I (1)
MUSI 346:	Conducting II (1)
MUSI 349:	Electronic Music Practicum (1)
MUSI 351:	Accompanying (1)
MUSI 352:	Organ Improvisation (1)
MUSI 353:	Solo Vocal Literature (2)
MUSI 354:	History of Musical Theater (2)
MUSI 358:	Early Music Laboratory (1)
MUSI 360:	Choir of the West (1)
MUSI 361:	University Chorale (1)
MUSI 362:	University Men's Chorus (1)
MUSI 363:	University Singers (1)
MUSI 365:	Chapel Choir (1)
MUSI 366:	Opera Workshop (1)
MUSI 368:	University Choral Union (1)
MUSI 370:	University Wind Ensemble (1)
MUSI 371:	University Concert Band (1)
MUSI 375:	University Jazz Ensemble (1)
MUSI 376:	Jazz Laboratory Ensemble (1)
MUSI 378:	Vocal Jazz Ensemble (1)
MUSI 380:	University Symphony Orchestra (1)
MUSI 381:	Chamber Ensemble (1)
MUSI 383:	Piano Ensemble (1)
MUSI 390:	Intensive Performance Study: Ensemble Tour (4)
MUSI 391:	Intensive Performance Study: Conservatory Experience (4)
MUSI 395, 396, 397:	Music Centers of the World (4)
MUSI 401A, B, C	
to 419A, B, C:	Private Instruction: (A - 1, B -2; C - 3 or 4)
MUSI 421A, B, C:	Advanced Keyboard Skills (A -1, B - 2, C - 3 or 4)
MUSI 427A, B, C:	Advanced Orchestration/Arranging (A - 1, B - 2, C - 3 or 4)
MUSI 430:	Piano Literature I (1)
MUSI 431:	Piano Literature II (1)
MUSI 445:	Conducting III (1)
MUSI 446:	Conducting IV (1)
MUSI 451:	Piano Pedagogy I (1)

MUSI 452:	Piano Pedagogy II (1)
MUSI 453:	Vocal Pedagogy (1)
THEA 160:	Introduction to Theatre (4)
THEA 162:	History of American Film (4)
THEA 163:	History of Foreign Film (4)
THEA 225:	Theatre Practicum (1)
THEA 240:	Theatre Speech and Dialect (4)
THEA 250:	Acting I – Fundamentals (4)
THEA 255:	Stage Technology (4)
THEA 340:	Stage Combat (4)
THEA 350:	Acting II – Scene Studies (4)
THEA 355:	Lighting Design (4)
THEA 359:	Acting for the Non-Actor (4)
THEA 360:	Theatre History Course (4)
THEA 450:	Acting III – Shakespeare (4)
THEA 453:	Costume Design (4)
THEA 454:	Play Direction (4)
THEA 455:	Scenic Design (4)
THEA 458:	Creative Dramatics (4)
THEA 460:	Film Seminar: Approaches to Film Theory (4)

Cross-Cultural Perspectives – C

**Students may meet the Cross-Cultural Perspectives requirement by taking a 201 or higher-level course in the language used to satisfy the admission requirement, or eight credits in another language.*

ANTH 102:	Intro to Human Cultural Diversity (4)
ANTH 210:	Global Perspectives: The World in Change (4)
ANTH 336:	Peoples of Latin America (4)
ANTH 340:	The Anthropology of Africa (4)
ANTH 342:	Pacific Island Cultures (4)
ANTH 343:	East Asian Cultures (4)
ANTH 345:	Contemporary China (4)
ANTH 350:	Women and Men in World Cultures (4)
ANTH 355:	Anthropology and Media (4)
ANTH 370:	The Archaeology of Ancient Empires (4)
ANTH 375:	Law, Politics, and Revolution (4)
ANTH 380:	Sickness, Madness, and Health (4)
ANTH 385:	Marriage, Family, and Kinship (4)
ANTH 392:	Gods, Magic, and Morals (4)
CHIN 101, 102*:	Elementary Chinese (4, 4)
CHIN 201*:	Intermediate Chinese (4)
CHIN 202*:	Intermediate Chinese (4)
CHIN 221:	Appreciate Things Chinese (4)
CHIN 271(190):	China through Film (4)
CHIN 301*:	Composition and Conversation (4)
CHIN 371:	Chinese Literature in Translation (4)
CHSP 250:	Urban Culture in China (4)
CHSP 350:	Chinese Culture and Society (4)
COMA 304:	Intercultural Communication (4)
ECON 333:	Economic Development: Comparative Third World Strategies (4)
ENGL 213:	Topic: Communities Promoting Peace: The Church, The Schools, and the Arts (4)
ENGL 216:	Fiction: Emphasis on Cross-Cultural Perspectives (4)
ENGL 233:	Post-Colonial Literature (4)
ENGL 343:	Voices of Diversity: Post-Colonial Literature and Theory (4)
FREN 101, 102*:	Elementary French (4, 4)
FREN 201*, 202*:	Intermediate French (4, 4)
FREN 221:	French Literature and Film of the Americas (4)
FREN 301*, 302*:	Composition and Conversation (4, 4)

FREN 321*:	Civilization and Culture (4)
FREN 341:	French Language and Caribbean Culture in Martinique (4)
FREN 421*, 422*:	Masterpieces of French Literature (4, 4)
FREN 431*, 432*:	20th-Century French Literature (4, 4)
GERM 101, 102*:	Elementary German (4, 4)
GERM 201*, 202*:	Intermediate German (4, 4)
GERM 301*, 302*:	Composition and Conversation (4, 4)
GERM 321*, 322*:	German Civilization to 1750 (4, 4)
GERM 401*:	Advanced Composition and Conversation (4)
GERM 421*:	German Literature From the Enlightenment to Realism (4)
GERM 422*:	20th-Century German Literature (4)
GREK 101, 102*:	Elementary Greek (4, 4)
GREK 201*, 202*:	Intermediate Greek (4, 4)
HIST 109:	East Asian Societies (4)
HIST 205:	Islamic Middle East to 1945 (4)
HIST 210:	Global Perspectives: The World in Change (4)
HIST 215:	Modern World History (4)
HIST 220:	Modern Latin American History (4)
HIST 231:	World War II in China and Japan, 1931-1945 (4)
HIST 232:	Tibet in Fact and Fiction (4)
HIST 335:	Latin American History: Central America and the Caribbean (4)
HIST 336:	Southern Africa (4)
HIST 337:	The History of Mexico (4)
HIST 338:	Modern China (4)
HIST 339:	Revolutionary China (4)
HIST 340:	Modern Japan (4)
HIST 344:	The Andes in Latin American History (4)
HIST 496:	Seminar: The Third World (4)
INTC 245:	History and Perspective on Development (4)
INTC 246:	Cases in Third World Development (4)
LANG 272:	Literature and Social Change in Latin America (4)
LATN 101, 102*:	Elementary Latin (4, 4)
LATN 201*, 202*:	Intermediate Latin (4, 4)
MUSI 105:	The Arts of China (4)
MUSI 106:	Music of Scandinavia (4)
MUSI 120A, B, C:	Music and Culture (4)
NORW 101, 102*:	Elementary Norwegian (4, 4)
NORW 201*, 202*:	Intermediate Norwegian (4, 4)
NORW 301*:	Conversation and Composition (4)
NORW 302*:	Advanced Conversation and Composition (4)
NURS 395:	Culture and Health in Jamaica (4)
POLS 210:	Global Perspectives: The World in Change (4)
POLS 381:	Comparative Legal Systems (4)
POLS 386:	The Middle East (4)
RELI 131:	The Religions of South Asia (4)
RELI 132:	The Religions of East Asia (4)
RELI 232:	The Buddhist Tradition (4)
RELI 233:	The Religions of China (4)
RELI 234:	The Religions of Japan (4)
RELI 235:	Islamic Traditions (4)
RELI 237:	Judaism (4)
RELI 247:	Christian Theology (4)
RELI 341:	Church History Studies (4)
RELI 344:	Theological Studies (4)
RELI 347:	Major Thinkers, Text, Genres (4)
RELI 392:	Gods, Magic, and Morals (4)
SOCI 310:	Jamaican Society (4)
SPAN 101, 102*:	Elementary Spanish (4, 4)

SPAN 201*, 202*:	Intermediate Spanish (4, 4)
SPAN 231:	Intensive Spanish in Latin America (4)
SPAN 301*:	Advanced Grammar and Composition (4)
SPAN 321*:	Civilization and Culture of Spain (4)
SPAN 322*:	Latin American Civilization and Culture (4)
SPAN 325*:	Introduction to Hispanic Literary Studies (4)
SPAN 331:	Intensive Spanish in Latin America (4)
SPAN 401*:	Advanced Spanish Grammar (4)
SPAN 421*:	Masterpieces of Spanish Literature (4)
SPAN 422*:	20th-Century Literature of Spain (4)
SPAN 423*:	Special Topics in Spanish Literature and Culture (4)
SPAN 431*:	Latin American Literature, 1492-1888 (4)
SPAN 432:	20th-Century Latin American Literature (4)
SPAN 433*:	Special Topics in Latin American Literature and Culture (2 or 4)

Freshman Writing Seminar – FW

WRIT 101:	Inquiry Seminars Writing (4)
-----------	------------------------------

Inquiry Seminar 190 – F

Courses that meet this requirement are indicated in the Class Schedule.

International Core - I

International Core: Origins of the Modern World – 11

INTC 111:	Authority and Discovery (4)
INTC 112:	Liberty and Power (4)

International Core: 200-level Courses – 12

INTC 221:	The Experience of War (4)
INTC 222:	Prospects for War and Peace (4)
INTC 231:	Gender, Sexuality, and Culture (4)
INTC 232:	Topics in Gender (4)
INTC 233:	Imaging the Self (4)
INTC 234:	Imaging the World (4)
INTC 241:	Energy, Resources, and Pollution (4)
INTC 242:	Population, Hunger, and Poverty (4)
INTC 243:	Conservation and Sustainable Development (4)
INTC 244:	Post-Colonial Issues (4)
INTC 245:	History and Perspectives on Development (4)
INTC 246:	Cases in Development (4)
INTC 247:	The Cultures of Racism (4)

International Core: 300-level Courses – 13

INTC 326:	The Quest for Global Justice: Systems and Reality (4)
-----------	---

Literature – LT

CHIN 371:	Chinese Literature in Translation (4)
CLAS 231:	Masterpieces of European Literature (4)
CLAS 250:	Classical Mythology (4)
ENGL 213:	Topics in Literature: Themes and Authors (4)
ENGL 214:	Poetry (4)
ENGL 215:	Fiction (4)
ENGL 216:	Fiction: Emphasis on Cross-Cultural Perspectives (4)
ENGL 217:	Fiction: Emphasis on Alternative Perspectives (4)
ENGL 218:	Drama (4)

ENGL 230:	Contemporary Literature (4)
ENGL 231:	Masterpieces of European Literature (4)
ENGL 232:	Women's Literature (4)
ENGL 233:	Post-Colonial Literature (4)
ENGL 234:	Environmental Literature (4)
ENGL 241:	American Traditions in Literature (4)
ENGL 251:	British Traditions in Literature (4)
ENGL 301:	Shakespeare (4)
ENGL 333:	Children's Literature (4)
ENGL 334:	Special Topics in Children's Literature (4)
ENGL 335:	Fairy Tales and Fantasy (4)
ENGL 341:	Feminist Approaches to Literature (4)
ENGL 343:	Voices of Diversity: Post-Colonial Literature and Theory (4)
ENGL 351:	English Medieval Literature (4)
ENGL 352:	Chaucer (4)
ENGL 353:	English Renaissance Literature (4)
ENGL 361:	Restoration and 18th-Century Literature (4)
ENGL 362:	Romantic and Victorian Literature (4)
ENGL 367:	20th-Century British Literature (4)
ENGL 371:	Studies in American Literature, 1820-1920 (4)
ENGL 372:	20th-Century American Poetry (4)
ENGL 373:	20th-Century American Fiction and Drama (4)
ENGL 374:	American Ethnic Literatures (4)
ENGL 428:	Seminar: Critical Theory (4)
ENGL 451:	Seminar: Author (4)
ENGL 452:	Seminar: Theme, Genre (4)
FREN 221:	French Literature and Films of the Americas (4)
FREN 421:	Masterpieces of French Literature (4)
FREN 422:	Masterpieces of French Literature (4)
FREN 431:	20th-Century French Literature (4)
FREN 432:	20th-Century French Literature (4)
GERM 421:	German Literature From the Enlightenment to Realism (4)
GERM 422:	20th-Century German Literature (4)
LANG 271:	Literature and Society in Modern Europe (4)
LANG 272:	Literature and Social Change in Latin America (4)
SCAN 241:	Scandinavian Folklore (4)
SCAN 341:	Topics in Scandinavian Literature (4)
SCAN 422:	Scandinavian Literature in the 19th and 20th Centuries (4)
SPAN 325:	Introduction to Hispanic Literary Studies (4)
SPAN 341:	The Latino Experiences in the U.S. (4)
SPAN 421:	Masterpieces of Spanish Literature (4)
SPAN 422:	20th-Century Literature of Spain (4)
SPAN 423:	Special Topics in Spanish Literature and Culture (4)
SPAN 431:	Latin American Literature, 1492-1888 (4)
SPAN 432:	20th-Century Latin American Literature (4)
SPAN 433:	Special Topics Latin American Literature and Culture (4)

Mathematical Reasoning – MR

CSC 115:	Solve It With the Computer (4)
ECON 343:	Operations Research (2)
MATH 105:	Mathematics of Personal Finance (4)
MATH 107:	Mathematical Explorations (4)
MATH 111:	College Algebra (2)
MATH 112:	Plane Trigonometry (2)
MATH 123:	Modern Elementary Mathematics (4)

MATH 128:	Linear Models and Calculus, An Introduction (4)
MATH 140:	Analytic Geometry and Functions (4)
MATH 151:	Introduction to Calculus (4)
MATH 152:	Calculus II (4)
MATH 203:	History of Mathematics (4)
MATH 245:	Discrete Structures (4)
MATH 253:	Multivariable Calculus (4)
MATH 317:	Introduction to Proof in Mathematics (4)
MATH 321:	Geometry (4)
MATH 331:	Linear Algebra (4)
MATH 341:	Introduction to Mathematical Statistics (4)
MATH 342:	Probability and Statistical Theory (4)
MATH 348:	Applied Regression Analysis and ANOVA (4)
MATH 351:	Differential Equations (4)
MATH 356:	Numerical Analysis (4)
MATH 381:	Seminar in Problem Solving (1)
MATH 433:	Abstract Algebra (4)
MATH 455:	Mathematical Analysis (4)
MATH 480:	Topics in Mathematics (1 to 4)
STAT 231:	Introductory Statistics (4)
STAT 232:	Introductory Statistics for Psychology Majors (4)
STAT 233:	Introductory Statistics for Sociology/Social Work Majors (4)
STAT 341:	Introduction to Mathematical Statistics (4)
STAT 342:	Probability and Statistical Theory (4)
STAT 343:	Operations Research (2)
STAT 344:	Econometrics (4)
STAT 348:	Applied Regression and Analysis and ANOVA (4)
STAT 491:	Independent Study (1 to 4)

Natural Sciences, Mathematics, or Computer Science – NS

A lab that carries 0 semester hours is associated with this GUR.

BIOL 111:	Biology and the Modern World (4)
BIOL 115:	Diversity of Life (4)
BIOL 116:	Introductory Ecology (4)
BIOL 161:	Principles of Biology I: Cell Biology (4)
BIOL 162:	Principles of Biology II: Organismal Biology (4)
BIOL 201:	Introductory Microbiology (4)
BIOL 205:	Human Anatomy and Physiology I (4)
BIOL 206:	Human Anatomy and Physiology II (4)
BIOL 323:	Principles of Biology III: Ecology, Evolution and Diversity (4)
BIOL 324:	Natural History of Vertebrates (4)
BIOL 326:	Animal Behavior (4)
BIOL 327:	Ornithology (4)
BIOL 328:	Microbiology (4)
BIOL 329:	Entomology (4)
BIOL 332:	Genetics (4)
BIOL 340:	Plant Diversity and Distribution (4)
BIOL 348:	Advanced Cell Biology (4)
BIOL 351:	Natural History of the Pacific Northwest (4)
BIOL 361:	Comparative Anatomy (4)
BIOL 364:	Plant Physiology (2)
BIOL 365:	Plant Anatomy (2)
BIOL 403:	Developmental Biology (4)
BIOL 407:	Molecular Biology (4)
BIOL 424:	Ecology (4)
BIOL 425:	Biological Oceanography (4)

BIOL 426:	Ecological Methods (4)
BIOL 441:	Mammalian Physiology (4)
BIOL 448:	Immunology (4)
BIOL 475:	Evolution (4)
CHEM 104:	Environmental Chemistry (4)
CHEM 105:	Chemistry of Life (4)
CHEM 120:	General Chemistry (4)
CHEM 125:	Advanced General Chemistry (4)
CHEM 210:	Nutrition, Drugs, and the Individual (4)
CHEM 232, 234:	Organic Chemistry I and Lab (4,1)
CHEM 332, 334:	Organic Chemistry II and Lab (4,1)
CHEM 336:	Organic Special Projects Laboratory (1)
CHEM 338:	Analytical Chemistry (4)
CHEM 341, 343:	Physical Chemistry and Lab (4,1)
CHEM 342, 344:	Physical Chemistry and Lab (4,1)
CHEM 403:	Biochemistry I (4)
CHEM 405:	Biochemistry II (3)
CHEM 410:	Introduction to Research (2)
CHEM 435:	Instrumental Analysis (4)
CHEM 440:	Advanced Organic Chemistry (2)
CHEM 450:	Inorganic Chemistry (3)
CHEM 456:	Polymers and Biopolymers (3)
CSC 115:	Solve It With the Computer (4)
CSC 120:	Computerized Information Systems (4)
CSC 131:	Introduction to Engineering (2)
CSC 144:	Introduction to Computer Science (4)
CSC 190:	Privacy and Technology (4)
CSC 245:	Electrical Circuits (4)
CSC 270:	Data Structures (4)
CSC 320:	Software Engineering (4)
CSC 330:	Introduction to Artificial Intelligence (4)
CSC 343:	Programming Language Concepts (4)
CSC 345:	Analog Electronics (4)
CSC 346:	Digital Electronics (4)
CSC 348:	Modeling and Simulation (4)
CSC 367:	Database Management (4)
CSC 371:	Design and Analysis of Algorithms (4)
CSC 372:	Algorithms, Machines, and Grammars (4)
CSC 380:	Assembly Language and Computer Organization (4)
CSC 385:	Computer Architecture (2)
CSC 386:	Computer Networks (4)
CSC 391:	Problem Solving and Programming Seminar (1)
CSC 400:	Topics in Computer Science (1 to 4)
CSC 410:	Topics in Computer Engineering (1 to 4)
CSC 412:	Computer Graphics (4)
CSC 436:	Pattern Recognition (4)
CSC 438:	Expert Systems (4)
CSC 444:	Operating Systems (4)
CSC 446:	VLSI Design (2)
CSC 455:	Compilers (2)
CSC 480:	Microprocessors (4)
ENVT 104:	Conservation of Natural Resources (4)
GEOS 101:	Our Changing Planet (4)
GEOS 102:	General Oceanography (4)
GEOS 103:	Earthquakes, Volcanoes, and Geologic Hazards (4)
GEOS 104:	Conservation of Natural Resources (4)
GEOS 105:	Meteorology (4)
GEOS 201:	Geologic Principles (4)
GEOS 324:	Igneous Petrology (2)
GEOS 325:	Structural Geology (4)
GEOS 326:	Optical Mineralogy (2)
GEOS 327:	Stratigraphy and Sedimentation (4)

GEOS 328:	Paleontology (4)
GEOS 329:	Metamorphic Petrology (4)
GEOS 330:	Maps: Images of the Earth (4)
GEOS 334:	Hydrogeology (4)
GEOS 335:	Geophysics (4)
GEOS 350:	Marine Geology(4)
GEOS 390:	Field Trip (1)
GEOS 425:	Geologic Field Mapping (5)
GEOS 498:	Seminar (1)
MATH 105:	Mathematics of Personal Finance (4)
MATH 107:	Mathematics Explorations (4)
MATH 111:	College Algebra (2)
MATH 112:	Plane Trigonometry (2)
MATH 123:	Modern Elementary Mathematics (4)
MATH 128:	Linear Models and Calculus, An Introduction (4)
MATH 140:	Analytic Geometry and Functions (4)
MATH 151:	Introduction to Calculus (4)
MATH 152:	Calculus II (4)
MATH 203:	History of Mathematics (4)
MATH 245:	Discrete Structures (4)
MATH 253:	Multivariable Calculus (4)
MATH 317:	Introduction to Proof in Mathematics (4)
MATH 321:	Geometry (4)
MATH 331:	Linear Algebra (4)
MATH 341:	Introduction to Mathematical Statistics (4)
MATH 342:	Probability and Statistical Theory (4)
MATH 348:	Applied Regression Analysis and ANOVA (4)
MATH 351:	Differential Equations (4)
MATH 356:	Numerical Analysis (4)
MATH 381:	Seminar in Problem Solving (1)
MATH 433:	Abstract Algebra (4)
MATH 455:	Mathematical Analysis (4)
MATH 480:	Topics in Mathematics (1 to 4)
NSCI 210:	Natural History of Hawai'i (4)
PHYS 110:	Astronomy (4)
PHYS 125:	College Physics I (4)
PHYS 126:	College Physics II (4)
PHYS 153:	General Physics I (4)
PHYS 154:	General Physics II (4)
PHYS 223:	Elementary Modern Physics (4)
PHYS 233:	Engineering Statics (2)
PHYS 234:	Engineering Mechanics of Solids (4)
PHYS 321:	Introduction to Astrophysics (4)
PHYS 331:	Electromagnetic Theory (4)
PHYS 332:	Electromagnetic Waves and Physical Optics (4)
PHYS 333:	Engineering Thermodynamics (4)
PHYS 334:	Engineering Materials Science (4)
PHYS 336:	Classical Mechanics (4)
PHYS 354:	Mathematical Physics I (4)
PHYS 356:	Mathematical Physics II (4)
PHYS 401:	Introduction to Quantum Mechanics (4)
PHYS 406:	Advanced Modern Physics (4)
STAT 341:	Introduction to Mathematical Statistics (4)
STAT 342:	Probability and Statistical Theory (4)
STAT 348:	Applied Regression Analysis and ANOVA (4)

Physical Education Activity Course – PE

PHED 100:	Personalized Fitness Program (1)
PHED 150:	Adaptive Physical Activity (1)
PHED 151-199:	Individual and Dual Activities (1)
PHED 200-219:	Aquatics (1)

PHED 220-240:	Rhythms (1)
PHED 241-259:	Team Activities (1)
PHED 275:	Water Safety Instruction (1)
PHED 319:	Tramping the Tracks of New Zealand (4)
PHED 362:	Healing Arts of the Mind and Body (4)

Philosophy – PH

PHIL 121:	The Examined Life (4)
PHIL 125:	Ethics and the Good Life (4)
PHIL 220:	Women and Philosophy (4)
PHIL 223:	Biomedical Ethics (4)
PHIL 228:	Social and Political Philosophy (4)
PHIL 230:	Philosophy, Animals, and the Environment (4)
PHIL 238:	Existentialism and the Meaning of Life (4)
PHIL 253:	Creation and Evolution (4)
PHIL 328:	Philosophical Issues and the Law (4)
PHIL 330:	Studies in the History of Philosophy (4)
PHIL 332:	Themes in Contemporary Philosophy (4)
PHIL 350:	God, Faith, and Reason (4)
PHIL 353:	Special Topics (2 to 4)

Religion

Religion: Biblical Studies (Line 1) – R1

RELI 211:	Religion and Literature of the Old Testament (4)
RELI 212:	Religion and Literature of the New Testament (4)
RELI 330:	Old Testament Studies (4)
RELI 331:	New Testament Studies (4)
RELI 332:	The Life of Jesus (4)

Religion: Christian Thought, History, and Experience (Line 2) – R2

RELI 121:	The Christian Tradition (4)
RELI 221:	Ancient Church History (4)
RELI 222:	Modern Church History (4)
RELI 223:	American Church History (4)
RELI 224:	The Lutheran Heritage (4)
RELI 225:	Faith and Spirituality (4)
RELI 226:	Christian Ethics (4)
RELI 227:	Christian Theology (4)
RELI 247:	Christian Theology (4)
RELI 257:	Christian Theology (4)
RELI 341:	Church History Studies (4)
RELI 344:	Theological Studies (4)
RELI 347:	Major Religious Thinkers, Texts, and Genres (4)
RELI 351:	Church History Studies (4)
RELI 354:	Theological Studies (4)
RELI 357:	Major Religious Thinkers, Texts, and Genres (4)
RELI 360:	Studies in Church Ministry (4)
RELI 361:	Church History Studies
RELI 362:	Luther (4)
RELI 364:	Theological Studies(4)
RELI 365:	Christian Moral Issues (4)
RELI 367:	Major Religious Thinkers, Texts, and Genres (4)
RELI 368:	Feminist and Womanist Theologies (4)

Religion: Integrative and Comparative Religious Studies (Line 3) – R3

RELI 131:	The Religions of South Asia (4)
RELI 132:	The Religions of East Asia (4)

RELI 230:	Religion and Culture (4)
RELI 231:	Myth, Ritual, and Symbol (4)
RELI 232:	The Buddhist Tradition (4)
RELI 233:	The Religions of China (4)
RELI 234:	The Religions of Japan (4)
RELI 235:	Islamic Traditions (4)
RELI 237:	Judaism (4)
RELI 239:	Environment and Culture (4)
RELI 390:	Studies in History of Religions (4)
RELI 391:	Sociology of Religion (4)
RELI 392:	Gods, Magic, and Morals (4)

Science and Scientific Method – SM

These courses usually carry a lab

ANTH 101:	Introduction to Human Biological Diversity (4)
BIOL 111:	Biology and the Modern World (4)
BIOL 115:	Diversity of Life (4)
BIOL 116:	Introductory Ecology (4)
BIOL 161:	Principles of Biology I: Cell Biology (4)
BIOL 162:	Principles of Biology II: Organismal Biology (4)
BIOL 201:	Introductory Microbiology (4)
BIOL 205:	Human Anatomy and Physiology I (4)
BIOL 206:	Human Anatomy and Physiology II (4)
BIOL 323:	Principles of Biology III: Ecology, Evolution, and Diversity (4)
BIOL 324:	Natural History of Vertebrates (4)
BIOL 327:	Ornithology (4)
BIOL 328:	Microbiology (4)
BIOL 329:	Entomology (4)
BIOL 340:	Plant Diversity and Distribution (4)
BIOL 348:	Advanced Cell Biology (4)
BIOL 351:	Natural History of the Pacific Northwest (4)
BIOL 361:	Comparative Anatomy (4)
BIOL 364:	Plant Physiology (2)
BIOL 365:	Plant Anatomy (2)
BIOL 403:	Developmental Biology (4)
BIOL 407:	Molecular Biology (4)
BIOL 411:	Histology (4)
BIOL 425:	Biological Oceanography (4)
BIOL 426:	Ecological Methods (4)
BIOL 441:	Mammalian Physiology (4)
CHEM 104:	Environmental Chemistry (4)
CHEM 105:	Chemistry of Life (4)
CHEM 120:	General Chemistry (4)
CHEM 125:	Advanced General Chemistry (4)
CHEM 210:	Nutrition, Drugs, and the Individual (4)
CHEM 232, 234:	Organic Chemistry I and Lab I (4, 1)
CHEM 332, 334:	Organic Chemistry II and Lab II (4, 1)
CHEM 336:	Organic Special Projects Laboratory (1)
CHEM 338:	Analytical Chemistry (4)
CHEM 341, 343:	Physical Chemistry and Lab (4, 1)
CHEM 342, 344:	Physical Chemistry and Lab (4, 1)
CHEM 403:	Biochemistry I (4)
CHEM 405:	Biochemistry II (3)
CHEM 435:	Instrumental Analysis (4)
CHEM 450:	Inorganic Chemistry (3)
CHEM 456:	Polymers and Biopolymers (3)
ENVT 104:	Conservation of Natural Resources (4)
GEOS 101:	Our Changing Planet (4)
GEOS 102:	General Oceanography (4)
GEOS 103:	Earthquakes, Volcanoes, and Geologic Hazards (4)

GEOS 104:	Conservation of Natural Resources (4)
GEOS 105:	Meteorology (4)
GEOS 201:	Geologic Principles (4)
GEOS 324:	Igneous Petrology (2)
GEOS 325:	Structural Geology (4)
GEOS 326:	Optical Mineralogy (2)
GEOS 327:	Stratigraphy and Sedimentation (4)
GEOS 328:	Paleontology (4)
GEOS 329:	Metamorphic Petrology (2)
GEOS 330:	Maps: Images of the Earth (4)
GEOS 334:	Hydrogeology (4)
GEOS 335:	Geophysics (4)
GEOS 350:	Marine Geology (4)
GEOS 425:	Geologic Field Mapping (5)
INTC 243:	Conservation and Sustainable Development (4)
NSCI 210:	Natural History of Hawai'i (4)
PHYS 110:	Descriptive Astronomy (4)
PHYS 125:	College Physics I (4)
PHYS 126:	College Physics II (4)
PHYS 153:	General Physics I (4)
PHYS 154:	General Physics II (4)

Capstone: Senior Seminar/Project – SR

ANTH 499:	Capstone: Seminar in Anthropology (4)
ARTD 498:	Studio Project/Independent Study (1 to 4)
ARTD 499:	Capstone: Senior Exhibition (2)
BIOL 499:	Capstone: Senior Seminar (2)
BUSA 499:	Capstone: Strategic Management (4)
CHEM 499:	Capstone: Seminar (2)
CHIN 499:	Capstone: Senior Project (1 to 4)
CHSP 499:	Capstone: Senior Project (1 to 4)
CLAS 499:	Capstone: Senior Project (2)
CSCE 499:	Capstone: Seminar (2)
ECON 499:	Capstone: Senior Seminar (4)
EDUC 430:	Student Teaching in K-8 Education (10)
EDUC 434:	Student Teaching-Elementary (Dual) (6)
EDUC 437:	Alternate Level Student Teaching-Secondary (6)
EDUC 466:	Student Teaching-Secondary (Dual) (7)
EDUC 468:	Student Teaching-Secondary (10)
ENGL 425:	Writing on Special Topics (4)
ENGL 427:	Imaginative Writing III (4)
ENGL 428:	Seminar: Critical Theory (4)
ENGL 451:	Seminar: Author (4)
ENGL 452:	Seminar: Theme, Genre (4)
ENVT 499:	Capstone: Senior Project (4)
FREN 499:	Capstone: Senior Project (2)
GEOS 499:	Capstone: Seminar (2)
GERM 499:	Capstone: Senior Project (2)
GLST 499:	Capstone: Research Seminar (4)
HEED 499:	Capstone: Senior Seminar (2 to 4)
HIST 494:	Seminar: American History (4)
HIST 496:	Seminar: The Third World (4)
HIST 497:	Seminar: European History (4)
MATH 499:	Capstone: Senior Seminar (2)
MUSI 499:	Capstone: Senior Project (1 to 4)
NORW 499:	Capstone: Senior Project (2)
NURS 499:	Capstone: Nursing Synthesis (6)
PHED 495:	Internship (2 to 8)
PHED 499:	Capstone: Senior Seminar (2 to 8)
PHIL 499:	Capstone: Advanced Seminar in Philosophy (4)
PHYS 499B:	Capstone: Advanced Lab II (1)

POLS 499:	Capstone: Senior Seminar (4)
PSYC 481:	Psychology Research Seminar (2)
PSYC 499:	Capstone Seminar (2)
RECR 495:	Internship (2 to 8)
RECR 499:	Capstone: Senior Seminar (2 to 4)
RELI 499:	Capstone: Research Seminar (4)
SCAN 499:	Capstone: Senior Project (2)
SOCI 499:	Capstone: Senior Seminar (4)
SOCW 499:	Capstone: Senior Seminar (4)
SOTA 499:	Capstone: Senior Seminar (2 to 4)
SPAN 499:	Capstone: Senior Project (2)
WMST 491	Independent Studies: Service Learning (1 to 4)
WMST 495:	Internship (2 to 4)

Social Sciences, Line 1 (Anthropology, History, or Political Science) – S1

ANTH 102:	Introduction to Human Cultural Diversity (4)
ANTH 103:	Introduction to Archaeology and World Prehistory (4)
ANTH 104:	Introduction to Language in Society (4)
ANTH 192:	Practicing Anthropology: Makah Culture Past and Present (4)
ANTH 210:	Global Perspectives: The World in Change (4)
ANTH 220:	Peoples of the World (2)
ANTH 225:	Past Cultures of Washington State (2)
ANTH 230:	Peoples of the Northwest Coast (2)
ANTH 330:	Cultures and Peoples of Native North America (4)
ANTH 332:	Prehistory of North America (4)
ANTH 333:	Native American Health (4)
ANTH 334:	The Anthropology of Contemporary America (4)
ANTH 336:	Peoples of Latin America (4)
ANTH 338:	Jewish Culture (4)
ANTH 340:	Anthropology of Africa (4)
ANTH 341:	Ho'ike: Cultural Discovery in Hawaii (4)
ANTH 342:	Pacific Island Cultures (4)
ANTH 343:	East Asian Cultures (4)
ANTH 345:	Contemporary China (4)
ANTH 350:	Women and Men in World Cultures (4)
ANTH 355:	Anthropology and Media (4)
ANTH 360:	Ethnic Groups (4)
ANTH 361:	Managing Cultural Diversity (2)
ANTH 365:	Prehistoric Environment and Technology (4)
ANTH 370:	The Archaeology of Ancient Empires (4)
ANTH 375:	Law, Politics, and Revolution (4)
ANTH 377:	Money, Power, and Exchange (4)
ANTH 380:	Sickness, Madness, and Health (4)
ANTH 385:	Marriage, Family, and Kinship (4)
ANTH 386:	Applied Anthropology (4)
ANTH 387:	Special Topics in Anthropology (1 to 4)
ANTH 392:	Gods, Magic, and Morals (4)
ANTH 465:	Archaeology: The Field Experience (1 to 8)
ANTH 480:	Anthropological Inquiry (4)
CLAS 321:	Greek Civilization (4)
CLAS 322:	Roman Civilization (4)
HIST 107:	History of Western Civilization (4)
HIST 108:	History of Western Civilization (4)
HIST 109:	East Asian Societies (4)
HIST 205:	Islamic Middle East to 1945 (4)
HIST 210:	Global Perspectives: The World in Change (4)
HIST 215:	Modern World History (4)

HIST 220:	Modern Latin American History (4)
HIST 231:	World War II in China and Japan, 1931-1945 (4)
HIST 232:	Tibet in Fact and Fiction (4)
HIST 251:	Colonial American History (4)
HIST 252:	19th-Century American History (4)
HIST 253:	20th-Century American History (4)
HIST 294:	The United States Since 1945 (4)
HIST 301:	Introduction to Historical Methods and Research ((4)
HIST 305:	Slavery in the Americas (4)
HIST 310:	Contemporary Japan (4)
HIST 321:	Greek Civilization (4)
HIST 322:	Roman Civilization (4)
HIST 323:	The Middle Ages (4)
HIST 324:	Renaissance (4)
HIST 325:	Reformation (4)
HIST 327:	The Vikings (4)
HIST 328:	19th-Century Europe (4)
HIST 329:	Europe and the World Wars: 1914-45 (4)
HIST 332:	England: Tudors and Stuarts (4)
HIST 334:	Modern Germany, 1848-1945 (4)
HIST 335:	Latin American History: Central America and the Caribbean (4)
HIST 336:	Southern Africa (4)
HIST 337:	The History of Mexico (4)
HIST 338:	Modern China (4)
HIST 339:	Revolutionary China (4)
HIST 340:	Modern Japan (4)
HIST 344:	The Andes in Latin American History (4)
HIST 352:	The American Revolution (4)
HIST 355:	American Popular Culture (4)
HIST 356:	American Diplomatic History (4)
HIST 357:	African American History (4)
HIST 359:	History of Women in the United States (4)
HIST 360:	Holocaust: Destruction of the European Jews (4)
HIST 370:	Environmental History of the United States (4)
HIST 381:	The Vietnam War and American Society (4)
HIST 401:	Workshops (1 to 4)
HIST 451:	American Legal History(4)
HIST 460:	West and Northwest (4)
HIST 461:	Individualized Study: History of West and Northwest (4)
HIST 471:	History of American Thought and Culture (4)
HIST 494:	Seminar: American History (4)
HIST 496:	Seminar: The Third World (4)
HIST 497:	Seminar: European History (4)
POLS 101:	Introduction to Political Science (4)
POLS 151:	American Government (4)
POLS 170:	Introduction to Legal Studies (4)
POLS 210:	Global Perspectives: The World in Change (4)
POLS 231:	Current International Issues (4)
POLS 325:	Political Thought (4)
POLS 326:	Recent Political Thought (4)
POLS 331:	International Relations (4)
POLS 332:	International Conflict Resolution (4)
POLS 338:	American Foreign Policy (4)
POLS 345:	Government and Public Policy (4)
POLS 346:	Environmental Politics and Policy (4)
POLS 347:	Political Economy (4)
POLS 354:	State and Local Government (4)
POLS 361:	Political Parties and Elections (4)

POLS 363:	Politics and the Media (4)
POLS 364:	The Legislative Process (4)
POLS 368:	The American Presidency (4)
POLS 371:	Judicial Process (4)
POLS 372:	Constitutional Law (4)
POLS 373:	Civil Rights and Civil Liberties (4)
POLS 374:	Legal Studies Research (4)
POLS 381:	Comparative Legal Systems (4)
POLS 383:	Modern European Politics (4)
POLS 385:	Canadian Government and Politics (4)
POLS 386:	The Middle East (4)
POLS 401:	Workshops and Special Topics (1 to 4)
POLS 431:	Advanced International Relations (4)
POLS 450:	Internship in Politics (4 to 12)
POLS 458:	Internship in Public Administration (4 to 12)
POLS 464:	Internship in the Legislative Process (4 to 12)
POLS 471:	Internship in Legal Studies (4)
SCAN 327:	The Vikings (4)

Social Sciences, Line 2 (Economics, Psychology, Social Work, or Sociology) – S2

ECON 111:	Principles of Microeconomics: Global and Environmental (4)
ECON 101:	Principles of Microeconomics (4)
ECON 102:	Principles of Macroeconomics (4)
ECON 301:	Intermediate Microeconomic Analysis (4)
ECON 302:	Intermediate Macroeconomic Analysis (4)
ECON 311:	Energy and Natural Resource Economics (4)
ECON 313:	Environmental Economics (4)
ECON 315:	Investigating Environmental & Economic Change in Europe (4)
ECON 321:	Labor Economics (4)
ECON 322:	Money and Banking (4)
ECON 323:	Health Economics (4)
ECON 325:	Industrial Organization and Public Policy (4)
ECON 327:	Public Finance (4)
ECON 331:	International Economics (4)
ECON 333:	Economic Development: Comparative Third World Strategies (4)
ECON 335:	European Economic Integration (4)
ECON 338:	Political Economy of Hong Kong and China (4)
ECON 341:	Strategic Behavior (4)
ECON 344:	Econometrics (4)
ECON 345:	Mathematical Topics in Economics (4)
ECON 386:	Evolution of Economic Thought (4)
ECON 495:	Internship (1 to 4)
ECON 498:	Honors Thesis (4)
PSYC 101:	Introduction to Psychology (4)
PSYC 221:	The Psychology of Adjustment (2)
PSYC 310:	Personality Theories (4)
PSYC 320:	Development Across the Lifespan (4)
PSYC 330:	Social Psychology (4)
PSYC 335:	Cultural Psychology (4)
PSYC 345:	Community Psychology (4)
PSYC 360:	Psychology of Language (4)
PSYC 370:	Gender and Sexuality (4)
PSYC 375:	Psychology of Women (4)
PSYC 380:	Psychology of Work (4)
PSYC 385:	Consumer Psychology (4)
PSYC 405:	Workshop on Alternative Perspectives (2 or 4)
PSYC 410:	Psychological Testing (4)
PSYC 415:	Abnormal Psychology (4)

PSYC 420:	Adolescent Psychology (4)
PSYC 430:	Peace Psychology (4)
PSYC 435:	Theories and Methods of Counseling and Psychotherapy (4)
PSYC 440:	Human Neuropsychology (4)
PSYC 442:	Learning: Research and Theory (4)
PSYC 446:	Perception (4)
PSYC 448:	Cognitive Psychology (4)
PSYC 481:	Psychology Research Seminar (2)
PSYC 483:	Seminar (1 to 4)
SOCI 101:	Introduction to Sociology (4)
SOCI 240:	Social Problems (4)
SOCI 296:	Social Stratification (4)
SOCI 310:	Jamaican Society (4)
SOCI 326:	Delinquency and Juvenile Justice (4)
SOCI 330:	The Family (4)
SOCI 336:	Deviance (4)
SOCI 351:	Sociology of Law (4)
SOCI 362:	Families in the Americas (4)
SOCI 387:	Special Topics in Sociology (1 to 4)
SOCI 391:	Sociology of Religion (4)
SOCI 397:	Research Methods (4)
SOCI 413:	Crime and Society (4)
SOCI 418:	Advanced Data Applications (2 to 4)
SOCI 440:	Sex, Gender, and Society (4)
SOCI 462:	Suicide (4)
SOCI 496:	Major Theories (4)
SOCW 101/190:	Introduction to Social Work (4)
SOCW 175:	January on the Hill (4)
SOCW 245:	Human Behavior and the Social Environment (4)
SOCW 250:	Social Policy I: History of Social Welfare (4)
SOCW 350:	Social Policy II: Social Policy Analysis (4)
SOCW 360:	Social Work Practice I: Interviewing and Interpersonal Helping (0 or 4)
SOCW 460:	Social Work Practice II: Families and Groups (4)
SOCW 465:	Social Work Practice III: Macropractice (4)

Writing Requirement – WR

ENGL 221:	Research and Writing (2 or 4)
ENGL 224:	Travel Writing (2 or 4)
ENGL 225:	Autobiographical Writing (4)
ENGL 227:	Imaginative Writing I (4)
ENGL 323:	Writing in Professional Settings (4)
ENGL 324:	Free-Lance Writing (4)
ENGL 325:	Personal Essay (4)
ENGL 326:	Writing for Children (4)
ENGL 327:	Imaginative Writing II (4)
ENGL 328:	Advanced Composition for Teachers (4)
ENGL 421:	Tutorial in Writing (1 to 4)
ENGL 425:	Writing on Special Topics (4)
ENGL 427:	Imaginative Writing III (4)
WRIT 101:	Inquiry Seminars: Writing (4)
WRIT 201:	Writing Seminar for International Students (4)
WRIT 202:	Advanced Writing Seminar for International Students (4)



ACADEMIC PROCEDURES

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

Academic Integrity

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

Since academic dishonesty is a serious breach of the universally recognized code of academic ethics, it is every faculty member's obligation to impose appropriate sanctions for any demonstrable instance of such misconduct on the part of a student. The university's policy on academic integrity and its procedures for dealing with academic misconduct are detailed in the Student Handbook at www.plu.edu/print/handbook.

Academic Responsibilities and Deadlines

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

Advising

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

Academic Advisors

All students enrolled in degree programs have advisors whose overall responsibility is to guide academic progress. Until students have attained junior standing, they are required to meet with their advisor (and receive a current Registration Access Code) prior to registering for an upcoming term. In their work with individual students, advisors have the assistance of personnel in a number of student services offices: Academic Advising, Academic Assistance Center, Career Development, Counseling and Testing Services, Diversity Center, Campus Ministry, International Student Services, and residence hall directors and resident assistants.

Transitional Advisors

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

Transfer students who are ready to declare their major are assigned to a designated transfer advisor in each department or school. Transfer students who wish to explore educational goals are assigned a transitional advisor.

During a student's first semester, an advising file is created for the student's advisor, and a summary of degree requirements and record-keeping envelope is issued to each student.

Major Advisors

Upon formal declaration of a major, students are assigned major advisors to replace their transitional advisors. Major advisors guide students' progress toward their chosen degree goals. Students may change advisors using an advisor change form. Students and advisors are expected to meet regularly, though the actual number of meetings will vary according to individual needs. Students are responsible to meet with their advisor who serves as an academic guide as students make choices and determine their educational goals.

Academic Standing Policy

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

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.

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. Academic Warning is noted on the transcript.

Academic 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.

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.

Satisfactory Academic Progress: Satisfactory academic progress is defined as completion of at least 75 percent of the 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.

Eligibility for Student Activities: Any regularly enrolled, full-time student (12 semester 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.

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

Class Attendance

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

Classifications of Students

- First-year:** students who have met first-year entrance requirements.
- Sophomore:** students who have satisfactorily completed 30 semester hours.
- Junior:** students who have satisfactorily completed 60 semester hours.
- Senior:** students who have satisfactorily completed 90 semester hours.
- Graduate Student:** students who have met graduate entrance requirements and have been accepted into the Division of Graduate Studies.

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

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

Course Load

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

- Students engaged in considerable outside work may be restricted to a reduced academic load.

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 on the display wall located across from the Student Services Center, obtain the signature of the appropriate instructor and arrange for the examination. The completed form must be returned to the Registrar's Office by the add/drop deadline for the appropriate term.

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

CLEP general examinations are given elective credit only.

CLEP examinations are subject to recommendations by the Educational Policies Committee and approval by the faculty.

Official CLEP transcripts must be submitted for evaluation of credit.

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

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.

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

Grade	Points per Hour	Credit Awarded
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
NG	No Grade Submitted	No

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

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

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

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

Incomplete Grades: Incomplete (I) grades indicate that students did not complete their work because of circumstances beyond their control. An incomplete contract is to be completed and signed by the student and the instructor. To receive credit, an incomplete must be completed and a passing grade recorded within the first six weeks of the following semester. The earned grade is recorded immediately following the I, which remains on

the record (for example IB+). Incomplete grades that are not completed are changed to the default grade indicated by the instructor when the incomplete was submitted. An incomplete does not entitle a student to attend class again without reregistering.

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

Medical Withdrawal: Medical Withdrawal (MW) 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, on page 23 of this catalog.

Unofficial Withdrawal: 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.

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

Graduation

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

<i>Degree Completion</i>	<i>Bachelor's and Master's Deadline</i>
May 2006	November, 1 2005
August 2006	March 1, 2006
December 2006	May 1, 2006
January 2007	May 1, 2006

There are four degree award 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 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 must apply for graduation before or during the first semester of their junior year so that deficiencies may be met before they leave campus.

Honors

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 honor 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 Fall and Spring semesters. To be eligible, a student must have attained a semester grade point average of 3.50 with a minimum of 12 graded semester hours.

Honor Societies:

- **Areté Society:** Election to the Arété Society is a special recognition of a student's commitment to the liberal arts together with a record of high achievement in relevant 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 Kappa Delta (Sociology)
- Alpha Psi Omega (Theatre)
- Beta Gamma Sigma (Business)
- Mu Phi Epsilon (Music)
- Phi Alpha (Social Work)
- Pi Kappa Delta (Forensics)
- Psi Chi (Psychology)
- Omicron Delta Epsilon (Economics)
- Sigma Theta Tau International (Nursing)
- Sigma Xi (Scientific Research)

Non-Credit Informal Study

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

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

Auditing Courses: To audit a course is to enroll, with the permission of the instructor, on a non-credit basis. An auditor is not held accountable for examinations or other written work and does not receive a grade. If the instructor approves, the course may be entered upon the transcript as audit. Audit fees are the same as credit fees.

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

Registration Procedures

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

- Students are not officially enrolled until their registration has been cleared by the Student Accounts Office.
- Students are responsible for selecting their courses. Advisors are available to assist with planning and to make suggestions.
- Students should be thoroughly acquainted with all registration materials, including the current catalog and class schedule. Students are 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. In most cases, adding and dropping can be accomplished using Banner Web. See the January term and summer catalogs for the add/drop periods for those terms.

Early Registration for Returning Students

Students who plan to return are encouraged to register. Returning students will receive registration time appointments to register for summer and fall 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 Advising Office. Registration materials are sent to all accepted entering students well in advance of their arrival on campus for their first semester.

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

Withdrawal from a Course

Official Withdrawal: After the first ten days of the term (the add/drop period), if the student does not wish to continue in a course, the student must officially withdraw from that course. No tuition is refunded. A \$50 administrative fee is charged for any withdrawal after the add/drop period. The student must obtain a course withdrawal form from the Student Services Center, fill in the form, the instructor for the course must sign the form, and the form must be returned to the Student Services Center.

A student may withdraw from a course through the 12th week of class (see January term and summer schedules for the last dates to withdraw from those terms). A grade of W will appear on the student's transcript.

Unofficial Withdrawal: A student who stops attending a course before the end of the 12th week of class may receive an unofficial withdrawal at the discretion of the instructor who will note the last day of attendance. A grade of UW will appear on the student's transcript. After the 12th week of class, a student who stops attending is not eligible for this grade.

Withdrawal from the University

Withdrawal during the term: Students are entitled to withdraw honorably from the university if their record is satisfactory and all financial obligations are satisfied. Students must complete and sign the "Notification of Student Withdrawal" form in the Student Services Center. Partial tuition refunds may be available depending on when the student withdraws. Refer to the Tuition and Fees section of this catalog for more information. Grades of W will appear on the student's transcript for the term.

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

Medical Withdrawal: Students may also withdraw completely from the university for a term for medical reasons. The student must complete a Medical Withdrawal Petition, provide written evidence from a physician and a personal explanation to the vice president for Admission and Student Life. This must be completed in a timely manner and in no case later than the last day of class in any given term. If granted, the grade of WM will appear on the student's transcript. Physician clearance is required prior to re-enrollment. For more information contact Student Life, 105 Hauge Administration Building, 253.535.7393 or slif@plu.edu.





STUDENT LIFE AND CAMPUS RESOURCES

The university offers many support services for students and provides a rich array of resources to encourage academic success. Students are encouraged to become familiar with the offices and services described in this section of the catalog. Additional information about these resources is available from each of the offices or from the Office of Student Life and the Office of the Provost.

Academic Assistance Center

253.535.7518
www.plu.edu/~aast

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

Tutoring takes place on campus, usually in the Academic Assistance Center, located in the Library. However, study and test-review sessions may occur in separate locations such as the science or music buildings, and drop-in math tutoring is available in the Apple Pi Math Lab, located in Memorial Gym 101. Students taking foreign languages can attend weekly informal conversation groups led by our language tutors. All ability levels are welcome at these conversations.

Tutoring sessions are set up by advance appointment (drop-ins may not find tutors available). During fall and spring semesters, the center, located in Library 124, is open Monday through Thursday from 9:00 a.m. until 9:00 p.m., Friday from 9:00 a.m. until 5:00 p.m., and Sunday from 5:00 p.m. until 7:00 p.m. Hours and services are limited during J-term and summer sessions.

Students should stop by the office, call, or e-mail to learn more about our services or request an appointment. The Academic Assistance website provides information on tutoring and weekly updates on study sessions.

Accommodations

253.535.7206
www.plu.edu/~slifct

The university complies with the American with Disabilities Act and Section 504 of the Rehabilitation Act and provides reasonable accommodations to students with documented disabilities. While the professional evaluation of a disability is considered by PLU to be a Medical Treatment Record, records pertaining to the academic accommodations provided by PLU are considered to be Educational Records (and not Medical Treatment Records) as defined in the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Records regarding academic accommodations may be utilized in the same manner and under

the same conditions as other Educational Records. See www.plu.edu/print/handbook/conduct/FERPA.html.

Policies regarding documentation of a physical, psychological/psychiatric, Specific Learning Disability and Attention Deficit/Hyperactivity Disorder are available in Ramstad 106 or on the Web at www.plu.edu/~slifct and lead into Services for Students with Disabilities. Classroom, assistive technology and accessibility accommodations are coordinated on an individual basis. Location of office is Ramstad 106.

PLU Bookstore

253.535.7665
luteworld.plu.edu (open 24/7/365)

The PLU Bookstore is owned and operated by Pacific Lutheran University for the benefit of students, faculty and staff. The bookstore sells textbooks and supplies required for classes. School supplies, PLU clothing and gifts, cards, and convenience store items are also available. Computer software at discounted prices is available or can be special ordered. Personal computer systems at educational prices can be purchased through the bookstore. Special book orders are welcome. To order your textbooks online, visit luteworld.plu.edu, using your student ID and birth date.

PLU Northwest and Scandinavian Gift Shop is located at 407 Garfield Street in historic Parkland. Featuring Northwest and Scandinavian dishware, pottery, clothing, music, and foods, the store also offers books and gifts depicting northwest and Scandinavian themes. Contact at 253.535.8397.

Campus Concierge

253.535.7411
www.plu.edu/~concierng/
concierng@plu.edu

The Campus Concierge Center is the welcoming hub of the campus for phone callers and walk-up patrons. The Concierge can help, whether you need a bandage, to sew on a button, or forgot a pen on your way to class. Students, staff and visitors can purchase tickets, add LuteBuck\$ to their account, send a package, receive and send facsimiles or make copies. The Concierge also has "emergency" homework supplies such as computer disks, writing manuals, dictionaries, blue books and Scantron cards.

Campus Ministry

253.535.7464
www.plu.edu/~cmin

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

mornings during each semester. The University Congregation worships and celebrates the Lord's Supper each Saturday evening and Sunday morning. The University Pastors are available to provide care, support and spiritual direction to the university community.

Several denominations and religious groups have organizations on campus. Numerous student-initiated Bible study and fellowship groups are offered.

The Campus Ministry Office is available to provide resources or to connect individuals with organizations that can meet a variety of ministry needs. The Campus Ministry Council, an elected student and faculty committee, coordinates these activities in a spirit of openness and mutual respect.

Campus Safety and Information

253.535.7441

www.plu.edu/campusafety

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, provide vehicle jump starts, respond to medical emergencies and fire alarms, and provide general telephone information services.

Visitor information is available 24 hours a day, seven days a week, through the Campus Safety Office. Vehicle registration for parking on campus is available through the Campus Safety Web site. A PLU ePass is required.

Pacific Lutheran University is private property and the university reserves the right to restrict access to the campus and buildings.

Career Development

253.535.7459

www.plu.edu/career

Career Development provides students with a holistic approach to understanding the career process. Students are assisted in integrating their personal values and aptitudes with career choices through individual counseling, workshops, assessments, a comprehensive Web site and events. In addition to providing a place to identify and explore one's vocation, the department provides opportunities to acquire practical skills, including resume writing, interview preparation and job search strategies. Career Development maintains relationships with local employers and recruiters. In collaboration with the Academic Internship office, Career Development coordinates a Career and Internship Fair each fall and spring semester.

The Challenge Program at PLU

253.535.7519

The Challenge Program offers students who wish to attend PLU, and who show potential but are not admissible, the opportunity to attend the university. The program takes place over summer and fall terms, and provides the strong academic and personal support needed to show students that they can succeed in a college environment and to offer them the opportunity to realize their potential here. Regular admission to the university is contingent on successful completion of both the fall and summer components of the program.

The Summer Challenge is an intense, six-week, live-in program highlighted by a challenging academic load, excellent faculty, effective academic and personal support, and activities designed

to develop a sense of community and participation in the life of the university. In six weeks, Challenge students complete seven or nine credits offered by faculty experienced in working with students of concern. Supplemental instruction, individual tutoring, and mentoring is provided by peer coaches who live in the residence hall with the Challenge students.

The Fall Challenge is an intermediate step between the highly structured summer component and the regular, non-Challenge workload the students will experience beginning in spring of their freshman year. Challenge students take 13-14 credits of Challenge Program courses and regularly offered university "solid" courses. Peer coaches provide supplemental instruction but do not live in the halls with the students. Co-curricular activities continue connections with the on- and off-campus communities and foster the students' growing sense of vocation and their career and educational plans.

Computing and Telecommunications

(see Information and Technology Services)

Conferences and Events

253.535.7450

www.plu.edu/-events

Conferences and Events schedules university facilities for workshops, seminars, lectures, banquets, meetings and more. Students interested in scheduling an event must first work with Student Involvement and Leadership (253.535.7195) for approval and to develop an event plan prior to contacting Conferences and Events to reserve facilities.

Counseling and Testing Services

253.535.7206

www.plu.edu/-slifct

Realizing that a students' emotional health is essential for their academic success, Counseling and Testing Services provides a wide range of counseling and supportive services. Trained and experienced mental health professionals offer both individual and group counseling/support services. Additionally, a consulting psychiatrist is available for assessment and medication evaluation. A variety of interest and personality inventories are available to assist students with career planning or personal growth issues. All services are confidential and offered at no cost for registered students.

Dining Services

253.535.7472

www.plu.edu/-dining

Dining Services is owned and operated by Pacific Lutheran University and provides a wide variety of services for students, faculty, staff and the community. In addition to student meal services, PLU Dining Services operates PLU Catering and the following locations that gladly accept cash and LuteBuck\$:

- Espresso carts in the Administration building and the library.
- The Bistro, offering a quick lunch with made-to-order sub sandwiches and salads packaged for carry out convenience. For dinner, the Bistro offers brick oven pizza by the slice and made-to-order sub sandwiches.
- The University Center Coffee Shop, offering grill service for breakfast, lunch and dinner, as well as deli sandwiches and snacks.

With the exception of South Hall residents, students living on campus must enroll in one of several meal plan packages. Most campus meals are served in the University Center Commons and include a variety of hot entrée choices and at least one vegetarian selection. There is also an extensive salad and deli bar, desserts, and a large assortment of beverages and other extras. In addition to the complete meal system offered at the University Center Commons, students are encouraged to use their meal plans in the University Center Coffee Shop and The Bistro. Off-campus and South Hall residents are encouraged to purchase a Dining Services meal plan tailored to their specific needs.

Is there an upcoming celebration in your student's life? The Send a Smile Gift Program is designed to help make someone's day. Convenient on-campus delivery of flowers, celebration cakes, local movie theatre tickets and many other gifts can be ordered at www.plu.edu/~dining/gift.htm.

Diversity Center

253.535.8750

www.plu.edu/~dcenter

Pacific Lutheran University is committed to the mission of providing a diverse and inclusive education for all students. Graduates of PLU are people capable of effective lives in an expanding, diverse world. Every student at PLU is required to take courses in Alternative Perspectives and in Cross-Cultural Perspectives. Multiculturalism, outside of the classroom, is experienced through social and educational programming from a variety of sources. The Diversity Center is staffed by a Director, Programs Coordinator and Diversity Advocates. Diversity Advocates are diverse PLU students working together to bring multicultural awareness to our campus and surrounding communities. They provide support to students and clubs that work with diversity-related issues and raising and sustaining general awareness on campus about current educational, political, and social issues related to race, ethnicity, gender, age, and sexuality. They are available to help all students, staff, and faculty who have interest in areas of multiculturalism. The Diversity Center is located on the ground floor of the University Center, across from Campus Ministry.

Other campus resources in the area of multiculturalism are:

- the Office of Student Involvement and Leadership helps different clubs and organizations that support the efforts of underrepresented populations programs and work within the PLU community;
- Associated Students of Pacific Lutheran University (ASPLU) and Residence Hall Association (RHA) both have formal leadership positions that program events both social and educational for the entire student body on a variety of multicultural issues;
- the Women's Center strives to increase understanding of gender issues, empower women to explore options in their lives, and motivate both women and men toward greater involvement in these social justice issues, as leaders, as allies, and agents of change, on campus and in the world;
- the Wang Center for International Programs provides extensive support and education for students, faculty and staff interested in studying away for a year, semester or January Term. The Wang Center also coordinates the biannual Wang Center Symposium, Wang Center Research Grants and various on-

campus activities to promote international perspectives, cultures, and interculturalism; and

- the University Diversity Committee furthers the university's mission of multiculturalism through policy review and event planning on both a social and educational level in the area of multiculturalism that integrates both the academic and student life.

The Elliott Press

253.535.7387

www.plu.edu/~ppa/elliott.html

The Elliott Press is PLU's studio laboratory for the printing arts. With the press's large collection of letterpress type and equipment, students design and produce printed texts using traditional techniques that flourish today in the lively art form known as fine printing. The press also houses a growing collection of innovative artist books and is a working museum where visitors may try their hands at the technology pioneered by Gutenberg.

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 dispute resolution officers to facilitate the grievance process. The dispute resolution officers are Michelle Ceynar (253.535.7297), Tom Huelsbeck (253.535.7202), Fran Lane Rasmus (253.535.7141), Teri Phillips (253.535.7187), Leon Reisberg (253.535.7280) and Richard Seeger, chair (253.535.7519). Any of the dispute resolution officers may be contacted to receive assistance.

Copies of grievance procedures are available for review at the office of each dispute resolution officer. Students with disabilities who want to appeal a decision regarding an accommodation should contact the Director of Counseling and Testing (253.535.7206), the ADA Dispute Resolution Officer.

The Student Health Center

253.535.7337

www.plu.edu/~health

The Student Health Center, "caring, convenient, confidential," is staffed full time by two physician assistants. Also available weekly are a consulting physician, a psychiatric physician assistant, and a nurse practitioner.

Services provided include acute care for illness and injury, physical exams for sports, travel, employment and reproductive health, birth control, STD information and testing, chronic disease monitoring, consultations for travel, smoking cessation, substance abuse and eating disorders. Also offered are immunizations, allergy shots, laboratory tests and health education on a wide variety of topics. *Completion of the university health history form is required for registration.*

Sickness and Accident Insurance: The health center strongly

encourages all students to have medical insurance. Information about various insurance options can be found on the health center Web site.

The **immunization policy** states that all students born after December 31, 1956, are required to provide documentation of two measles, mumps, rubella (MMR) vaccinations received after their first birthday. This information must be on file before a student is permitted to register. Also *recommended* are Hepatitis B, meningitis, and up-to-date tetanus/diphtheria immunizations. International students, faculty and scholars from countries at risk for TB will be required to have a tuberculosis skin test. This test is done at the Student Health Center after arrival at the university. The cost is \$20.

Questions about the immunization policy will be answered gladly at the health center.

Information and Technology Services

(Library and Computing Services)

253.535.7500 and 253.535.7525

www.plu.edu/~libr and www.plu.edu/~comptelc

Information and Technology Services (I&TS) - computing and library brought together in one organization — is here to help you be successful as a student. Most I&TS services are located in Mortvedt Library, but the main public computer room is on the lower level of University Center, and the television and audio portions of Multimedia Services are located on the second floor of Administration.

Personalized assistance in computing, library, and multimedia services can be obtained from I&TS information professionals in a variety of ways. Here are some good starting points:

- For assistance with computer accounts, email, supported software, and related resources, stop by either the computer lab in University Center or Help Services on the main floor of the library. You can also call 253.535.7525, email comptelc@plu.edu, or visit www.plu.edu/~comptelc.
- For help obtaining the best information on a topic or learning effective research strategies, go to Help Services on the main level of the library, call 253.535.7507, send email to ref@plu.edu, or visit www.plu.edu/~libr/reference/home.html. From this web page you can also access "Librarian Live!" to work with a librarian over the network using chat and co-browsing software.
- For assistance with multimedia equipment or services (including audio, television, and classroom technologies), visit Multimedia Services on the main floor of the library, call them at 253.535.7509, send email to media@plu.edu, or visit www.plu.edu/~media.
- For support developing web resources or instruction in using digital media and web development tools, visit the Digital Media Center on the second floor of the library. You can also contact the DMC at 253.535.8728, dmc@plu.edu, or www.plu.edu/~dmc.

Computer accounts are essential for all PLU students. "ePass" accounts, including an account user name and password, can be created online by students during the Summer. Students entering PLU at other times than the Fall semester can create the ePass account online after registering for classes. PLU's ePass system enables use of email, a wide range of online student services, and a

rich collection of electronic research sources and tools.

Check out books and multimedia equipment and materials (e.g., videos, DVDs, digital cameras) with your student ID card. This card with the barcode on the back serves as your PLU library card.

Computer rooms are located throughout campus. The largest is in University Center and may be viewed through a live Webcam. The library has concentrations of computers as well, especially the Haley Center for work with electronic information resources, the Language Resource Center for foreign language learning, and the Digital Media Center for working with digital multimedia technologies. Business, Communication and Theatre, Art, Psychology, Nursing, Computer Science, Mathematics, Rieke Science Center, and Education maintain other computer labs and technology-rich classrooms, for which access may be limited to specific departments or programs.

Wireless network zones are located throughout campus, including University Center, Mortvedt Library, Xavier Hall and Rieke Center. The Morken Center for Learning and Technology, which opens in February 2006, will have both fixed and wireless network, a digital media lab, and department computing labs.

Residence hall rooms all have Ethernet network connections. To connect to the network, you need an Ethernet card and network communication software on your computer in addition to ePass access. Modems are needed only for off-campus connections. For information on setting up a computer for residence hall access to the network (ResNet), follow instructions in the ResNet handbook in your room or contact the student help desk. Ethernet cards for most computers are available at the PLU Bookstore.

Off-campus students need a modem and an Internet service provider in addition to the PLU ePass. An ISP usually entails a monthly charge. Additional information on connecting to the PLU network from off campus can be found at www.plu.edu/~comptelc.

International Student Services

253.535.7194

www.plu.edu/~intserv/

International Student Services provides assistance to international students in adjusting to the university and in meeting both education 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.

KPLU-FM, National Public Radio

253.535.7758

www.kplu.org

KPLU is a public radio station licensed by the Federal Communications Commission to the Board of Regents of Pacific Lutheran University in the Tacoma/Seattle area at 88.5 FM. With a network of eight booster signals, KPLU extends its service throughout Western Washington and lower British Columbia. Public radio stations are authorized by the federal government as noncommercial to offer alternative programming not found on commercial radio.

Recognized for its programming excellence, KPLU 88.5, National Public Radio (NPR), is one of the nation's leading public radio stations. KPLU broadcasts NPR news, local and

regional news, and jazz to more than 330,000 listeners per week. The KPLU news team files hundreds of stories for national broadcast with NPR each year.

KPLU streams its exclusive, award-winning jazz, and news 24 hours a day on its Web site. KPLU is also now a leader in worldwide jazz listening.

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

Library Services

(see *Information and Technology Services*)

New Student Orientation

253.535.7195

www.plu.edu/~new/

New student orientation endeavors to assist students and their families with the transition to PLU. The five-day fall program introduces students to many dimensions of PLU life. Fall orientation includes meeting with an advisor, 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 that 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 curricular activities.

Off-Campus Student Services

253.535.7195

www.plu.edu/~offcamp

Student Involvement and Leadership (SIL) provides off-campus students with a relaxing office and supportive staff. Off-campus students are invited to seek involvement, resources, and support through this office. SIL partners with ASPLU to coordinate communication and programming and to advocate for nonresidential students. In addition, the following resources are available:

- **Lounges:** especially designed for off-campus students, on the lower level of the University Center, the upper level of the Hauge Administration Building, the first floor of Rieke Science Center, and the University Gallery in Ingram Hall.
- **Meal plans:** PLU's FlexPlan (25 meals per academic year) and LutePoints are convenient and economical meal options for off-campus students.
- **Off-campus housing:** If you are looking for off-campus housing, check the off-campus notebooks in Residential Life and the bulletin boards in the UC.
- **ASPLU:** Four elected members of ASPLU student government are off-campus senators.

Center for Public Service

253.535.7173

253.535.7652

www.plu.edu/~pubsrvc

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

There are many ways PLU people can become involved in community service at PLU. They can work with all ages—preschoolers through senior citizens—at the Family and Children's Center, a coalition of social service agencies housed together in PLU's East Campus that closely cooperates with the Center for Public Service. Students can also become involved in community work through academic service-learning classes that explore the relationship between an academic subject and community service experience. The Center for Public Service is a resource to faculty teaching these courses, which are available in many departments, and can help students find out about them. For a variety of volunteer work, individuals and student groups can also use the Volunteer Center, part of the Center for Public Service, to browse through listings of more than 100 volunteer opportunities on and near the PLU campus and to learn about residence hall or student club service projects.

To find out more about how to become engaged in the community, call the Center for Public Service, or stop by Ramstad Room 116.

Residential Life

253.535.7200

www.plu.edu/~rlif

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 halls 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 opportunities for 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 20 years of age or older, or who have attained a minimum of junior status.

This independent living environment is intended to meet the needs of the older student.

South Hall, an apartment-style residence, is designed for students who are 20 years of age or older, or who have attained a minimum of junior status. This living option provides for some added independence while continuing the many benefits of campus living.

Student Code of Conduct

www.plu.edu/~slif

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 code of conduct for all students is available online at www.plu.edu/~slif. The student conduct coordinator may be reached at 253.535.7195.

Student Activities

253.535.7195

www.plu.edu/~sil

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. Cocurricular programs include student government (Associated Students of PLU, and Residence Hall Association), sports activities (varsity, intramural and club sports), student media (newspaper, social justice journal, 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 that will enrich a person's college experience.

Student Employment

253.535.7459

Within the university, approximately 1,500 students will have on campus employment. Campus employment provides excellent opportunities to consider and connect their work experience to their career possibilities with an emphasis on vocation.

Employment on campus is also excellent training for students with limited experience as well as those students who have significant work experience. Experience, convenience and flexibility are major attractions to campus employment. Federal work-study, is not a requirement to obtain a job on campus.

The Student Employment Office, located in Ramstad Hall room 112, also manages the Washington State Work Study program. This program is designed to provide, para-professional off campus work experience for students in fields related to their career goals. Contact our office at 253 535-7459 or stuemp@plu.edu.

Student Life

253.535.7191

www.plu.edu/~slif

Student Life at PLU seeks to promote the holistic development of students and steward a dynamic campus community. We engage students in purposeful experiential learning that challenges them to make a difference in the world as they care for themselves and others, and positively impact the diverse communities in which they live.

The quality of life cultivated and fostered within the university is an essential component of the academic community. The environment produced is conducive to a life of vigorous and creative scholarship. Pacific Lutheran University also recognizes that liberal education is for the total person and that a complementary relationship exists between students' intellectual development and the satisfaction of their other individual needs. Interaction with persons of differing life experiences, application of classroom knowledge to personal goals and aspirations, and cocurricular experiences are all available and total components of education at PLU. In a time when there is a need for meaningful community, the campus facilitates genuine relationships among members of the university from diverse religious, racial, and cultural backgrounds.

All of the services and facilities provided are intended to complement the academic program. The services reflect changing student needs, and the opportunities for student participation include virtually all aspects of the university. Individual attention is given to students' concerns, including a variety of specific services outlined here and on the Web at www.plu.edu/~slif.

Student Services Center

253.535.7161

800.678.3243

www.plu.edu/~ssvc

The Student Services Center, located in Administration Building, room 102, assists students, families, and the PLU community with registration, financial aid, account financing, veteran's assistance, Perkins/Nursing loans, and other general university questions. If you have any other additional questions or concerns and are not sure whom to contact, call us. Innovative customer services are provided with a dedication to assist and educate students through the academic process with financial assistance and resources.

To access information on a student's financial aid, billing inquiries, schedules, etc., you must have the student's identification numbers and Personal Identification Number (PIN). A PIN is assigned to each student attending PLU. This security is part of the university's policy regarding the Family Educational Rights and Privacy Act (FERPA) of 1974. It is the student's right to give this number to a parent or a significant other for access. Anyone transacting business on a student's behalf will need the PLU ID number and PIN or information will not be released.

Summer Sessions

253.535.8628

www.plu.edu/~summer

The university offers an extensive summer school curriculum that includes continuing education courses and special institutes. These course offerings are open to all qualified persons. PLU

faculty typically offer innovative, experimental courses during summer sessions. These experimental courses cover a broad range of contemporary issues and perspectives in different academic fields. Designed for undergraduates and graduate students alike, the summer program serves teachers and administrators who seek to satisfy credentials and special courses.

The summer session, which begins the last week of May, consists of three discrete four-week terms and a one-week workshop session. Many courses are taught in the evening, two nights per week for nine weeks. Master of Business Administration courses are taught during two six-week terms, two nights per week. Continuing education courses are available through the School of Education and offered at varying times throughout the summer. Summer Session classes may be viewed online at www.plu.edu/~summer. A schedule of classes is printed each year for the Summer Session and Fall Semester and is available on campus. Information about special institutes, workshops and seminars may be viewed at www.plu.edu/academics. Special academic areas may be viewed under the topic special programs. Non-matriculated students who enroll for the summer session need only submit a letter of academic standing or give other evidence of preparation for college work.

Volunteer Center

253.535.8318
www.plu.edu/~voluntr

PLU's Volunteer Center, run by students and housed in the Center for Public Service, seeks to give students opportunities to put to work their dreams for a better world. The Volunteer Center has listings for over 100 organizations that need volunteers. Students can stop by and browse through the placement lists, or make an appointment with one of the Volunteer Center coordinators who help match students with organizations. Class projects, residence hall group activities, one day or several, the Volunteer Center can help students help.

Women's Center

253.535.8759
www.plu.edu/~womenscen

The Women's Center is an on-campus resource center that serves students, staff and faculty. Located on lower campus in the little blue house next to the softball field (1004 124th Street South), the center provides advocacy, resources, and educational programming for and about women and gender equity. Both women and men are welcome to use the resources of the Women's Center and encouraged to take advantage of the safe, supportive, and confidential atmosphere for support or network groups. The staff at the Women's Center offers confidential support and assistance in dealing with sexual harassment, rape or sexual assault, and dating/relationship issues. Throughout the year, the center also provides a variety of opportunities for gathering and celebration.

Writing Center

253.535.8709
www.plu.edu/~writing

The Writing Center provides a place for students to meet with trained student consultants to discuss their academic, creative and professional writing. Student staff members help writers generate topics, develop focus, organize material and clarify ideas. In an atmosphere that is comfortable and removed from the classroom setting, student readers and writers talk seriously about ideas and writing strategies. Most sessions are one-hour meetings, but drop-in students with brief essays or questions are welcome. The Writing Center is located on the second floor of the Library, and is open Monday through Thursday from 8:00 a.m. to 9:00 p.m., Friday from 8:00 a.m. to 5:00 p.m., and Sunday from 4:00 to 9:00 p.m. These hours may vary slightly from semester to semester.



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

Division of Social Sciences

Anthropology

Economics

History

Marriage and Family Therapy

Political Science
 Psychology
 Sociology and Social Work

School of Arts and Communication

Art
 Communication and Theatre
 Music

School of Business
School of Education
School of Nursing
School of Physical Education

Special Academic Programs

Military Science

Degrees

Bachelor's Degrees

Bachelor of Arts (BA)
 Bachelor of Arts in Communication (BAC)
 Bachelor of Arts in Education (BAE)
 Bachelor of Arts in Physical Education (BAPE)
 Bachelor of Arts in Recreation (BARec)
 Bachelor of Business Administration (BBA)
 Bachelor of Fine Arts (BFA)
 Bachelor of Music (BM)
 Bachelor of Music Education (BME)
 Bachelor of Musical Arts (BMA)
 Bachelor of Science (BS)
 Bachelor of Science in Nursing (BSN)
 Bachelor of Science in Physical Education (BSPE)

Master's Degrees

Master of Arts in Education (MAE)
 Master of Arts in Education with Initial Certification (CERT)
 Master of Arts (Marriage and Family Therapy) (MA)
 Master of Fine Arts in Creative Writing (MFA)
 Master of Business Administration (MBA)
 Master of Science in Nursing (MSN)

Majors

Bachelor of Arts (BA)

Anthropology
 Art
 Biology
 Chemistry
 Chinese Studies
 Classics
 Communication
 Communication Studies
 Theatre
 Computer Science
 Economics
 English
 Environmental Studies
 French
 Geosciences
 German

History
 Individualized Studies
 Mathematics
 Music
 Norwegian
 Philosophy
 Physics
 Political Science
 Psychology
 Religion
 Scandinavian Area Studies
 Social Work
 Sociology
 Spanish

Bachelor of Arts in Communication (BAC)

Concentrations in:

Conflict Management
 Journalism
 Media Performance and Production
 Public Relations/Advertising

Bachelor of Science (BS)

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

Bachelor of Arts in Education (BAE)

Teaching Emphasis: Certifications in Elementary, Elementary and Special Education, Secondary

Biology
 Chemistry
 Earth Sciences
 English/Language Arts
 French
 German
 History
 Mathematics
 Music
 Health and Fitness
 Physics
 Reading
 Science
 Social Studies
 Spanish
 Special Education

Bachelor of Arts in Physical Education (BAPE)

Physical Education

Bachelor of Arts in Recreation (BAREc)

Recreation

Bachelor of Business Administration (BBA)

Concentrations in:

- Finance
- Human Resources and Organizations
- Marketing
- Professional Accounting

Bachelor of Fine Arts (BFA)

Art
Theatre

Bachelor of Music (BM)

Composition
Instrumental
Organ
Piano
Voice

Bachelor of Music Education (BME)

K-12 Choral
K-12 Instrumental (Band)
K-12 Instrumental (Orchestra)

Bachelor of Musical Arts (BMA)

Music

Bachelor of Science in Nursing (BSN)

Basic
LPN - BSN
RN - BSN

Bachelor of Science in Physical Education (BSPE)

Concentrations in:

- Exercise Science
- Health and Fitness Management
- Pre-Athletic Training
- Pre-Physical Therapy

Complementary Majors

Global Studies
Women's Studies

Minors

Anthropology

Art
Art History
Studio Art

Biology

Business
Accounting
Business Administration
Finance
Human Resources
Marketing

Chemistry
Chinese (language)

Chinese Studies

Communication and Theatre
Communication
Dance
Theatre

Computer Science

Computer Science
Electrical Engineering
Information Science

Economics

English
Literature
Writing

Environmental Studies

French

Geosciences

German

Global Studies

Greek

History

Latin

Legal Studies

Mathematics
Actuarial Science
Mathematics
Statistics

Music

Norwegian

Nursing
Health Services

Philosophy

Physical Education
Aquatics
Coaching
Dance
Exercise Science
Health Education
Health and Fitness Management
Physical Activity
Recreation
Sport Psychology
Sports Management

Physics

Political Science
Legal Studies
Political Science
Public Affairs

Psychology

Publishing and Printing Arts

Religion

Social Work

Sociology

Spanish

Special Education (Non-Teaching)

Women's Studies

MASTERS DEGREES

See Graduate Studies.

Course Numberings

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

Academic Internship /Cooperative Education

253.535.7324
www.plu.edu/~intern

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

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

FACULTY: Herbert Hill, *Director*

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

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

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

Students are responsible for completing a Learning Agreement including learning objectives, related activities, and academic documentation of learning during their Academic Internship experience. Each student must arrange for academic supervision from a faculty sponsor. Faculty are responsible for insuring that the work experience provides appropriate learning opportunities, for helping to establish the learning agreement, and for determining a grade.

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

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

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

* **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. Most courses have a value of four semester hours. Parenthetical numbers immediately after the course title or description indicates the semester hour credit given.

GUR (General University Requirement) Key

A	Alternative Perspectives
AR	Art, Music, or Theatre
C	Cross-Cultural Perspectives
F	Inquiry Seminar
FW	Inquiry Seminar: Writing
I1	International Core: Origins of the Modern World
I2	International Core: 200-level Courses
I3	International Core: Concluding Course
LT	Literature
MR	Mathematical Reasoning
NS	Natural Sciences, Mathematics, or Computer Science
PE	Physical Education Activity Course
PH	Philosophy
R1	Religion: Biblical Studies (Line 1)
R2	Religion: Christian Thought, History, and Experience (Line 2)
R3	Religion: Integrative and Comparative Religious Studies (Line 3)
SM	Science and Scientific Method
SR	Capstone: Senior Seminar/Project
S1	Social Sciences Line 1 (Anthropology, History, or Political Science)
S2	Social Sciences Line 2 (Economics, Psychology, Social Work, or Sociology)
WR	Writing Requirement

as a resource and provide academic supervision. Site visits may be made by the faculty sponsor or the Co-op program director in agreement with the faculty sponsor.

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

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

Course Offerings – COOP

COOP 276: 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)

COOP 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)

COOP 477: International Work Experience

To be arranged and approved through the Wang Center for International Programs and a faculty sponsor. Prerequisites: completion of a minimum of one full year (32 credits) in residence prior to the program start. Recommended: a minimum GPA of 3.00, relevant work experience or academic background, language competency and significant cross-cultural experience. (1–12)

COOP 576: Work Experience III

A supervised educational experience at the graduate level. Requires completion of a Cooperative Education Agreement in consultation with a faculty sponsor and the student's graduate program advisor. (1–4)

Anthropology

253.535.7595

www.plu.edu/~anthro

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

Anthropology is composed of four fields. Cultural or social anthropology studies living human cultures in order to create a cross-cultural understanding of human behavior. Archaeology has the same goal, but uses data from the physical remains of the past

cultures to reach it. Linguistic anthropology studies human language. Biological anthropology studies the emergence and subsequent biological adaptations of humanity as a species.

FACULTY: Klein, *Chair*; Andrews, Brusco, Guldin, Hasty, Huelsbeck, Nosaka.

BACHELOR OF ARTS MAJOR: 36 semester hours

Required: ANTH 102, 103, 480, 499.

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

MINOR: 20 semester hours.

Required: ANTH 102.

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

DEPARTMENTAL HONORS

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

1. Anthropology course work: 3.5 minimum GPA.
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 August graduates, and the third week of class of the spring semester for December and January graduates.

Course Offerings – ANTH

ANTH 101: Introduction to Human Biological Diversity – SM

Introduction to biological anthropology with a special focus on human evolution, the fossil evidence for human development, the role of culture in human evolution, and a comparison with the development and social life of the nonhuman primates. (4)

ANTH 102: Introduction to Human Cultural Diversity – C, S1

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

ANTH 103: Introduction to Archaeology and World Prehistory – S1

Introduction to the ideas and practice of archaeology used to examine the sweep of human prehistory from the earliest stone tools to the development of agriculture and metallurgy and to enrich our understanding of extinct societies. (4)

ANTH 104: Introduction to Language in Society – S1

Introduction to anthropological linguistics and symbolism,

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

ANTH 192: Practicing Anthropology: Makah Culture Past and Present – A, SI

Study of Makah culture through archaeology and history and by interacting with the Makah. Active and service learning in Neah Bay, visiting the Makah Nation. *Prerequisite:* consent of instructor. (4)

ANTH 210: Global Perspectives: The World in Change – C, SI

A survey of global issues: modernization and development; economic change and international trade; diminishing resources; war and revolution; peace and justice; and cultural diversity. (Cross-listed with HIST 210 and POLS 210) (4)

ANTH 220: Peoples of the World – SI

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

ANTH 225: Past Cultures of Washington State – SI

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)

ANTH 230: Peoples of the Northwest Coast – A, SI

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, potlaches, status systems, and wealth and their impact on the modern life of the region. (2)

ANTH 330: Cultures and Peoples of Native North America – A, SI

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

ANTH 332: Prehistory of North America – SI

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

ANTH 333: Native American Health – A, SI

Opportunity to study the health status of Native Americans. Overview of the history and culture of selected Native American tribes and nations, perspectives on health and illness, trends in population and health status, and traditions of Native American healing. (4)

ANTH 334: The Anthropology of Contemporary America – A, SI

An investigation of American social patterns and problems designed to give insights from a cross-cultural perspective;

exploration of American solutions to common human problems; a determination of what is unique about the "American Way." (4)

ANTH 336: Peoples of Latin America – C, SI

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

ANTH 338: Jewish Culture – A, SI

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

ANTH 340: Anthropology of Africa – C, SI

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

ANTH 341: Ho'ike: Cultural Discovery in Hawaii – A, SI

The history and cultural diversity of Hawai'i. Spend time in Honolulu and on the island of Kaua'i, visiting cultural sites and working with community based organizations. Anthropological writings, history, and literature will provide a wider perspective and a framework for analysis of our experiences. (4)

ANTH 342: Pacific Island Cultures – C, SI

Peoples of Polynesia, Melanesia, and Micronesia. Developments in the Pacific region are explored, including economic development, migration, environmental degradation, political movements, gender roles, the impact of Western media, tourism, and cultural revivalism. How shifting theoretical models have informed the representation of Pacific cultures will also be considered. (4)

ANTH 343: East Asian Cultures – C, SI

A survey of the cultures and peoples of Eastern Asia, concentrating on China but with comparative reference to Japan, Korea, and Vietnam. Cultural similarities as well as differences between these nations are stressed. Topics include religion, art, politics, history, kinship, and economics. (4)

ANTH 345: Contemporary China – C, SI

An immersion into the culture and society of the People's Republic of China; contemporary politics, kinship, folk religion, human relations; problems and prospects of development and rapid social change. (4)

ANTH 350: Women and Men in World Cultures – C, SI

An overview of the variation of sex roles and behaviors throughout the world; theories of matriarchy, patriarchy, mother goddesses, innate inequalities; marriage patterns, impact of European patterns; egalitarianism to feminism. (4)

ANTH 355: Anthropology and Media – C, SI

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

ANTH 360: Ethnic Groups – A, S1

Examines the nature of ethnic groups in America and abroad; the varying bases of ethnicity (culture, religion, tribe, “race,” etc.); problems of group identity and boundary maintenance; ethnic symbols; ethnic politics; ethnic neighborhoods; and ethnic humor. (4)

ANTH 361: Managing Cultural Diversity – A, S1

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)

ANTH 365: Prehistoric Environment and Technology: Lab Methods in Archaeology – S1

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)

ANTH 370: The Archaeology of Ancient Empires – C, S1

The origins of agriculture, writing, cities, and the state in many parts of the world, comparing and contrasting the great civilizations of antiquity, including Mesopotamia, Egypt, India, Asia, Mesoamerica, and South America. (4)

ANTH 375: Law, Politics, and Revolution – C, S1

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

ANTH 377: Money, Power, and Exchange – S1

What are the cultural meanings of money, products, wealth, and exchange? How do they vary in different cultures? How products and favors acquire magical meanings, circulating through gifts and barter and how magical meanings change, moving to different cultures. The power of exchange, creating complex social relationships at local, global levels. (4)

ANTH 380: Sickness, Madness, and Health – C, S1

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

ANTH 385: Marriage, Family, and Kinship – C, S1

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

ANTH 386: Applied Anthropology – S1

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

ANTH 387: Special Topics in Anthropology – S1

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

ANTH 392: Gods, Magic, and Morals – C, S1

Anthropology of religion; humanity’s concepts of and relationships to the supernatural; examination of personal and group functions that religions fulfill; exploration of religions both “primitive” and historical; origins of religion. (Cross-listed with RELI 392) (4)

ANTH 465: Archaeology: The Field Experience – S1

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

ANTH 480: Anthropological Inquiry – S1

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

ANTH 491: Independent Studies: Undergraduate Readings

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

ANTH 492: Independent Studies: Undergraduate Fieldwork

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

ANTH 499: Capstone: Seminar in Anthropology – SR

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

Art

253.535.7573

www.plu.edu/~artd

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*; Avila, Cox, Geller, Gold, Keyes, Stasinos.

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

BACHELOR OF ARTS MAJOR

34 semester hours, including:

ARTD 160, 250, 230 or 350, 365, 370, 499
Art history sequence (ARTD 180, 181, 380)
ARTD 116 or courses in teaching methods may not be applied to the major.

- A maximum of 44 semester hours may be applied toward the degree.
- Candidates for the bachelor of arts degree are enrolled in the College of Arts and Sciences and must meet the College of Arts and Sciences requirements.

BACHELOR OF FINE ARTS MAJOR

60 semester hours, including:

- ARTD 160; 226; either 230 or 350; the art history sequence (180, 181, 380)
- Eight additional semester hours in two-dimensional media
- Eight additional hours in three-dimensional media
- Four semester hours in art history or theory (ARTD 390, or as approved by the department faculty)
- Requirements and electives in area of emphasis; and ARTD 499 (Capstone: Senior Exhibition)
- ARTD 116 or courses in teaching methods may not be included

Candidates are enrolled in the School of the Arts and must satisfy general university requirements, including a core curriculum (Core I or Core II).

• **TWO-DIMENSIONAL MEDIA CONCENTRATION**

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

Drawing/Painting:

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

Printmaking:

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

Film Arts:

ARTD 226: Black and White Photography
ARTD 326: Color Photography
ARTD 426: Electronic Imaging

Independent Study (may be applied to any area):

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

• **THREE-DIMENSIONAL MEDIA CONCENTRATION**

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

Ceramics:

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

Sculpture:

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

Independent Study (may be applied to any area):

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

• **DESIGN CONCENTRATION**

Required basic sequence:

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

Elective courses:

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

BACHELOR OF ARTS IN EDUCATION

See School of Education

MINORS

Minor in Studio Art -20 semester hours, including:

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

Minor in Art History - 24 semester hours, including:

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

Publishing and Printing Arts Minor

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



Course Offerings – ARTD

Studio

160, 196, 226, 230, 250, 260, 296, 326, 330, 341, 350, 360, 365, 370, 396, 398, 426, 430, 465, 470, 491, 492, 496, 498

History and Theory

180, 181, 380, 390, 440, 497

ARTD 160: Drawing – AR

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

ARTD 180: History of Western Art I – AR

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

ARTD 181: History of Western Art II – AR

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

ARTD 196: Design I: Fundamentals – AR

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

ARTD 226: Black and White Photography – AR

A studio class in photography as an art form. Primary concentration in basic camera and darkroom techniques. Students produce a portfolio of prints with an emphasis on creative expression and experimentation. (4)

ARTD 230: Ceramics I – AR

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

ARTD 250: Sculpture I – AR

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. (4)

ARTD 260: Intermediate Drawing – AR

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

ARTD 296: Design II: Concepts – AR

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

ARTD 326: Color Photography – AR

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

ARTD 330: Ceramics II – AR

Techniques in ceramic construction and experiments in glaze formation. **Prerequisite:** ARTD 230. (4)

ARTD 331: The Art of the Book I – AR

The combination of studio course and seminar explores the visual properties of language. (Cross-listed with ENGL 313.) (4)

ARTD 341: Elementary Art Education

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

ARTD 350: Sculpture II – AR

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. May be taken twice. **Prerequisite:** ARTD 250. (4)

ARTD 360: Life Drawing – AR

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

ARTD 365: Painting I – AR

Media and techniques of painting in oil or acrylics. **Prerequisite:** ARTD 160. (4)

ARTD 370: Printmaking I – AR

Methods and media of fine art printmaking; both hand and photo processes involving lithographics, intaglio, and screen printing. **Prerequisite:** ARTD 160 or consent of instructor. (4)

ARTD 380: Modern Art – AR

The development of art from 1900 to the present, with a brief look at European and American antecedents as they apply to contemporary directions. (4)

ARTD 387: Special Topics in Art – AR

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

ARTD 390: Studies in Art History – AR

A selected area of inquiry, such as a history of American art, Asian art, the work of Picasso, or similar topics. May be repeated for credit. (4)

ARTD 396: Design Graphics I – AR

Design and execution of printed materials; emphasis on technical procedures and problems in mass communication. **Prerequisite:** ARTD 160, ARTD 296, or consent of instructor. (4)

ARTD 398: Drawing: Illustration – AR

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

ARTD 426: Electronic Imaging – AR

An introduction to computer-assisted photography in which students learn applications, develop aesthetic strategies, and engage the ethical issues of this new technology. Emphasis on creative exploration and problem solving within the Macintosh environment. **Prerequisites:** ARTD 226, 326 or consent of instructor. May be taken twice. (4)

ARTD 430: Ceramics III – AR

Techniques in ceramic construction and experiments in glaze formation. May be taken twice. **Prerequisite:** ARTD 330. (4)

ARTD 440: Secondary Art Education

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

ARTD 465: Painting II – AR

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

ARTD 470: Printmaking II – AR

Methods and media of fine art printmaking; both hand and photo processes involving lithographics, intaglio, and screen printing. May be taken twice. *Prerequisite:* ARTD 370. (4)

ARTD 487: Special Topics in Art - AR

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

ARTD 491: Independent Studies: Special Projects – AR

Exploration of the possibilities of selected studio areas, including experimental techniques. Emphasis on development of individual styles, media approaches, and problem solutions. May be repeated for credit. *Prerequisites:* junior status, minimum of two courses at 200 level or above in affected medium with minimum 2.5 GPA, consent of instructor and department chair. (1 to 4)

ARTD 492: Design: Workshop – AR

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)

ARTD 496: Design: Graphics II

Design and execution of printed materials; emphasis on technical procedures and problems in mass communication. Explores advanced techniques with multiple color, typography, and other complex problems. *Prerequisite:* ARTD 396. (4)

ARTD 497: Research in Art History – Theory

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

ARTD 498: Studio Projects/Independent Study – SR

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)

ARTD 499: Capstone: Senior Exhibition – SR

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

Arts and Communication, School of

253.535.7150

www.plu.edu/~sota

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

Members of the School of Arts and Communication strive to create art and scholarship that acknowledges the past, defines the present, and anticipates the future. Art, communication, music, and theatre are mediums of understanding and change 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: Inch, *Acting Dean;* faculty members of the Departments of Art, Communication and Theatre, and Music.

DEGREES

Degrees offered are: Bachelor of Arts in Communication (BAC); Bachelor of Fine Arts (BFA) in art and theatre; Bachelor of Music (BMA and Bachelor of Music Education (BME). Students may also earn the Bachelor of Arts (BA), but this degree is awarded through the College of Arts and Sciences. Candidates for all degrees must meet general university requirements and the specific requirements of the Departments of Art, Communication and Theatre, or Music.

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

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

Course Offerings: SOAC

SOAC 295: Internship

Provides freshmen and sophomores with an opportunity to apply curricular theory and practice to professional and social arenas. Students will work with the School of Arts and Communication internship coordinator to design and complete an internship, its learning goals and contract. May be repeated for credit. (1-2)

SOAC 299: Keystone

The "Keystone" course is intended to introduce freshmen and sophomores to the process of educational assessment and program competencies. Focus is on integrating student learning objectives with student experience through initial development of portfolio projects and other assignments. Not repeatable. (1)

NOTE: A maximum of four combined credits in Keystone and Capstone credits may count toward the Communication Major. Keystone is a requirement for Communication and Theatre Majors, optional for Art and Music Majors.

SOAC 341: Integrating Arts in the Classroom

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

SOAC 395: Internship

Provides junior-level and senior-level School of Arts and Communication students with an opportunity to apply curricular theory and practice to professional and social arenas. Students will work with the School of Arts and Communication internship coordinator to design and complete an internship, its learning goals and contract. May be repeated for credit. (1-2)

SOAC 399: Keystone

This "Keystone" course is intended for upper-division students to develop the process of educational assessment and program competencies. Focus is on integrating student learning objectives with student experience through initial development of portfolio projects and other assignments. Not repeatable. (1)

SOAC 495: Internship

Provides junior-level and senior-level School of Arts and Communication students with an opportunity to apply curricular theory and practice to professional and social arenas. Students will work with the School of Arts and Communication internship coordinator to design and complete an internship, its learning goals and contract. May be repeated for credit. (1-8)

SOAC 499: Capstone – SR

Capstone course for undergraduate degrees in the School of Arts and Communication (Art, Communication, Music and Theatre). Focus is on integrating student learning objectives with student experience through development and presentation of portfolio projects and other assignments (2-4)

Arts and Sciences, College of

Division of Humanities

English Philosophy
Languages and Literatures Religion

Division of Natural Sciences

Biology Geosciences
Chemistry Mathematics
Computer Science and Physics
Computer Engineering

Division of Social Sciences

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

UNDERGRADUATE DEGREES OFFERED: Bachelor of Arts, Bachelor of Science

Major Requirement: A major is a sequence of courses in one area, usually in one department. A major should be selected by the end of the sophomore year. The choice must be approved by

the department chair (or in case of special academic programs, the program coordinator). Major requirements are specified in this catalog.

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 BA, BS, BARec, BAPE [excluding BAPE with certification], and BSPE degrees) must meet Option 1, 2, or 3 below. Candidates for the BA in English, for the BA in Education with concentration in English, for the BA in Global Studies, for the BBA in International Business, and for election to the Areté Society must meet Option 1.

Option 1

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

Option 2

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

Option 3

Completion of four semester hours in history, literature, or language (at the 201 level, or at any level in a language other than that used to satisfy the foreign language entrance requirement) in addition to courses applied to the general university requirements, and four semester hours in symbolic logic, mathematics (courses numbered 100 or above), computer science, or statistics in addition to courses applied to the general university requirements. Courses used to satisfy either category of Option 3 of the College of Arts and Sciences requirement may not also be used to satisfy general university requirements.

Biology

253.535.7561

www.nsci.plu.edu/biol

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

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

FACULTY: Carlson, *Chair*; Alexander, Auman, Behrens, Crayton, Ellard-Ivey, Garrigan, Hansen, Lerum, Main, D.J. Martin, Skendzic, Smith, 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 and a cumulative Biology GPA must be at least 2.0. Courses not designed for biology majors (111, 116, 201, 205, 206) ordinarily cannot be used to satisfy major requirements. Independent study (491) and internship may be used for no more than 4 of the upper-division biology hours required for the BS degree, and for no more than 2 of the upper-division biology hours required for the BA 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 advisor to discuss selection of electives appropriate for educational and career goals. Basic requirements under each plan for the major are listed below.

BACHELOR OF ARTS: 34 semester hours

- BIOL 161, 162, 323, and 499
- Plus 20 additional upper-division biology hours.
- **Required supporting courses:** CHEM 120 (or 125) and MATH 140.
- **Recommended supporting courses:** PHYS 125 (with laboratory 135) and PHYS 126 (with laboratory 136).

BACHELOR OF SCIENCE: 42 semester hours in biology

- BIOL 161, 162, 323, and 499

- Plus 28 additional upper-division biology hours
- **Required supporting courses:** Chemistry 120 (or 125), 232 (with laboratory 234)
- One additional upper-division chemistry course with laboratory
- MATH 151
- PHYS 125 (with laboratory 135) or PHYS 153 (with laboratory 163)
- PHYS 126 (with laboratory 136) or PHYS 154 (with laboratory 164)

BIOLOGY SECONDARY EDUCATION

Students planning to be certified to teach biology in high school should plan to complete a BA or BS in biology. Upper-division biology course selection should be made in consultation with a biology advisor. See the School of Education section of the catalog for biology courses required for certification.

MINOR

- At least 20 semester hours selected from any biology courses.
- A grade of C- or higher must be earned in each course, and total Biology GPA must be at least 2.00.
- Course prerequisites must be met unless written permission is granted in advance by the instructor.
- Applicability of non-PLU biology courses will be determined by the department chair.
- At least eight of the 20 credit hours in biology must be earned in courses taught by the Biology Department at PLU

For students applying only eight PLU biology hours toward the minor, those hours cannot include independent study (BIOL 491) or internship (BIOL 495) hours.

Course Offerings – BIOL

Fall	BIOL 111, 116, 161, 201, 205, 323, 324, 329, 407, 411, 424, 427, 441, 475, 491, 495, 499
January Term	BIOL 115, 333, 365, 491, 495, 499
Spring	BIOL 162, 206, 326, 327, 328, 332, 340, 348, 361, 364, 403, 425, 426, 448, 491, 499
Summer	BIOL 111, 205, 206, 491, 495
Alternate Year	BIOL 333 (J-Term)

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

An introduction to biology designed primarily for students who are not majoring in biology. Fundamental concepts chosen from all areas of modern biology. Lecture, laboratory, and discussion. (4)

BIOL 115: Diversity of Life – NS, SM

An introduction to the rich diversity of living organisms, their evolution, classification, and ecological and environmental significance. This course also examines the threats to biodiversity as well as conservation strategies. Includes lecture, discussion, lab, and field trips. Not intended for biology majors. (4)

BIOL 116: Introductory Ecology – NS, SM

A study of the interrelationships between organisms and their environment examining concepts in ecology that lead to understanding the nature and structure of ecosystems and how humans impact ecosystems. Includes laboratory. Not intended for majors. (4)

BIOL 161: Principles of Biology I: Cell Biology – NS, SM

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. (4)

BIOL 162: Principles of Biology II: Organismal Biology – NS, SM

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. (4)

BIOL 201: Introductory Microbiology – NS, SM

The structure, metabolism, growth, and genetics of microorganisms, especially bacteria and viruses, with emphasis on their roles in human disease. Laboratory focuses on cultivation, identification, and control of growth of bacteria. *Prerequisite:* CHEM 105. Not intended for majors. (4)

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

The first half of a two-course sequence. Topics include matter, cells, tissues, and the anatomy and physiology of four systems: skeletal, muscular, nervous, and endocrine. Laboratory includes cat dissection and experiments in muscle physiology and reflexes. Not designed for biology majors. (4)

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

The second half of a two-course sequence. Topics include metabolism, temperature regulation, development, inheritance, and the anatomy and physiology of five systems: circulatory, respiratory, digestive, excretory, and reproductive. Laboratory includes cat dissection, physiology experiments, and study of developing organisms. Not designed for biology majors.

Prerequisite: BIOL 205. (4)

BIOL 323: Principles of Biology III: Ecology, Evolution, and Diversity – NS, SM

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

BIOL 324: Natural History of Vertebrates – NS, SM

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

BIOL 326: Animal Behavior – NS

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

BIOL 327: Ornithology – NS, SM

The study of birds inclusive of their anatomy, physiology, behavior, ecology and distribution. Special emphasis on those

attributes of birds that are unique among the vertebrates. Laboratory emphasis on field identification, taxonomy, and anatomy/topology. *Prerequisite:* BIOL 323 or consent of instructor. (4)

BIOL 328: Microbiology – NS, SM

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. (4)

BIOL 329: Entomology – NS, SM

Entomology is the scientific study of insects, the most diverse group of animals on earth. This course examines insect structure, physiology, ecology, and diversity. The laboratory emphasizes identification of the common orders and families of North American insects. *Prerequisite:* BIOL 323. (4)

BIOL 332: Genetics – NS

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

BIOL 333: Comparative Ecology of Latin America

A comparative study of the structure and function of biotic communities, and the ecological and evolutionary forces that have shaped plants and animals. Topics include dispersal, natural selection, physiological ecology, natural history, and systematics. Conservation biology, development, and indigenous rights will be highlighted. Taught in Central or South America. *Prerequisite:* BIOL 323 or consent of instructor. (4)

BIOL 340: Plant Diversity and Distribution – NS, SM

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

BIOL 348: Advanced Cell Biology – NS, SM

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, biological assays, membrane phenomena, spectrophotometry, respirometry. *Prerequisite:* BIOL 323 and one semester of organic chemistry or consent of instructor. (4)

BIOL 361: Comparative Anatomy – NS, SM

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

BIOL 364: Plant Physiology – NS, SM

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:** BIOL 323; organic chemistry recommended. (2)

BIOL 365: Plant Anatomy – NS, SM

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

BIOL 403: Developmental Biology – NS, SM

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

BIOL 407: Molecular Biology – NS, SM

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

BIOL 411: Histology – NS, SM

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:** BIOL 323. (4)

BIOL 424: Ecology – NS

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

BIOL 425: Biological Oceanography – NS, SM

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

BIOL 426: Ecological Methods – NS, SM

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. Includes an introduction to general statistical techniques. Writing of scientific papers and a focus on accessing the scientific literature. Lecture, laboratory, and field work. **Prerequisite:** BIOL 323 or consent of instructor. (4)

BIOL 441: Mammalian Physiology – NS, SM

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

BIOL 448: Immunology – NS

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. (4)

BIOL 475: Evolution – NS

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

BIOL 491: Independent Studies

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

BIOL 495: Internship in Biology

An approved off-campus work activity in the field of biology with a private or public sector agency, organization, or company. Students will be expected to adhere to and document the objectives of a learning plan developed with and approved by a faculty sponsor. Credit will be determined by hours spent in the working environment and the depth of the project associated with the course of study. **Prerequisites:** BIOL 323 and consent of chair. (1-4)

BIOL 499: Capstone: Senior Seminar – SR

The goal of this course is to assist students in the writing and presentation of a paper concerning a topic within biology 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 field or laboratory independent study or internship experience. (2)

Business, School of

253.535.7244

www.plu.edu/busa

MISSION

The mission 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, exemplifying lives of service, and fostering faculty development and intellectual contribution.

See *Graduate Studies for information on the Masters of Business Administration program* or visit the *School of Business MBA Web site at www.plu.edu/mba.*

AFFILIATIONS

The School of Business of PLU is a member of AACSB International -The Association to Advance Collegiate Schools of Business. The BBA, MBA and professional 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 honor society recognized by AACSB. PLU is accredited regionally by the Northwest Association of Schools and Colleges.

FACULTY: Clapper, *Dean*; MacDonald, *Associate Dean*; Albers, Bancroft, Barnowe, Berniker, Finnie, Gibson, Hegstad, Lee, McNabb, Myers, Pham, Pratt, Ptak, Ramaglia, Simpson, Van Wyhe, Zabriske.

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.

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) BUSA 201, CSCE 120, ECON 101, MATH 128, STAT 231, or their equivalents, and
4. Have a minimum cumulative grade point average of 2.50, and
5. Declare a major 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.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE REQUIREMENTS

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

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

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

Pass/Fail of Foundation Classes

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

A major curriculum change in academic year 2005-06 for the School of Business begins with foundation courses and will be fully implemented in 2006-07. The curriculum listed in this catalog reflects the changes for the academic year 2006-07. Continuing students should refer to the catalog for the academic year they entered PLU or declared a business major prior to 2006-07.

BACHELOR OF BUSINESS ADMINISTRATION REQUIREMENTS

Part A: Foundation and Other Course Requirements

Note: Effective 2006-07, most Business courses will carry three semester hours. In 2005-6, some courses listed below will show different semester hours than is listed in the Course Offerings section as the transition in the degree program will not be fully implemented until Fall 2006.

Foundation courses may also satisfy General University Requirements (GURs), as indicated by the identifiers listed (MR, NS, S2, PH, SR).

I. Required Foundation Courses - 16 semester hours

CSCE 120: Computerized Information Systems (NS, 4)
 ECON 101: Principles of Microeconomics (S2, 4)
 MATH 128: Linear Models and Calculus. An Introduction (MR, NS, 4)
 STAT 231: Introductory Statistics (MR, 4)

II. Required Lower-Division Business Courses to be Eligible for Upper-Division - ten semester hours

BUSA 201: Value Creation in the Global Environment (4)
 BUSA 203: Managerial Accounting (3)
 BUSA 204: Financial Accounting (3) (was BUSA 202)

III. Required Upper-Division Business Courses - 24 to 25 semester hours

BUSA 302: Finance for Managers (3)
 BUSA 303: Business Law and Ethics (3) (was BUSA 400)
 or BUSA 304: Business Law and Ethics for Financial Professionals (3) (Professional Accounting Concentration must take BUSA 304 (was BUSA 405))
 BUSA 305: Human Dimensions of Effective Organizations (3)
 BUSA 308: Principles of Marketing (3)

- BUSA 309: Creating Value in Goods and Services Operations (3)
- BUSA 310: Information Systems (3)
- BUSA 499: Capstone: Strategic Management (SR, 3)

Upper-division elective examining global, ethical, or vocational issues relevant to enterprise management (three to four semester hours). Must be an upper-division course. Courses appropriate to fulfill this requirement include:

Global

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

- BUSA 337: International Finance (3)
- BUSA 352: Global Management (3)
- BUSA 408: International Business Law and Ethics (3)
- BUSA 460: International Marketing (3)
- ECON 331: International Economics (4)
- ECON 333: Economic Development: Comparative Third World Strategies (4)
- POLS 380: Politics of Global Development (4)

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

Ethical

- BUSA 408: International Business Law and Ethics (3)
- COMA 390: Ethics in Communication (4)
- RELI 365: Christian Moral Issues (4)

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

Vocational

- BUSA 340: Non-profit Management (3)
- BUSA 358: Entrepreneurship (3)
- BUSA 442: Leading Organizational Improvement (3)
- PHIL 338: Existentialism and Continental Philosophy (4)

Other upper-division vocation related course by prior permission of the School of Business dean or his/her designate.

IV. Additional Major Requirements - eight to ten semester hours

- PHIL 225: Business Ethics (4)
- Professional Communication courses from the following list (4)
- One from the following:
 - COMA 211: Debate (2)
 - COMA 212: Public Speaking (2)
 - COMA 214: Group Communication (2)

AND, one of the following:

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

Part B: Concentration Options

Professional Accounting Concentration - 18 semester hours

- BUSA 320: Accounting Information Systems (3)

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

Note: Students are encouraged to also take electives in:

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

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

Finance Concentration - 15 semester hours

- BUSA 335: Financial Investments (3)
- BUSA 437: Financial Analysis & Strategy (3)

At least nine semester hours from the following:

- BUSA 321: Intermediate Accounting I (3)
- BUSA 337: International Finance (3)
- BUSA 438: Financial Research and Analysis (3)
- BUSA 495: Internship (1 to 3)
- ECON 344: Econometrics (4)
- ECON 302: Intermediate Macroeconomic Analysis (4) or Econ 322: Money and Banking (40)

Marketing Concentration - 15 semester hours

- BUSA 467: Marketing Research (3)
- BUSA 468: Marketing Management (3)

At least nine semester hours from the following (six semester hours must be from BUSA):

- BUSA 363: Consumer Behavior & Promotions (3)
- BUSA 364: Services Marketing (3)
- BUSA 365: Sales & Sales Management (3)
- BUSA 378: Electronic Commerce (3)
- BUSA 440: Knowledge Management (3)
- BUSA 460: International Marketing (3)
- BUSA 495: Internship (1 to 3)
- COMA 361: Introduction to Public Relations (4)
- ECON 341: Strategic Behavior (4)
- PSYC 385: Consumer Psychology (4)

Human Resources and Organizations Concentration - 15 semester hours

- BUSA 342: Managing Human Resources (3)

and 12 semester hours from the following (at least six semester hours from BUSA):

- BUSA 340: Non-Profit Management (3)
- BUSA 343: Managing Reward Systems (3)
- BUSA 352: Global Management (3)
- BUSA 440: Knowledge Management (3)
- BUSA 442: Leading Organizational Improvement (3)
- BUSA 449: Strategic Human Resource Management (3)
- BUSA 495: Internship (1 to 3)
- COMA 461: Organizational Communication (4)
- ECON 321: Labor Economics (4)
- PSYC 380: Psychology of Work (4)

Part C: Minor Options**General Business Minor Rules**

- All courses must be completed with a grade of C- or higher.
- A 2.50 cumulative grade point average for all courses in the minor is required.
- At least 12 semester hours must be upper-division level courses (except Accounting).
- At least eight semester hours must be completed in residence at PLU.
- No more than four semester hours in 100-level courses will apply to the minor.

Business Administration Minor

A minimum of 20 semester hours in business courses, including BUSA 201. *See General Business Minor Rules above.*

Finance Minor

A minimum of 20 semester hours, including BUSA 201, 202 or 203, 302, and eight hours from the following: BUSA 335, 437, and 438. *See General Business Minor Rules above.*

Human Resources Minor

A minimum of 20 semester hours, including BUSA 201, 305, 342, and eight semester hours from the following: BUSA 301, 343, 442, and 449. *See General Business Minor Rules above.*

Marketing Minor

A minimum of 20 semester hours, including BUSA 201, 308, and 468, and eight semester hours from BUSA 363, 364, 365, 460, and 467. *See General Business Minor Rules above.*

Accounting Minor

A minimum of 20 semester hours, including BUSA 201, 202 or 204, 203, and eight semester hours from BUSA 320, 321, 322, 323, 327, 422, 423, and 427. *See General Business Minor Rules above.*

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 Certified Public Account (CPA) examination: 24 semester hours from BUSA 202, 203, 320, 321, 322, 323, 327, 405, 422, 423, 427, and 424. Contact the School of Business at 253.535.7244 for further information

MASTER OF BUSINESS ADMINISTRATION

See Graduate Studies.

Course Offerings – BUSA

A major change in the curriculum begins with foundation courses in academic year 2005-06 and is fully implemented in 2006-07. The courses below are for academic year 2005-06 and the credit hours reflect differently than the curriculum listed previously in this catalog. *Continuing students should refer to the catalog for the academic year they entered PLU or declared a business major prior to 2006-07.*

BUSA 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)

BUSA 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)

BUSA 202: Financial Accounting

Accounting for financial performance for the use of external decision-makers considering investment in a business organization. Origins and uses of financial information; accounting concepts and principles; logic, content, and format of financial statements; accounting issues in the U.S. and other nations. **Prerequisites:** MATH 128. (4)

BUSA 203: Managerial Accounting

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

BUSA 288: Special Topics

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

Prerequisites: All upper-division business courses have the following prerequisites: BUSA 201, 202, and 203; CSCE 120; ECON 101; MATH 128; STAT 231; or permission of undergraduate coordinator.

BUSA 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)

BUSA 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. (4)

BUSA 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)

BUSA 308: Principles of Marketing

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

BUSA 309: Managing Value Creating Operations

The study of the organization and management of economic value producing processes in service and manufacturing businesses. (2)

BUSA 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. (2)

BUSA 320: Accounting Information Systems

Study of the flow of information through an enterprise, the sources and nature of documents, and the controls necessary to insure the accuracy and reliability of information. (4)

BUSA 321: Intermediate Accounting I

Concentrated study of the conceptual framework of accounting, valuation theories, asset and income measurement, and financial statement disclosures in the U.S. and abroad. (2)

BUSA 322: Intermediate Accounting II

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

BUSA 323: Cost Accounting and Control Systems

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

BUSA 327: Tax Accounting I

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

BUSA 335: Financial Investments

In-depth exploration of fundamental principles governing the valuation of particular securities, and knowledgeable construction, management, and evaluation of portfolios.

Prerequisite: BUSA 302. (4)

BUSA 342: Managing Human Resources

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

BUSA 343: Managing Reward Systems

Detailed examination of reward system development and practices. (4)

BUSA 352: Global Management

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

BUSA 355: Managing Global Operations

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

BUSA 358: Entrepreneurship

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

BUSA 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. *Prerequisite:* BUSA 308. (4)

BUSA 364: Services Marketing

Addresses distinctive characteristics and principles associated with services enterprises. Model for identifying problems undermining service organization performance, and strategies to overcome and enhance services marketing organization performance.

Prerequisite: BUSA 308. (4)

BUSA 365: Sales and Sales Management

Professional selling - prospecting, active listening, benefit presentation, objection handling, closing and territory management. Also covered are territory design, hiring, motivating, and evaluating sales personnel. *Prerequisite:* BUSA 308. (4)

BUSA 371: Topics in Information Management

Basic concepts in information management including database applications, communications, risk, controls and security, supply chain management, managing knowledge and ethical issues.

Prerequisite: BUSA 310. (4)

BUSA 375: Introduction to Complex Systems

Focus on the characteristics of complex systems, the limitations of technical and software systems design and operation, and their modes of failure. Objective is to learn to ask richer and more fundamental questions in role as system professionals. (4)

BUSA 377: Data Base Applications in Business

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

BUSA 378: Electronic Commerce

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

BUSA 388: Special Topics (1 to 4)

BUSA 400: Business Law and Ethics

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)

BUSA 405: Business Law and Ethics for Financial Professionals

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)

BUSA 406: Employment Law and Ethics

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

BUSA 407: Marketing Law and Ethics

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

BUSA 408: International Business Law and Ethics

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

BUSA 422: Consolidations and Equity Issues

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

BUSA 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. (2)

BUSA 424: Auditing

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

BUSA 427: Tax Accounting II

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

BUSA 430: Entrepreneurial Finance

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

BUSA 437: Financial Analysis and Strategy

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

BUSA 438: Financial Research and Analysis

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

BUSA 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)

BUSA 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)

BUSA 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. (4)

BUSA 460: International Marketing

Introduction to marketing problems and opportunities in an international context. Investigation of economic, cultural, and business forces that require changes in marketing plans for international companies. Prerequisites: BUSA 308, junior standing. (4)

BUSA 467: Marketing Research

Investigation of techniques and uses of marketing research in the business decision-making process. Research design, survey methods, sampling plans, data analysis, and field projects. Prerequisites: BUSA 308. (4)

BUSA 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)

BUSA 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. Prerequisites: BUSA 310, 375. (4)

BUSA 485: Study Abroad

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

BUSA 486: Study Abroad

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

BUSA 488: Special Topic

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

BUSA 489: Special Topics

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

BUSA 491: Independent Studies

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

BUSA 495: Internship

Application of business knowledge in field setting. Credit granted determined by hours spent in working environment and depth of project associated with the course of study. Pass/fail. (1-4)

BUSA 499: Capstone: Strategic Management - SR

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

For Graduate Level Courses, see *Masters of Business Administration*.

Chemistry

253.535.7530

www.chem.plu.edu

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.

Students have hands-on use of sophisticated instrumentation in coursework and research with faculty, including 300 MHz Fourier transform nuclear magnetic resonance (FTNMR) spectroscopy, inductively coupled plasma atomic emission spectroscopy (ICP AES), spectrofluorometry, differential

scanning calorimetry (DSC), Fourier transform infrared (FTIR) spectroscopy, laser light scattering instrumentation, gas chromatography with mass selective detection (GCMS), high performance liquid chromatography (HPLC), and Linux and Silicon Graphics workstations for molecular modeling and computational chemistry.

Faculty research projects involve undergraduate participation.

FACULTY: Fryhle, *Chair*; Cotten, Davis, Swank, Tohason, Tonn, Waldow, Yakelis.

Declaring the Chemistry Major

Students deciding to major in chemistry should officially declare their intent as soon as possible and preferably not later than completion of CHEM 232 or before consultation with a faculty advisor in the chemistry department. Transfer students desiring to major in chemistry should consult a departmental advisor no later than the beginning of their junior year.

BACHELOR OF ARTS MAJOR

CHEM 120 or 125, 232, 234, 332, 334, 338, 341, 342, 343, 499

Required supporting courses:

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

BACHELOR OF SCIENCE MAJOR (three alternatives)

- **General** - leads to American Chemical Society Certification
CHEM 120 or 125, 232, 234, 332, 334, 338, 341, 342, 343, 344, 405 or 450 or 456, 410, 435, 499
MATH 151, 152
PHYS 153, 154, 163, 164
CHEM 450 and either CHEM 405, 440, or 456 required for American Chemical Society Certification
- **Biochemistry Emphasis**
CHEM 120 or 125
CHEM 232, 234, 332, 334, 338, 341, 343, 403, 405, 410, 435, 499
BIOL 161, 162, 323
Select four semester hours from: BIOL 328, 332, 364, 407, 441, 448 or CHEM 342
MATH 151, 152
PHYS 153, 154, 163, 164
CHEM 342 and 450 are required for American Chemical Certification of the Biochemistry Option
- **Chemical-Physics Emphasis:**
CHEM 120 or 125
CHEM 232, 234, 332, 334, 341, 342, 343, 344, 499
MATH 151, 152, 253
PHYS 153, 154, 163, 164, 331, 332, 336, 356.

Generalized Chemistry Curriculum for the BS Degree

FALL SEMESTER

First-Year

CHEM 120 or 125
GUR
Inquiry Seminar or Writing Seminar (or BIOL 161 for students interested in the Chemistry B.S. with Biochemistry emphasis)

SPRING SEMESTER

CHEM 232, 234
Inquiry Seminar or Writing Seminar and/or BIOL 162
MATH 152
PHED 100 or other activity course

FALL SEMESTER

First-Year

MATH 151
PHED 100 or other activity course

Sophomore

CHEM 332, 334
BIOL 323 (if Chemistry B.S. with Biochemistry emphasis)
Two additional courses

Junior

CHEM 341, 343
PHYS 154, 164
GUR elective(s)
Elective

Senior

CHEM 499
Electives

SPRING SEMESTER

CHEM 338, 410
PHYS 153, 163
GUR elective(s)

CHEM 342, 344
GUR elective(s)
Electives

CHEM 435, 499
Electives

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

The department stresses the importance of starting physics during either the first year 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.

Departmental Honors

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

- **Course work:** The grade point average in chemistry courses must be at least 3.50.
- **Written work:** From the time a student declares a major in chemistry, copies of outstanding work (e.g., laboratory, seminar, and research reports) should be kept by the student for later summary evaluation by the faculty when considering the student's application for Honors.
- **Oral communication:** Students must evidence ability to communicate effectively as indicated by the sum of their participation in class discussion, seminars, help session leadership, and teaching assistantship work.
- **Independent chemistry-related activities:** Positive considerations include the extent and quality of extracurricular work done in background reading, independent study, and research; assisting in laboratory preparation, teaching, or advising; any other chemistry-related employment, on campus or elsewhere; and participation in campus and professional chemistry-related organizations.

The departmental honors designation will appear on 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 advisor.

Minor - 22 semester hours

CHEM 120 or 125
CHEM 232, 234, 332, 338
CHEM 334 or 336

Four-semester 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 – CHEM

<i>Fall</i>	CHEM 104, 120, 125, 332, 334, 336, 341, 343, 403, 499
<i>Spring</i>	CHEM 105, 232, 234, 338, 342, 344, 405, 435, 499
<i>Alternate Years</i>	CHEM 440 (J term); 450 (Spring term); 456 (J Term)

CHEM 104: Environmental Chemistry – NS, SM

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 CHEM 104 before taking CHEM 105 or CHEM 120. Also suitable for environmental studies, general science teachers, BA in geosciences, and general university core requirements. (4)

CHEM 105: Chemistry of Life – NS, SM

Basic organic and biochemistry applied to chemical processes in human systems; suitable for liberal arts students, nursing students, physical education majors, and prospective teachers. Students who have not completed high school chemistry recently should take CHEM 104 before taking CHEM 105. (4)

CHEM 120: General Chemistry – NS, SM

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 CHEM 104 before this course. *Corequisite:* MATH 140 or math placement in a course higher than CHEM 140. (4)

CHEM 125: Advanced General Chemistry – NS, SM

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. (4)

CHEM 210: Nutrition, Drugs, and the Individual – NS, SM

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 recommended. (4)

CHEM 232: Organic Chemistry I – NS, SM

An introduction to structure, reactivity, and general properties of organic molecules. *Prerequisite:* CHEM 120 or 125.

Corequisite: CHEM 234. (4)

CHEM 234: Organic Chemistry I Laboratory – NS, SM

Reactions and methods of synthesis, separation, and analysis of organic compounds. Microscale techniques. Practical investigation of reactions and classes of compounds discussed in CHEM 232. *Corequisite:* CHEM 232. (1)

CHEM 332: Organic Chemistry II – NS, SM

Chemistry of aromatic compounds, carbonyl-containing functional groups, amines, phenols, and an introduction to biologically important molecules. *Prerequisites:* CHEM 232, 234. *Corequisite:* CHEM 334 or 336. (4)

CHEM 334: Organic Chemistry II Laboratory – NS, SM

Synthesis of organic compounds, including instrumental and spectroscopic analyses. Practical investigation of reactions and classes of compounds discussed in CHEM 332. *Prerequisite:* CHEM 234. *Corequisite:* CHEM 332. (1)

CHEM 336: Organic Special Projects Laboratory – NS, SM

Individual projects emphasizing current professional-level methods of synthesis and property determination of organic compounds. *Corequisite:* CHEM 332. This course is an alternative to CHEM 334 and typically requires somewhat more time commitment. Students who wish to prepare for careers in chemistry or related areas should apply for departmental approval of their admission to this course. (1)

CHEM 338: Analytical Chemistry – NS, SM

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

CHEM 341: Physical Chemistry – NS, SM

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. (4)

CHEM 342: Physical Chemistry – NS, SM

A study of the physical properties of atoms, molecules and ions, and their correlation with structure. Classical and modern quantum mechanics, bonding theory, atomic and molecular structure, spectroscopy. *Prerequisites:* CHEM 120 or 125, MATH 152, PHYS 154. (4)

CHEM 343: Physical Chemistry Laboratory – NS, SM

Experiments in kinetics and thermodynamics. Attention given to data handling, error analysis, instrumentation, computational analysis, and correlation with theory. *Prerequisite or corequisite:* CHEM 341. (1)

CHEM 344: Physical Chemistry Laboratory – NS, SM

Experiments in molecular structure and spectroscopy. Attention

given to data handling, error analysis, instrumentation, computational analysis, and correlation with theory. **Prerequisite or corequisite:** CHEM 342. (1)

CHEM 403: Biochemistry I – NS, SM

An overview of the structures, function, and regulation of proteins, carbohydrates, lipids, and nucleic acids, and an introduction to metabolic and regulatory cellular processes. Majors are encouraged to take both CHEM 403 and 405 for a comprehensive exposure to biochemical theory and techniques. **Prerequisites:** CHEM 332, 334. (4)

CHEM 405: Biochemistry II – NS, SM

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

CHEM 410: Introduction to Research – NS

An introduction to laboratory research techniques, use of the chemical literature, including computerized literature searching, research proposal and report writing. Students develop an independent chemical research problem chosen in consultation with a member of the chemistry faculty. Students attend seminars as part of the course requirement. (2)

CHEM 435: Instrumental Analysis – NS, SM

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

CHEM 440: Advanced Organic Chemistry – NS

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

CHEM 450: Inorganic Chemistry – NS, SM

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

CHEM 456: Polymers and Biopolymers – NS, SM

A course presenting the fundamentals of polymer synthesis, solution thermodynamic properties, molecular characterization, molecular weight distribution, and solution kinetics. Free radical, condensation, ionic, and biopolymer systems, with emphasis on applications. The 1-credit laboratory examining polymer synthesis through experiments is optional. **Prerequisite:** CHEM 341; **Prerequisite or corequisite:** CHEM 342. (3)

CHEM 491: Independent Studies

Library and/or laboratory study of topics not included in regularly offered courses. Proposed project must be approved by department chair and supervisory responsibility accepted by an instructor. May be taken more than once. (1, 2 or 4)

CHEM 497: Research

Experimental or theoretical investigation open to upper-division students with consent of department chair. May be taken more than once. Generally consists of a research project developed in consultation with a chemistry faculty member. (1, 2 or 4)

CHEM 499: Capstone: Seminar – SR

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

Chinese Studies Program

253.535.7216

www.plu.edu/~csp

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

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

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

BACHELOR OF ARTS MAJOR

32 semester hours (24 required, eight elective); students must take at least one Chinese history course.

Required Courses: 24 semester hours

- ANTH 343: East Asian Cultures – C, S1
- CHIN 201: Intermediate Chinese
- CHIN 202: Intermediate Chinese
- HIST 339: Revolutionary China
- RELI 233: Religions of China
- CHSP 499: Capstone: Senior Project – SR

Electives: eight semester hours

- ANTH 345: Contemporary China – C, S1
- BUSA 352: Global Management

CHSP 271: China Through Film – C
 CHSP 287: Selected Topics in Chinese Studies
 CHSP 250: Urban Culture in China – C
 CHSP 350: Chinese Culture and Society - C
 CHIN 301: Composition and Conversation
 CHIN 302: Composition and Conversation
 CHIN 371: Chinese Literature in Translation – C, LT
 HIST 232: Tibet in Fact and Fiction – C, S1
 HIST 338: Modern China – C, S1
 HIST 496: Seminar: The Third World
 (a/y on China)** – C, S1, SR
 MUSI 105: The Arts of China – AR, C
 POLS 381: Comparative Legal Systems – C, S1

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

Required Courses: eight semester hours in Chinese language

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

Electives: 12 semester hours from at least two additional departments

ANTH 345: Contemporary China – C, S1
 CHIN 371: Chinese Literature in Translation – C, LT
 CHSP 271: China Through Film – C
 CHSP 287: Selected Topics in Chinese Studies
 CHSP 250: Urban Culture in China - C
 CHSP 350 Chinese Culture and Society - C
 HIST 339: Revolutionary China - C, S1
 MUSI 339: The Arts of China - AR, C
 RELI 233: Religions of China - C, R3

*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.

Course Offerings – CHSP

CHSP 250: Urban Culture in China – C

Explores first hand the dynamic and rapidly transforming cultural life of four major Chinese cities: Beijing, Shanghai, Guangzhou, and Hong Kong. Our explorations will be carried out through face-to-face meetings with contemporary artists and writers, as well as visits to culturally significant sites that form the background and context for artistic expression in China today. The urban focus will foreground tensions within China's major cities between global and local forces, and the ways in which those tensions are profitably transformed into contemporary art of all kinds. (4)

CHSP 271: China Through Film – C

An exploration of the history and recent directions of Chinese cinema, the relationship between film and other Chinese media, film, and the Chinese government, and the particular appeal of Chinese film on the international market. No prior study of Chinese required. (4)

CHSP 287: Selected Topics in Chinese Studies (4)

CHSP 350: Chinese Culture and Society – C

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

CHSP 499: Capstone: Senior Project – SR

A project, thesis, or internship that 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. (1-4)

Classics

253.535.7219

www.plu.edu/lang/classics.html

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.

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

MAJOR

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

LATN 101, 102: Elementary Latin
 LATN 201, 202: Intermediate Latin
 GREK 101,102: Elementary Greek
 GREK 201,202: Intermediate Greek
 ARTD 180: History of Western Art I, AR
 CLAS 231: Masterpieces of European Literature, LT
 CLAS 250: Classical Mythology, LT
 CLAS 321: Greek Civilization, S1
 CLAS 322: Roman Civilization, S1
 PHIL 331: Ancient Philosophy, PH
 RELI 211: Religion and Literature of the Old Testament, R1
 RELI 212: Religion and Literature of the New Testament, R1
 RELI 221: Ancient Church History, R2
 RELI 330: Old Testament Studies, R1
 RELI 331: New Testament Studies, R1
 An approved course in Natural Sciences Area
 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(s) not on the classics curriculum list.

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

Course Offerings – CLAS

CLAS 231: Masterpieces of European Literature – LT
Representative works of classical, medieval, and early Renaissance literature. (Cross-listed with ENGL 231.) (4)

CLAS 250: Classical Mythology – LT
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. (4)

CLAS 321: Greek Civilization – S1
The political, social, and cultural history of Ancient Greece from the Bronze Age to the Hellenistic period. Special attention to the literature, art, and intellectual history of the Greeks. (Cross-listed with HIST 321.) (4)

CLAS 322: Roman Civilization – S1
The history of Rome from the foundation of the city to CE 395, the death of Theodosius the Great. Emphasis on Rome's expansion over the Mediterranean and on its constitutional history. Attention to the rise of Christianity within a Greco-Roman context. (Cross-listed with HIST 322.) (4)

CLAS 499: Capstone: Senior Project – SR (2)

Greek – GREK

MINOR IN GREEK: 20 semester hours, which may include GREK 101–102.

GREK 101, 102: Elementary Greek
Basic skills in reading classical and koine Greek. (4, 4)

GREK 201, 202: Intermediate Greek – C
Review of basic grammar, reading in selected classical and New Testament authors. (4, 4)

GREK 491: Independent Studies (1–4)

GREK 492: Independent Studies (1–4)

Latin – LATN

MINOR IN LATIN: 20 semester hours, which may include LATN 101–102.

LATN 101, 102: Elementary Latin
Basic skills in reading Latin; an introduction to Roman literature and culture. (4, 4)

LATN 201, 202: Intermediate Latin – C
Review of basic grammar; selected readings from Latin authors. (4, 4)

LATN 491: Independent Studies (1–4)

LATN 492: Independent Studies (1–4)

Communication and Theatre

253.535.7761
www.plu.edu/~coth

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.

Degree Tracks

The department offers three-degree tracks.

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

THE BACHELOR OF ARTS IN COMMUNICATION (BAC) and the **BACHELOR OF FINE ARTS IN THEATRE (BFA)** are pre-professional degrees intended to equip students for careers and graduate programs focusing on particular professional fields.

FACULTY: Inch, Chair; Anderson, Bartanen, Bloomingdale, Clapp, Desmond, Ehrenhaus, Feller, Harney, Land, Lisosky, McGill, Rowe, Wang-Stewart, Wells.

General University Requirements

Only the following courses from Theatre may be used to meet the general university core requirement in the arts:

THEA 160, 162, 163, 240, 255, 359, 360, 450, 458
No course beginning with the prefix COMA counts toward the university core requirements except COMA 120: Media in the World.
COMA 303: Gender Communication meets the Alternative Perspectives Diversity requirement.
COMA 304: Intercultural Communication meets the Cross-Cultural Perspectives Diversity requirement.

Communication Core Courses

The Bachelor of Arts degree (BA) majors and the Bachelor of Arts in Communication (BAC) concentrations (Conflict Management, Journalism, Media Performance & Production, and Public Relations/Advertising) must complete the following core courses:

COMA 101 or COMA 190: Introduction to Communication
COMA 120: Media in the World
COMA 212: Public Speaking
COMA 213: Communication Writing
SOTA 299 or 399: Keystone
SOTA 499: Capstone

Minor Requirement

The Bachelor of Arts (BA) Majors and the Bachelor of Arts in Communication (BAC) concentrations emphasis areas require the completion of either a minor approved by the major advisor or a self-directed study program including the following areas:

- Three or four semester hours in economics
- Four semester hours in statistics or research methods
- Twelve semester hours in social sciences

DECLARATION OF MAJOR

Students who want to declare a major in communication will:

1. At the time of declaration, have a cumulative grade point average of 2.50 or higher.
2. Have successfully completed the communication core courses (COMA 101 or 190; 120, 212, 213) with a grade point average of 2.50 or higher.

Students who complete either COMA 101, 190 or 120 with a grade point average of 3.0 or higher may declare provisionally.

Prospective majors with grade point averages from 2.50–2.99 have the option to complete an application packet and may be admitted as space allows.

BACHELOR OF ARTS (BA) DEGREE

A. Communication Studies

(40 to 44 semester hours plus a minor)

- COMA 101/190: Introduction to Communication (4)
- COMA 102: Communication Ethics (2)
- COMA 120: Media in the World (4)
- COMA 212: Public Speaking (2)
- COMA 213: Communication Writing (2)
- COMA 301: Media and Cultural Criticism (4)
- or COMA 401: Rhetorics of Visual Culture (4)
- COMA 303: Gender and Communication (4)
- COMA 304: Intercultural Communication (4)
- COMA 305: Argumentation (4)
- or COMA 306: Persuasion (4)

Two semester hours from the following:

- COMA 210: Interviewing (2)
- COMA 211: Debate (2)
- COMA 214: Group Communication (2)
- COMA 230: Writing for Journalism (2)
- COMA 270: Professional Writing (2)
- COMA 311: Research Writing (2)
- COMA 312: Advanced Public Speaking (2)
- COMA 313: Dialog (2)
- COMA 314: Intercultural Workshop (2)
- COMA 323: Copy Editing (2)
- COMA 325: Photojournalism (2)

Four semester hours of electives selected in consultation with advisor.

One semester hour from SOAC 299 or 399: Keystone

SOAC 499: Capstone (2)

One to eight credits from SOAC 495: Internship or one semester hour of COMA 225/425 for work in

co-curricular program (speech and debate, theatre, and student media)

Minor

Each major will complete Line 1 or Line 2 as shown below:

1. Self-Directed Study:
 - 12 semester hours from Social Sciences
 - Four semester hours from Economics
 - Four semester hours in research methods
2. A university recognized minor

Bachelor of Arts in Communication Studies students must complete the College of Arts and Sciences (CAS) requirements.

B. Theatre

• Acting/Directing Emphasis - required courses:

- THEA 160: Introduction to Theatre
- COMA 212: Public Speaking
- THEA 225: Theatre Practicum
- THEA 240: Theatre Speech and Dialect
- THEA 250: Acting I - Fundamentals
- THEA 340: Stage Combat
- THEA 350: Acting II - Scene Studies
- THEA 360: History of Theatre
- THEA 387: Topics in Theatre
- THEA 425: Theatre Practicum
- THEA 450: Acting III - Shakespeare
- THEA 454: Play Directing
- SOTA 495: Internship
- SOTA 499: Capstone

Twelve semester hours in electives selected in consultation with advisor. Minor selected in consultation with advisor

• Design/Technical Emphasis - required courses:

- THEA 160: Introduction to Theatre
- THEA 360: History of Theatre
- THEA 225: Theatre Practicum
- THEA 250: Acting I - Fundamentals
- THEA 255: Stage Technology
- THEA 355: Lighting Design
- THEA 387: Topics in Theatre
- SOTA 495: Internship
- SOTA 499: Capstone
- ARTD 160: Drawing
- ARTD 196: Design I - Fundamentals
- COMA 212: Public Speaking

Twelve semester hours in Theatre selected in consultation with advisor. Minor selected in consultation with advisor

Note: In addition to the requirements listed above, candidates for the BA degree must meet the College of Arts and Sciences (COAS) Foreign Language requirement.

BACHELOR OF ARTS IN COMMUNICATION (BAC) DEGREE

Students in this program select from the following concentrations: Public Relations/Advertising, Conflict

Management, Journalism, and Media Performance & Production.

Four semester hours in electives selected in consultation with advisor

A. Conflict Management Concentration - 43 semester hours plus a minor

- COMA 101 or COMA 190: Introduction to Communication (4)
- COMA 102: Communication Ethics (2)
- COMA 120: Media in the World (4)
- COMA 211: Debate (2) or COMA 313: Dialog (2)
- COMA 212: Public Speaking (2)
- COMA 213: Communication Writing (2)
- COMA 302: Media Ethics (2)
- COMA 304: Intercultural Communication (4)
- COMA 305: Argumentation (4) or COMA 306: Persuasion (4)
- COMA 340: Conflict and Communication (4)
- COMA 441: Conflict Management (4)

Four semester hours of elective selected in consultation with advisor.

One semester hour from SOTA 299 or 399: Keystone SOTA 499: Capstone (2)

One semester hour from SOTA 295 or 395: Internship
One to eight semester hours from SOTA 495: Internship

Minor Required (Line 1 or Line 2)

1. Self-Directed Study:
 - 12 semester hours from Social Sciences
 - Four semester hours from Economics
 - Four semester hours in research methods
2. Anthropology, Environmental Studies, Global Studies, Legal Studies, Political Science, Psychology, Social Work, Sociology, or Women's Studies

B. Journalism Concentration - 45 semester hours plus a minor

- COMA 101 or 190: Introduction to Communication (4)
- COMA 102: Communication Ethics (2)
- COMA 120: Media in the World (4)
- COMA 212: Public Speaking (2)
- COMA 213: Communication Writing (2)
- COMA 302: Media Ethics (2)
- COMA 320: Media Narrative I (4)
- COMA 329: Depth Reporting (4) *or*
 COMA 422: Media Management (4)
- COMA 420: Media Narrative II (4)
- COMA 421: Communication Law (4)

Elective Skills: four semester hours from the following:

- COMA 210: Interviewing (2)
- COMA 211: Debate (2)
- COMA 214: Group Communication (2)
- COMA 222: Video Production (2)
- COMA 223: Audio Production (2)
- COMA 230: Writing for Journalism (2)
- COMA 270: Professional Writing (2)
- COMA 311: Research Writing (2)
- COMA 312: Advanced Public Speaking (2)
- COMA 313: Dialog (2)
- COMA 314: Intercultural Workshop (2)
- COMA 323: Copy Editing (2)
- COMA 325: Photojournalism (2)

One semester hour from SOTA 299 or 399: Keystone SOTA 499: Capstone (2)

One semester hour from SOTA 295 or 395: Internship
One to eight semester hours from SOTA 495: Internship

Minor required (Line 1 or Line 2)

1. Self-Directed Study:
 - 12 semester hours from Social Sciences
 - Four semester hours from Economics
 - Four semester hours in research methods
2. A university recognized minor

C. Media Performance & Production Concentration - 45 semester hours plus a minor

- COMA 101 or 190: Introduction to Communication (4)
- COMA 102: Communication Ethics (2)
- COMA 120: Media in the World (4)
- COMA 212: Public Speaking (2)
- COMA 213: Communication Writing (2)
- COMA 302: Media Ethics (2)
- COMA 320: Media Narrative I (4)
- COMA 420: Media Narrative II (4) *or*
 COMA 424: Advanced Media Production

Elective Skills: four semester hours from the following:

- COMA 210: Interviewing (2)
- COMA 211: Debate (2)
- COMA 214: Group Communication (2)
- COMA 230: Writing for Journalism (2)
- COMA 270: Professional Writing (2)
- COMA 311: Research Writing (2)
- COMA 312: Advanced Public Speaking (2)
- COMA 313: Dialog (2)
- COMA 314: Intercultural Workshop (2)
- COMA 323: Copy Editing (2)
- COMA 325: Photojournalism (2)

Four semester hours from:

- COMA 222: Video Production (2)
- COMA 223: Audio Production (2)
- COMA 327: Media Production (4)
- COMA 423: Broadcast Production (4)
- COMA 424: Advanced Media Production (4)

Four semester hours in electives selected in consultation with advisor.

One semester hour from SOTA 299 or 399: Keystone SOTA 499: Capstone (2)

One semester hour from SOTA 295 or 395: Internship
One to eight semester hours from SOTA 495: Internship

Minor required (Theatre Acting/Directing)

D. Public Relations/Advertising Concentration - 45 semester hours plus a minor

- COMA 101 or COMA 190: Introduction to Communication (4)
- COMA 102: Communication Ethics (2)

- COMA 120: Media in the World (4)
- COMA 212: Public Speaking (2)
- COMA 213: Communication Writing (2)
- COMA 360: Public Relations Writing (4)
- COMA 361: Public Relations Principles and Practices (4)
- COMA 362: Principles of Advertising (4)
- COMA 461: Public Relations Planning and Management (4)
- COMA 462: Digital Message Production (4) or COMA 305: Argument and Advocacy (4) or COMA 306: Persuasion (4)

Elective Skills: two semester hours from the following:

- COMA 210: Interviewing (2)
- COMA 211: Debate (2)
- COMA 214: Group Communication (2)
- COMA 222: Video Production (2)
- COMA 223: Audio Production (2)
- COMA 230: Writing for Journalism (2)
- COMA 270: Professional Writing (2)
- COMA 311: Research Writing (2)
- COMA 312: Advanced Public Speaking (2)
- COMA 313: Dialog (2)
- COMA 314: Intercultural Workshop (2)
- COMA 323: Copy Editing (2)
- COMA 325: Photojournalism (2)

Four semester hours in electives selected in consultation with advisor.

One semester hour from SOTA 299 or 399: Keystone
SOTA 499: Capstone (2)

One semester hour from SOTA 295 or 395: Internship
One to eight semester hours from SOTA 495: Internship

Minor required

1. Self-Directed Study:
 - 12 semester hours from Social Sciences
 - Four semester hours from Economics
 - Four semester hours in research methods
2. A university recognized minor

BACHELOR OF FINE ARTS (BFA) DEGREE - At least 54 semester hours in any of the two areas of concentration:

THEATRE

• **Acting/Directing Emphasis - required courses**

- THEA 160: Introduction to Theatre
- COMA 212: Public Speaking
- THEA 225: Theatre Practicum
- THEA 240: Theatre Speech and Dialect
- THEA 250: Acting I - Fundamentals
- THEA 340: Stage Combat
- THEA 350: Acting II - Scene Studies
- THEA 360: History of Theatre
- THEA 387: Topics in Theatre
- THEA 425: Theatre Practicum
- THEA 450: Acting III - Shakespeare
- THEA 454: Play Directing
- SOTA 495: Internship
- SOTA 499: Capstone

Twelve semester hours in electives selected in consultation with advisor

Minor selected in consultation with advisor

• **Design/Technical Emphasis - required courses**

- THEA 160: Introduction to Theatre
- THEA 360: History of Theatre
- THEA 225: Theatre Practicum
- THEA 250: Acting - Fundamentals
- THEA 255: Stage Technology
- THEA 355: Lighting Design
- THEA 387: Topics in Theatre
- SOTA 495: Internship
- SOTA 499: Capstone
- ARTD 160: Drawing
- ARTD 196: Design I - Fundamentals
- COMA 212: Public Speaking

Twelve semester hours in electives selected in consultation with advisor.

Minor selected in consultation with advisor

Bachelor of Arts in Education: See School of Education.

MINORS

1. **Communication:** 20 semester hours, including COMA 101 or 190; 120; 212, 213, plus 12 semester hours from 300- or 400-level communication courses selected in consultation with advisor.
2. **Theatre:** 20 semester hours, including THEA 255, 160, 240, 250, plus four semester hours from communication and theatre course selected in consultation with advisor.
3. **Dance:** Cross-listed with the School of Physical Education. See the description of that minor under Physical Education.
4. **The Publishing and Printing Arts:** Cross-listed with the Department of English. See the description of that minor under Publishing and Printing Arts.

Course Offerings: Communication – COMA

COMA 101: Introduction to Communication

Introduces the study of communication. Surveys the contexts and applications of study in these disciplines. Introduces the use of rhetorical theory as a means of understanding communication behavior. (4)

COMA 102: Communication Ethics

Studies the basic principles of moral philosophy and explores ethical issues involving those engaged in communication professions such as journalism, public relations, broadcasting, and advertising. Students use case studies to learn to recognize ethical dilemmas and develop strategies for dealing with them (2)

COMA 120: Media in the World - AR

Introduces the critical study of mass communication and its influence on community and culture. The course will survey how the technical, economic, and behavioral elements of media influence its structure and content. (4)

COMA 210: Interviewing

Introduces basic concepts and techniques for unbiased, in-depth interviewing. Topics include listening, neutral question phrasing, sources of bias, developing question sequences and interview schedules. (2)

COMA 211: Debate

This course introduces the practice of academic and political debate. It introduces principles and theories of argument. Students will have opportunities for in-class and public debates. (2)

COMA 212: Public Speaking

Introduces the basic techniques of public speaking. Students complete several speeches and learn the basic skills of speechmaking, including topic selections, research, organization, audience analysis, and delivery. Required of all Design/Tech majors. (2)

COMA 213: Communication Writing

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)

COMA 214: Group Communication

Studies how people interact in groups. Introduces theoretical constructs regarding the role of groups in organizational and social settings. Provides experience in analyzing and improving group performance and interaction. (2)

COMA 222: Video Production

Analysis and application of program design, writing and production tools and techniques. Lecture and laboratory. Prerequisite: Communication core or consent of instructor. (2)

COMA 223: Audio Production

Introduction to the techniques and technologies related to contemporary audio production as used in television and radio broadcasting, the recording industry, film, and other media applications. (2)

COMA 225: Practicum

One semester hour credit may be earned each semester, but only four semester hours may be used to meet university requirements. Students put classroom theory to practical application by individually completing a project relating to an aspect of communication. An instructor in the area of interest must approve the project and agree to provide guidance. (1)

COMA 230: Writing for Journalism

Expands on the skills developed in COMA 213. Introduces the process of newsgathering as well as production in various media platforms. Emphasizes ethical decision-making in gathering information from sources and data. **Prerequisite:** COMA 213. (2)

COMA 270: Professional Writing

Expands on the skills developed in COMA 213 and introduces the process of preparing professional documents including press releases, memoranda, business letters, and resumes.

Prerequisite: COMA 213. (2)

SOAC 295: Internship

Provides freshman and sophomore level students with an opportunity to apply curricular theory and practice to professional and social arenas. Students will work with the Communication & Theatre internship coordinator to design and complete an internship, its learning goals and contract. (1)

SOAC 299: Keystone

This "Keystone" course is intended to develop the process of educational assessment and program competencies. Focus is on integrating student learning objectives with student experience through initial development of portfolio projects and other assignments. (1)

COMA 301: Media & Cultural Criticism

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

COMA 302: Media Ethics

Applies principles of moral philosophy to ethical issues involving those engaged within mass communication professions. Emphasis on encountering and resolving contemporary ethical issues in mass communication environments. **Prerequisites:** COMA 102 and 120. (2)

COMA 303: Gender and Communication – A

This course examines the relationship between gender and communication in human interaction and media representations. Comparison and contrast of male and female communication styles, language usage and speech practices. Role of media in shaping gender ideals and possibilities. **Prerequisites:** COMA 101, 102, 120 or consent of instructor. (4)

COMA 304: Intercultural Communication – C

Studies the nature of communication among people of diverse cultures. The course examines contemporary theory and research and examines a variety of cultural variables including: cultural backgrounds, perception, social organization, language, and nonverbal aspects of messages. **Prerequisites:** COMA 101, 102, 120 or consent of instructor. (4)

COMA 305: Argument and Advocacy

Studies how people use reason giving in social decision-making. Analysis of genres, forms, and techniques of arguers. Focus is on methods of creating, understanding, and criticizing arguments. (4)

COMA 306: Persuasion

The study of persuasion as a means of personal and social influence through rhetoric. Examines both rhetorical and social scientific traditions of study, ethical and social implications of contemporary persuasion in political, commercial, and other contexts. Opportunity for original research projects. **Prerequisites:** COMA 101, 102, 120, 213 or consent of instructor. (4)

COMA 311: Research Writing

Develops methods for gathering, interpreting, and evaluating data and then presenting findings written form. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor. (2)

COMA 312: Advanced Public Speaking

Focuses on improving skill in public speaking. Introduces theories and techniques for effectively participating in various speaking contexts. Provides experience through writing and delivering a range of different kinds of public speeches. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor. (2)

COMA 313: Dialog

Explores the process of using dialog as a way of facilitating conflict resolution. Focus is on creating supportive communication climates and methods for listening.

Prerequisites: COMA 101, 102, 120, 212, 213 or consent of instructor (2)

COMA 314: Intercultural Workshop

Designed to acquaint students with the influence of cultural backgrounds, perceptual systems, social organization, language, and nonverbal messages in intercultural communication.

Prerequisites: 101, 102, 120, 212, 213 or consent of instructor. (2)

COMA 320: Media Narrative I

Introduces the study of narrative techniques and their application to the production of media content. Includes information gathering, writing to format, and production activities across print, web, radio and television. Requires integrative participation with campus media. **Prerequisites:** COMA 101, 102, 120, 222 or 223, and 230. (4)

COMA 321: The Book in Society

A critical study of the role of books in our history, society, and daily lives (cross-listed with ENGL 311). (4)

COMA 322: Publishing Procedures

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

COMA 323: Copy Editing

Selection and editing of news copy and headline writing. Selection, sizing and cropping of photographs. Functions of layout. Principles of newspaper design and their practical applications. **Prerequisites:** COMA 101, 102, 120, 212, 213, 230 or consent of instructor. (2)

COMA 325: Photojournalism

Studio class in photography with practical application to journalistic endeavors. Includes integrative participation with campus media. **Prerequisites:** COMA 101, 102, 120, 212, 213, 230 or consent of instructor (2)

COMA 327: Media Production

This course integrates various multimedia applications associated with video production. Fundamentals of scriptwriting, video camera techniques, and non-linear editing. **Prerequisites:** COMA 222 or 223. (4)

COMA 329: Depth Reporting

Group reporting on a single issue for mass distribution across media platforms. Focuses on public and investigative journalism. **Prerequisites:** COMA 101, 102, 120, 212, 213, 230. (2)

COMA 340: 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. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor. (4)

COMA 360: Public Relations Writing

Introduces principles and processes involved in writing for an

organization's diverse publics. Integrates persuasive techniques and communication theory with writing and production practice. **Prerequisites:** COMA 101, 102, 120, 212, 213, 270 or consent of instructor. (4)

COMA 361: Public Relations Principles & Practices

Introduces the theories, methods, and practice of public relations. Emphasizes technical and analytical skills.

Prerequisites: COMA 101, 102, 120, 212, 213, 270 or consent of instructor. (4)

COMA 362: Principles of Advertising

Introduces advertising theories and principles. Focuses on case studies and skills required in advertising practice. **Prerequisites:** COMA 101, 102, 120, 212, 213, 270 or consent of instructor (4)

COMA 387: Topics in Communication

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

COMA 388: Topics in Communication

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

COMA 389: Topics in Communication

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

COMA 391: Communication Abroad

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

COMA 392: Communication Abroad

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

COMA 393: Communication Abroad

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

SOAC 395: Internship

Provides junior and senior level students with an opportunity to apply curricular theory and practice to professional and social arenas. Students will work with the Communication & Theatre internship coordinator to design and complete an internship, its learning goals and contract (1)

SOAC 399: Keystone

This "Keystone" course is intended to develop the process of educational assessment and program competencies. Focus is on integrating student learning objectives with student experience through initial development of portfolio projects and other assignments. (1)

COMA 401: Rhetorics of Visual Culture

Examines diverse range of approaches to visual analysis. It leads students through key theories on visual culture, providing explanations of the fundamentals of these theories and also presenting examples of how they function. Students learn how to analyze images – including paintings, prints, photographs, film,

television, video, advertisements, news images — in relation to a range of cultural and representational issues and methodologies. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor. (4)

COMA 420: Media Narrative II

Continues the study of narrative writing and production techniques with practical application to media content. Requires integrative participation with campus media. **Prerequisites:** COMA 320. (4)

COMA 421: Communication Law

Focuses on the principles of communication law and its application to various communication practices. Examines court cases, federal and state statutes and First Amendment theories. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor. (4)

COMA 422: Media Management

Study of media organizations and management of media operations. Exploration of audience and marketplace factors, ratings services, legal considerations, programming and promotion strategies. Introduction to managing careers, human resource development, and enhancing leadership skills. **Prerequisite:** COMA 320 (4)

COMA 423: Broadcast Production

Newsgathering, reporting, writing, and producing specifically for live and taped radio and television. Assignments include extensive production activities with electronic equipment in the field and the studio. Integrative participation with campus media. **Prerequisite:** COMA 320. (4)

COMA 424: Advanced Media Production

The production process for developing broadcast quality "film-style shorts" using professional video equipment. The course includes: script development, casting, location scouting, lighting effects, sound design, shot structure, use of special effects, and editing aesthetics. **Prerequisites:** COMA 101, 102, 120, 212, 213, and 321. (4)

COMA 425: Communication Practicum

One semester hour credit may be earned each semester, but only four semester hours may be used to meet university requirements. Students put classroom theory to practical application by individually completing a project relating to an aspect of communication. An instructor in the area of interest must approve the project and agree to provide guidance. (1)

COMA 430: Advocacy Writing

Research and writing of editorials, commentaries, personal opinion columns, op-ed pieces and other materials used in social activism contexts. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor. (4)

COMA 441: Conflict Management

Develops approaches for managing and resolving conflicts in different contexts including interpersonal, organizational, and international. **Prerequisites:** COMA 101, 102, 120, 212, 213 or consent of instructor. (4)

COMA 461: Public Relations Planning and Management

Examination of public relations issues such as campaign

planning, issue management, crisis communication, and global public relations. Integrates theoretical foundations, and ethics. Focus on measurement and evaluation techniques. **Prerequisite:** COMA 361. (4)

COMA 462: Digital Message Production

Studies the principles and processes involved in preparing messages for print or online distribution. Integrates design concepts with technical applications. **Prerequisites:** COMA 101, 102, 120, 212, 213, 270 or consent of instructor (4)

COMA 487: Topics in Communication

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

COMA 488: Topics in Communication

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

COMA 489: Topics in Communication

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

COMA 491: Independent Studies

Investigations or research in area of special interest not covered by regular courses; open to qualified junior or senior students. A student should not begin registration for independent study until the specific area for investigation has been approved by a departmental sponsor. (1-4)

COMA 492: Independent Studies

Investigations or research in area of special interest not covered by regular courses; open to qualified junior or senior students. A student should not begin registration for independent study until the specific area for investigation has been approved by a departmental sponsor. (1-4)

COMA 493: Independent Studies

Investigations or research in area of special interest not covered by regular courses; open to qualified junior or senior students. A student should not begin registration for independent study until the specific area for investigation has been approved by a departmental sponsor. (1-4)

SOAC 495: Internship

Please see School of Arts and Communication

SOAC 499: Capstone: Communication – SR

Please see School of Arts and Communication

COMA 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)

COMA 596: Research in Communication

For graduate students only. (1-4)

COMA 597: Research in Communication

For graduate students only. (1-4)

COMA 598: Research in Communication

For graduate students only. (1-4)

Course Offerings: Theatre – THEA**THEA 160: Introduction to Theatre – AR**

Surveys theatre as it reflects society from the Greeks to the present. Studies the evolution of theatre as a medium and its relationship to radio, television, and film. (4)

THEA 162: History of American Film – AR

Concentrates on the development and growth of the motion picture in the United States from 1895 to the present. (4)

THEA 163: History of the Foreign Film – AR

Concentrates on the development and growth of international film. (4)

THEA 225: Theatre Practicum

One semester hour credit may be earned each semester, but only 4 semester hours may be used to meet university requirements. Students put classroom theory to practical application by individually completing a project relating to an aspect of theatre. An instructor in the area of interest must approve the project and agree to provide guidance. Required of all Design/Tech Majors. (1)

THEA 240: Theater Speech and Dialect – AR

Designed for the actor. This course focuses on vocal production in terms of phonation, resonance, articulation, etc., as well as oral interpretation. Studies stage dialects through ear training and the use of the International Phonetic Alphabet. (4)

THEA 250: Acting I - Fundamentals – AR

Introduces the techniques of acting. Students complete scenes and monologues and learn the skills of scene selection, memorization, imagination, character, presentation, and delivery. (4)

THEA 255: Stage Technology – AR

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

THEA 340: Stage Combat – AR

This course focuses on the art of stage violence. Students engage in extensive work in "hand to hand combat," "rapier and dagger," and "Broad Sword." The course culminates with a presentation for the Northwest Region SAFD (Society of American Fight Directors) representative. This presentation is adjudicated and the student may achieve the honor of receiving a SAFD certificate as an "Actor Combatant." Required of all Acting/Directing Majors. (4)

THEA 350: Acting II - Scene Studies – AR

The students gain practical experience in the art of the actor through performance of partnered scenes from modern, and contemporary theatre. This course focuses on the importance of analysis and the examination of current acting theory. (4)

THEA 355: Lighting Design – AR

Stage lighting from the development of electricity and lighting devices, to computer controlled lighting instruments and design. Students will gain practical experience in hanging and focusing

lighting instruments, color theory, electrical theory, and area lighting to suggest local. A final project consisting of a fully realized lighting design will culminate the course. (4)

THEA 359: Acting for the Non-Actor – AR

Specifically designed for those who have nourished a curiosity to explore the art of acting but have been intimidated by a lack of knowledge or prior experience. Not open to theatre majors or minors. (4)

THEA 360: The History of Theatre – AR

Theatre as it evolved from its primitive origin through representative societies; Ancient Greece, Rome, Renaissance, Modern Europe, and America. (4)

THEA 425: Theatre Practicum

One semester hour may be earned each semester, but only four semester hours may be used to meet university requirements. Students put classroom theory to practical application by individually completing a project relating to an aspect of theatre. An instructor in the area of interest must approve the project and agree to provide guidance. Required of all Design/Tech Majors. (1)

THEA 450: Acting III - Shakespeare – AR

This is an advanced course in acting designed to focus on language, interpretation, and enhancing audience appreciation and understanding. Advanced techniques in text analysis focusing on the study of Shakespeare's folio, lexicon, and in-depth scene study and performance. (4)

THEA 453: Costume Design – AR

Development of artistic and technical abilities in the field of costume design incorporating history, patterns, and renderings. (4)

THEA 454: Play Direction – AR

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:* THEA 250, 255, and junior status. (4)

THEA 455: Scenic Design – AR

Development of the artistic and technical abilities in the field of scenic design by incorporating varied periods and styles as well as preparation of models, rendering, and draftings. (4)

THEA 458: Creative Dramatics – AR

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. (4)

THEA 460: Film Seminar: Approaches to Film Theory – AR

Examination of 12 films, incorporating an analytical approach of two film directors' styles (contrasting and comparable), enhancing perception and insight in terms of cinematic comprehension. *Prerequisite:* THEA 162 or instructor's permission. (4)

THEA 490: Topics in Theatre

Concentrated study of a major theatrical period, movement, author, theme, genre, performance style, culture, or technology. (4)

THEA 491: Independent Studies

Investigations or research in area of special interest not covered by regular courses; open to qualified junior or senior students. Requires pre-registration approved by a departmental sponsor. (1-4)

THEA 492: Independent Studies

Investigations or research in area of special interest not covered by regular courses; open to qualified junior or senior students. Requires pre-registration approved by a departmental sponsor. (1-4)

THEA 493: Independent Studies

Investigations or research in area of special interest not covered by regular courses; open to qualified junior or senior students. Requires pre-registration approved by a departmental sponsor. (1-4)

THEA 596: Research in Theatre

For graduate students only. (1-4)

THEA 597: Research in Theatre

For graduate students only. (1-4)

THEA 598: Research in Theatre

Computer Science and Computer Engineering

253.535.7400

www.cs.plu.edu

Computer Science

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

The Bachelor of Science degree in computer science has been accredited by the Computing Accreditation Commission of ABET.

Computer Engineering

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

FACULTY: Blaha, *Chair*; Brink, Easwaran, Hauser, Kakar, Murphy, Spillman, Wolff.

BEGINNING CLASSES IN COMPUTER SCIENCE AND COMPUTER ENGINEERING (CSCE)

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

A) CSCE 115: Solve it with the Computer

Especially for students with little or no background in computer science who wish an introduction to the use of the computer for problem solving. This course also satisfies the Mathematical Reasoning requirement.

B) CSCE 120: Computerized Information Systems

Especially appropriate for business majors and other students wishing an introduction to the computer and applications of software packages.

C) CSCE 144: Introduction to Computer Science

For students majoring in computer science, computer engineering, mathematics, and most science majors, as well as others wishing a strong experience in computer programming.

D) CSCE 270: Data Structures

This is the second course in the major. With departmental approval, students with a strong programming background may receive advanced placement into this course.

Computer 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 Solaris servers and laboratories of its own. The upper-level Computer Science lab contains Solaris and Windows workstations. Another lab is used as a teaching laboratory and open lab; it has Windows workstations and computer projection equipment. An electronics lab contains several Solaris and Windows computers as well as equipment for the analog and digital electronics courses. All machines are on the Ethernet, are accessible through the campus network, and have full access to the Internet.

COMPUTER SCIENCE AND COMPUTER ENGINEERING MAJORS

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

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

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

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

Restrictions for all three majors

- A minimum grade of C is required in all courses (including supporting courses) counted for a major.

- Only one CSCE topics course (either 400 or 410) can be used as an elective for a major.
- For the BA degree, at least 12 upper-division hours must be completed at PLU.
- For the BS degrees, at least 16 upper-division hours must be completed at PLU.

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

- CSCE 144, 270; 346 or 380; and 499.
 - The remaining hours are from computer science and engineering courses numbered above CSCE 319 (except CSCE 345, 449, and 501-509)
 - Up to four hours may be substituted from Math 341 or 356.
- Required supporting:** Math 151, 152, and 245.

BACHELOR OF SCIENCE MAJOR IN COMPUTER SCIENCE - 44 semester hours in CSCE, plus 30 semester hours of supporting courses in mathematics and science.

- 44 semester hours of computer science must include CSCE 144, 270, 320, 343, 346, 371, 380, 499
- 12 additional credits of approved elective courses, one of which must be from CSCE 367, 386, or 444.
- Elective courses submitted for approval are to be selected from the computer science courses numbered above CSCE 319 (except 345, 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, 341.
 2. A minimum of 12 semester hours of approved science courses, which includes a year's sequence of a laboratory science. PHYS 153, 154 with 163, 164 are preferred. CHEM 120 or 125 and either 232 or 338, BIOL 161, 162, GEOS 101, 102, or 103; and 201 are acceptable.
 3. Approved sciences courses are: any BIOL, except 111; any CHEM, except 104, 105, 210; any Geosciences; any Physics; CSCE 345.
 4. The remaining hours, if any, may be chosen from any Mathematics course numbered above 329 (except 446) or any approved science course.

BACHELOR OF SCIENCE MAJOR IN COMPUTER ENGINEERING - 44 semester hours in CSCE, plus 42 semester hours of supporting courses in mathematics and science

- CSCE 131, 144, 245, 270, 345, 346, 380, 480, 499
- MATH 151, 152, 245, 253, 341
- Either MATH 331 or 356
- PHYS 153, 154, 163, 164
- CHEM 120 or 125
- At least four semester hours chosen from PHYS 233, 234, 333, 334, 336, or CHEM 341
- Ten additional semester hours from any upper-division Computer Science and Computer Engineering courses numbered above CSCE 319(except CSCE 449 and 501-509).

MINORS

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

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

A) Minor in Computer Science

- 20 semester hours, including CSCE 144, 240
- Eight additional hours of upper-division computer science courses numbered above CSCE 329 (except CSCE 345, 499 and 501-509)

Required supporting: MATH 151, 128 or equivalent

B) Minor in Information Science

- 24 semester hours including CSCE 144 and 367
- Business 202
- At least four additional hours from CSCE courses numbered above 250 (except CSCE 345, 449, and 501-509)
- At least eight additional hours selected from BUSA 320, 375, 376, 378, or 478.

C) Minor in Electrical Engineering

- 44 semester hours including CSCE 131, 144, 245, 345, and 346
- PHYS 125, 126, 135, 136 or 153, 154, 163, 164.

Required supporting: CHEM 120 or 125; MATH 151, 152, and MATH 245 or 253

Course Offerings – CSCE

<i>Fall</i>	120, 131, 144, 245, 270, 343, 346, 371, 386, 391, 444, 499
<i>J Term</i>	120, 400
<i>Spring</i>	120, 131, 144, 270, 320, 343, 345, 346, 367, 380, 446, 480, 499
<i>Alternate Years</i>	348, 372, 385, 400, 410, 412, 436, 438, 449, 455

A grade of C or higher is strongly recommended in all prerequisite courses

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

Teaches how computer use can be combined with mathematical reasoning to solve problems. Spreadsheet package and other computer tools to solve problems from elementary statistics, financial transactions, and other areas where mathematics and data are used in every day life. Prerequisite: fulfillment of the PLU entrance requirement in mathematics. (4)

CSCE 120: Computerized Information Systems – NS

Introduction to computers including management information systems development, telecommunications, operating systems, spreadsheets, graphics, and database management. Includes a computer laboratory component. **Prerequisite:** MATH 128 or CSCE 140 or equivalent. (4)

CSCE 131: Introduction to Engineering – NS

An introduction to the engineering profession and development of basic skills important to the profession, including problem solving, engineering design, graphics, use of computers, computer programming, engineering economics, and ethics in engineering. **Prerequisite:** Completion of college-preparatory mathematics. (2)

CSCE 144: Introduction to Computer Science – NS

An introduction to computer science including problem solving, algorithm design, object-oriented programming, numerical and non-numerical applications, and use of data files. Ethical and social impacts of computing. **Prerequisite:** Four years of high school mathematics or MATH 140 or equivalent. (4)

CSC 190 FI: Privacy and Technology - F, NS

This course will explore the impact of technology on privacy. The goal is to provide students with insight into the importance of privacy in their daily lives and how to protect that privacy as it comes under attack from new technology. It will explore these issues from several different perspectives including a look at the history of privacy, the development of laws related to privacy, methods used to protect privacy, and developments in technology that threaten privacy. In the process students will study concepts from mathematics, computer science, history, political science, English, and military science. (4)

CSC 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)

CSC 245: Electrical Circuits – NS

Introduction to the fundamental concepts of DC and AC circuits analysis including Kirchhoff's Laws, circuit theorems, first and second order circuits, and frequency response. Laboratory work is an integral part of the course. *Prerequisite:* MATH 151; PHYS 154 or consent of the instructor. (4)

CSC 270: Data Structures – NS

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:* CSC 144. (4)

CSC 291: Independent Studies – NS

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

CSC 320: Software Engineering – NS

An engineering approach to the development of large software packages. Topics include software requirements definition, object-oriented design and programming, specifications, and software testing. Consideration of societal and ethical issues surrounding software engineering. Major small group project. *Prerequisites:* CSC 270, MATH 245. (4)

CSC 330: Introduction to Artificial Intelligence – NS

An introduction to concepts of artificial intelligence (AI), including expert systems, natural language processing, image understanding, and problem solving techniques. Consideration of the ethical and social dilemmas posed by AI. The programming languages LISP and PROLOG will be taught and used in several projects. *Prerequisite:* CSC 270. (4)

CSC 343: Programming Language Concepts – NS

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:* CSC 270. (4)

CSC 345: Analog Electronics – NS

An introduction to analog integrated circuit design techniques, including single and multistage amplifiers, frequency response and feedback methods. Laboratory work is part of the course. *Prerequisite:* CSC 245 (4)

CSC 346: Digital Electronics – NS

Analysis of digital design techniques, including coverage of combinational logic, flip flops, registers, counters, and timing

circuits. The hardware description language VHDL will be taught and used in several projects. *Prerequisite:* CSC 144. (4)

CSC 348: Modeling and Simulation – NS

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: CSC 270 and MATH 341. (4)

CSC 367: Database Management – NS

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:* CSC 144 Recommended: CSC 270. (4)

CSC 371: Design and Analysis of Algorithms – NS

Elementary data structures reviewed for efficiency under different conditions. Analysis of problems associated with searching and sorting. This course will also include analysis of advanced data structures including Hash Tables, and Height-balanced trees. It will include the study of algorithms for graph theory, heuristic search, and other topics selected by the instructor. There will be a significant programming component where students will implement and test algorithms. *Prerequisite:* CSC 270, MATH 245. (4)

CSC 372: Algorithms, Machines, and Grammars – NS

Study of formal models of computation (finite automata, pushdown automata, and Turing machines). Study of formal language concepts such as regular expressions and grammars. There will be a significant programming component where students implement and test algorithms. *Prerequisite:* CSC 371. (4)

CSC 380: Assembly Language and Computer Organization – NS

Fundamentals of assembly language and computer organization. Topics include data and instruction formats, addressing, linking, macro definition, interrupt processing, computer architecture, and interface between assembly language and high-level programming languages. *Prerequisite:* CSC 270. Strongly recommended: CSC 346. (4)

CSC 385: Computer Architecture – NS

An introduction to the structure and operation of large computer systems. Topics include data representation, memory structure, I/O processing, multiprocessing systems such as parallel, pipeline, and stack machines. Examples of the architecture of several large systems are analyzed. *Prerequisite:* CSC 380, MATH 245. (2)

CSC 386: Computer Networks – NS

An introduction to computer networks and computer communication protocols from the physical layer through the transport layer. Topics include connection oriented and connectionless networks, error detection and correction, LANs, sockets, and routing. Application layer topics can include HTTP, DNS, and email. *Prerequisite:* CSC 144. Recommended: 270, 346, MATH 341. (4)

CSC 391: Problem Solving and Programming Seminar – NS

Designed to improve advanced problem solving and

programming skills, including advanced data structures. A goal of the course is participation in the regional ACM programming competition. Pass/Fail only. Students may take this course more than once. **Prerequisite:** CSCE 270 or consent of instructor. F (1)

CSCE 400: Topics in Computer Science – NS

Selected topic from the list below or topic of current interest in the discipline. Frequent topics are: Computer Security, Parallel Computing, Graphical User Interface Programming, Parallel Processing Topologies, Genetic Algorithms, and Neural Networks. (1–4)

CSCE 410: Topics in Computer Engineering – NS

Selected topic from the list below or topic of current interest in the discipline. Frequent topics are: Computer Security, Parallel Computing, Graphical User Interface Programming, Parallel Processing Topologies, Genetic Algorithms, and Neural Networks. (1–4)

CSCE 412: Computer Graphics – NS

A study of the techniques and theory used to generate computer graphics. Both two- and three-dimensional representations will be covered. Course work includes several programming assignments plus a project. **Prerequisites:** CSCE 270, MATH 331. (4)

CSCE 436: Pattern Recognition – NS

The use of the computer to recognize patterns in data. Topics include data mining, cluster analysis algorithms, learning algorithms, and pattern processing. Issues associated with making decisions from data analyzed by machines and the societal and privacy implications and ethical concerns involved in those kinds of decisions. Includes a major small group project. **Prerequisites:** CSCE 270, MATH 245. (4)

CSCE 438: Expert Systems – NS

The development of AI systems that operate at the level of a human expert. Students will explore the structure of expert systems and use an expert system development tool.

Prerequisite: CSCE 330 or consent of instructor. (4)

CSCE 444: Operating Systems – NS

An introduction to computer operating systems including process scheduling, memory management, and file systems. Major small group project. **Prerequisite:** CSCE 380, MATH 245. (4)

CSCE 446: VLSI Design – NS

An introduction to the design of very large-scale integrated systems using computer-aided design methods. **Prerequisite:** CSCE 346. (2)

CSCE 449: Computer Science in the Secondary School

Methods and materials in secondary school computer science teaching. LOGO, PILOT, etc., may be considered. Does not count toward a major in computer science. **Prerequisite:** CSCE 144. (2)

CSCE 455: Compilers – NS

An introduction to the organization, specification, and analysis of programming languages, including scanning, parsing, object code, run-time machine structures and optimization.

Prerequisites: CSCE 380, MATH 245. (2)

CSCE 480: Microprocessors – NS

Study of microprocessors and their use in microcomputer systems. **Prerequisites:** CSCE 346, 380. (4)

CSCE 491: Independent Studies

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

CSCE 495: Computer Science Research

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

CSCE 499: Capstone: Seminar – SR

Written and oral presentation of a project in a topic of interest by the student under the supervision of a faculty member. Students normally work in small groups (two to three students). Includes discussion of the skills needed for good research and technical communication of that research and a study of the social implications of computing. Completion of this course satisfies the core requirement for a senior capstone seminar/project. The capstone is a two semester sequence beginning in the fall semester; May graduates should start the course in the fall of their senior year and December graduates should begin the course in the fall of their junior year. There are two-semester hours given each term for a total of four-semester hours. Requirements and prerequisites depend on the major and degree. B.S. in Computer Science: Students design and implement a significant software program. **Prerequisite:** CSCE 320. B.S. in Computer Engineering: Students design and implement a significant hardware component. **Prerequisite:** CSCE 346. B.A. in Computer Science: Same as the B.S. in computer science or write a research paper. **Prerequisite:** CSCE 270. (2)

CSCE 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)

Economics

253.535.7595

www.plu.edu/~econ

"By virtue of exchange, one person's property is beneficial to all others."

— Frederic Bastiat

Economics is the study of how people establish social arrangements for producing and distributing goods and services to sustain and enhance human life. Its main objective is to determine an efficient use of limited economic resources so that people receive the maximum benefit at the lowest cost.

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

FACULTY: Travis, *Chair*; Damar, Hunnicutt, Peterson, Reiman, St. Clair.

BACHELOR OF ARTS MAJOR

- A. Minimum of 40 semester hours
 - ECON 101 or 111, 102, 301, 302, 499
 - Twelve semester hours of electives in Economics
 - Four semester hours selected from MATH 341 or STAT 231
 - Four semester hours selected from ECON: 343, 344,

BUSA 202 or 302, MATH 348 or up to four semester 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, ECON 111 may be substituted for ECON 101 for purposes of major and minor requirements. ECON 499 meets the senior seminar/project requirement.

For students planning graduate work in economics or business, additional math preparation will be necessary. For specific courses, consult your major advisor.

CONCENTRATIONS

The Economics Department offers the following concentrations:

A. Domestic Economic Analysis:

ECON 101, 102, 301, 302, 321 or 323, 495, 499
 Twelve semester hours chosen from among:
 ECON 321, 322, 323, 325, 327, 344
 POLS 345
 POLS 346
 STAT 231 or 341

B. International Economic Analysis:

ECON 101 or 111; 102, 301, 302, 331, 495, 499;
 Twelve semester hours chosen from among:
 ECON 311, 313, 315, 333, 335, 338, 344
 POLS 331; POLS 347
 STAT 231 or 341

C. Mathematical Economics:

ECON 101, 102, 301, 302, 344, 345, 499
 Eight semester hours of Economics electives
 Math 151, 152, 253
 STAT 231 or 341

D. The Modern Economic Enterprise:

ECON 101, 102, 301, 302, 321, 325, 341, 495, 499
 Twelve semester hours of Business electives (BUSA 200 level or higher, BUSA 201 recommended)
 STAT 231 or 341
 BUSA 495 may be substituted for ECON 495

MINOR - 24 semester hours

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

HONORS

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

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

- C. Present the results of the work completed in Economics 498, Honors Thesis, at a meeting of Omicron Delta Epsilon (the economics honorary society).

ECONOMICS HONORARY SOCIETY

(Omicron Delta Epsilon)

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

BACHELOR OF ARTS IN EDUCATION

See School of Education.

Course Offerings – ECON

ECON 101: Principles of Microeconomics – S2

Introduces the study of economic decision making by firms and individuals. Economic tools and concepts such as markets, supply and demand, and efficiency applied to contemporary issues. Students cannot take both ECON 101 and 111 for credit. (4)

ECON 102: Principles of Macroeconomics – S2

Introduces the economy as a whole and major issues such as inflation, unemployment, economic growth, and international trade. *Prerequisites:* ECON 101 or 111. (4)

Econ 111: Principles of Microeconomics: Global and Environmental - S2

Analysis of public policy and private behavior; appropriate pricing, resource valuation, taxes and subsidies, trade policies, sustainable development, and income growth and distribution. Students cannot take both ECON 101 and 111 for credit. (4)

ECON 301: Intermediate Microeconomic Analysis – S2

Theory of consumer behavior; product and factor prices under conditions of monopoly, competition, and intermediate markets; welfare economics. *Prerequisites:* ECON 101 or 111, or consent of instructor; MATH 128, 140, or 151. (4)

ECON 302: Intermediate Macroeconomic Analysis – S2

National income determination including policy implications within the institutional framework of the U.S. economy. *Prerequisites:* ECON 102; MATH 128, 140, or 151. (4)

ECON 311: Energy and Natural Resource Economics – S2

An intensive economic analysis of natural resource scarcity and a comparison of actual, optimal and sustainable use of energy and natural resources. Comparative international analysis of the relative roles of markets and government in the development and allocation of natural resources over time. Themes include dynamic efficiency, intergenerational fairness, and sustainability. Case studies of key natural resource sectors including: renewable and exhaustible energy, non-energy minerals, forestry, and fisheries. *Prerequisites:* ECON 101 or 111, or consent of instructor. (4)

ECON 313: Environmental Economics - S2

Examines the theory of externalities, pollution regulation, open-access conditions as a basis for environmental degradation, methods of non-market valuation of environmental amenities, and valuation of a statistical life. Attention will be given to both domestic and global examples. *Prerequisites:* ECON 101 or 111, or consent of instructor. (4)

ECON 315: Investigating Environmental and Economic Change in Europe – S2

An introduction to the environmental economic problems and policy prospects of modern Europe. Focus on economic incentives and policies to solve problems of air and water pollution, sustainable forestry, global warming, and wildlife management in Austria, Germany, Hungary, the Czech Republic, and Italy. (4)

ECON 321: Labor Economics – S2

Analysis of labor markets and labor market issues; wage determination; investment in human capital, unionism and collective bargaining; law and public policy; discrimination; labor mobility; earnings inequality, unemployment, and wages and inflation.

Prerequisites: ECON 101 or 111, or consent of instructor. (4)

ECON 322: Money and Banking – S2

The nature and role of money; monetary theory; tools and implementation of monetary policy; regulation of intermediaries; banking activity in financial markets; international consequences of and constraints on monetary policy. **Prerequisite:** ECON 102 or consent of instructor. (4)

ECON 323: Health Economics – S2

Analysis of health care markets including hospitals, providers, and insurer/managed care organizations; demand for care; economics of insurance; role of government and regulation; access to care; non-price competition; impact of new technology; analysis of reform. **Prerequisites:** ECON 101 or 111 (4)

ECON 325: Industrial Organization and Public Policy – S2

An analysis of the structure, conduct, and performance of American industry and public policies that foster and alter industrial structure and behavior. **Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

ECON 327: Public Finance – S2

Public taxation and expenditure at all governmental levels; the incidence of taxes, the public debt and the provision of public goods such as national defense, education, pure air, and water.

Prerequisites: ECON 101 or 111 or consent of instructor. (4)

ECON 331: International Economics – S2

Regional and international specialization, comparative costs, international payments and exchange rates; national policies that promote or restrict trade. **Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

ECON 333: Economic Development: Comparative Third World Strategies – C, S2

Analysis of the theoretical framework for development with applications to alternative economic development strategies used in the newly emerging developing countries. Emphasis on comparison between countries, assessments of the relative importance of cultural values, historical experience, and governmental policies in the development process. **Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

ECON 335: European Economic Integration – S2

An introduction to integration theory and its application to the problems and policy prospects for deepening European integration. Economic analysis of the development of economic institutions in the European Union. Topics include: German unification, enlargement, the European monetary system,

Scandinavian participation, and relevance of the European integration model for the developing world. **Prerequisites:** ECON 101 or 111 (4)

ECON 338: Political Economy of Hong Kong and China – S2

In 1997, the British returned Hong Kong to China. This course examines the unique economic relationship that exists between the strongly capitalistic former colony and the People's Republic of China. Can these two diverse systems coexist? Will they eventually converge to a common system? Where does Taiwan fit into the picture? While in Hong Kong and southern China we will utilize the expertise of a series of speakers to explore the economy, history, and traditions of the area and to enhance the many experiential activities of the course. (4)

ECON 341: Strategic Behavior – S2

An introduction to game theory and analysis of interactive decision processes. Interactive game playing, cases, and examples drawn primarily from economics, but also includes sports, political science, business, and biology. Prisoner's Dilemma, sequential games, Nash equilibrium, mixed and pure strategies, collective action and bidding strategies, bargaining.

Prerequisites: ECON 101 or 111. (4)

ECON 343: Operations Research – MR

Quantitative methods for decision problems. Emphasis on linear programming and other deterministic models. **Prerequisite:** ECON 101 or 111, STAT 231 or equivalent. (Cross-listed with STAT 343) (2)

ECON 344: Econometrics – S2

Introduction to the methods and tools of econometrics as the basis for applied research in economics. Specification, estimation, and testing in the classical linear regression model. **Prerequisite:** ECON 101 or 111; STAT 231 or equivalent. (Cross-listed with STAT 344) (4)

ECON 345: Mathematical Topics in Economics – S2

An introduction to basic applications of mathematical tools used in economic analysis. **Prerequisites:** ECON 101 or 111, ECON 102 or consent of instructor. (4)

ECON 386: Evolution of Economic Thought – S2

Economic thought from ancient to modern times; emphasis on the period from Adam Smith to J.M. Keynes; the classical economists, the socialists, the marginalists, the neoclassical economists, and the Keynesians. **Prerequisite:** ECON 101 or 111; ECON 101; ECON 301 or 302 (4)

ECON 491: Independent Studies

Prerequisites: ECON 301 or 302 and consent of the department. (1–4)

ECON 495: Internship – S2

A research and writing project in connection with a student's approved off-campus activity. **Prerequisites:** Econ 101 or 111, sophomore standing, and consent of the department. (1–4)

ECON 498: Honors Thesis – S2

Independent research supervised by one or more faculty members. Research proposal and topic developed by the student in the junior year. Application to enroll is made in the second semester of the junior year. **Prerequisite:** Economics major and consent of the department. (4)

ECON 499: Capstone: Senior Seminar – SR

Seminar in economic problems and policies with emphasis on encouraging the student to integrate problem-solving methodology with tools of economics analysis. Topic(s) selected by class participants and instructor. **Prerequisite:** ECON 101 or 111 and 301 or 302. (May be taken concurrently)(4)

ECON 500: Applied Statistical Analysis

An intensive introduction to statistical methods. Emphasis on the application of inferential statistics to concrete situations. (Cross-listed with STAT 500.) (4)

ECON 520: Economic Policy Analysis

An intensive introduction to the concepts of macroeconomics and microeconomics with an emphasis on policy formation within a global framework. (4)

Education, School of

253.535.7272
www.plu.edu/~educ

The School of Education offers undergraduate programs of study leading to certification for elementary, secondary, and special education teachers. Additional post-baccalaureate certification is offered for administrators. The curriculum is designed to provide graduates with a blend of the liberal arts and a variety of guided field experiences beginning early in the educational sequence. The faculty is committed to the development of caring, competent educational leaders committed to lives of service. A consistent emphasis of all programs is the promotion of student learning in K-12 institutions.

FACULTY: Hillis, Lamoreaux, Leitz, Lewis, *Dean Team:* Leitz, *Associate Dean:* Lamoreaux, *Director of MA with Certification Program:* Byrnes, Chastain, Gerlach, Reisberg, Thirumathry, Weiss, Williams, Woolworth, 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, secondary, and special education teachers, reading specialists, and administrators, with the Master of Arts in Education the highest degree approved. The accreditation gives PLU graduates reciprocity with many other states.

The School of Education offers coursework toward the conversion, renewal, or reinstatement of teaching certificates. It offers various options to add endorsements to current certificates. It also offers coursework and support to individuals seeking Washington State Professional Certificates or certification under the National Board of Professional Teaching Standards.

Current graduate programs include Master of Arts in Education (Project Lead), and Master of Arts with Residency and Teaching Certification.

Eligibility Requirements For Admission To Undergraduate Or Certification-Only Programs

All individuals seeking to enter an undergraduate degree/certification or certification-only program must apply to

the School of Education. A completed School of Education application, official transcripts of all college/university work, writing samples, official documentation of college admission or other approved standardized test scores, passing scores on all parts of the West-B, and letters of recommendation must be submitted to the School of Education by the first Friday in March to receive priority consideration for admission to the School of Education for the fall term.

Specific requirements include:

- A. Evidence of verbal and quantitative ability as illustrated by a passing score on the Washington Educators Skills Test Basic (WEST-B). Six test dates are available during the year; check the School of Education web site for the dates.
- B. Junior standing (60 to 64 or more semester hours)
- C. Cumulative grade point average (GPA) of 2.50
- D. Psychology 101 or equivalent: grade of C or higher
- E. Writing 101 or equivalent: 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 appeal the admission process and should contact the Administrative Manager in the School of Education Office.

Continuation in any program of study in the School of Education is subject to continuous assessment of student development and performance. Students are required to demonstrate the mastery of knowledge, skills, professionalism, attitudes, and dispositions required for effective practice. Records will be reviewed at the end of each semester to ensure students are meeting standards throughout the program.

BAE and/or CERTIFICATION REQUIREMENTS
Students become candidates for certification when:

- A. All coursework is completed with a cumulative grade point average of 2.50 or above and the student's degree has been posted.
- B. All coursework in major and minor fields and all education coursework have been completed with a grade of C or better.
- C. All additional courses related to and required for education programs and teacher certification have been completed with a grade of C or better. For elementary education students these include: MATH 123 or equivalent (*must be taken prior to EDUC 406, Term II*); BIOL 111 or life science equivalent; physical science equivalent, especially geosciences; PHED 322 and ARTD 341 and MUSI 341.
- D. Passage of the WEST-E in at least one endorsement area. *The WEST-E must be taken and passed prior to student teaching.*

RESIDENCY TEACHING CERTIFICATE

Students who successfully complete a program of professional studies in the School of Education, who meet all related academic requirements for a degree or a certificate, and who meet all state requirements will be recommended by the School of Education for a Washington residency teaching certificate. Additional state requirements 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 from the Certification Officer in the School of Education. State requirements are subject to immediate change. Students should

meet with School of Education advisors each semester and the Certification Officer for updates in program or application requirements.

ELEMENTARY CERTIFICATION AND ENDORSEMENT OPTIONS

The basic undergraduate elementary education program consists of a four-term program starting in the fall term of each year.

Elementary Professional Education Sequence - 51 semester hours

HUB I

- EDUC 390: Inquiry into Learning I: Investigation into Learning and Development (4)
- EDUC 392: Inquiry into Learning II: Investigation into Learning and Development (4)
- EDUC 394: Technology and Teaching (2)
- SPED 320: Issues of Child Abuse and Neglect (1)

HUB II

- EDUC 406: Mathematics in K-8 Education (4)
- EDUC 408: Literacy in a K-8 Education (4)
- EDUC 424: Inquiry into Teaching I: Diverse Learners (4)
- SPED 424: Learners with Special Needs in the General Education Classroom (4)

HUB III

- EDUC 410: Science/Health in K-8 Education (4)
- EDUC 412: Social Studies in K-8 Education (4)
- EDUC 425: Inquiry into Teaching II: Diverse Learners (4)

Passing scores on at least one endorsement test (WEST-E) must be presented before a student can enroll in HUB IV.

HUB IV

- EDUC 430: Student Teaching in K-8 Education (10) and EDUC 450: Inquiry into Learning and Teaching: Reflective Practice and Seminar (2) *or*
- EDUC 434: Student Teaching - Elementary (Dual) (6) and EDUC 450: Inquiry into Learning and Teaching: Reflective Practice and Seminar (2)

Dual Elementary and Special Education - 68 hours

Includes the above elementary education sequence (51 semester hours) and the following special education coursework:

- SPED 322: Moderate Disabilities and Transitions (4)
- SPED 430: Students with Emotional and Behavioral Disorders (4)
- SPED 442: Technology in Special Education (2)
- SPED 450: Early Childhood Special Education (2)
- SPED 454: Students with Physical Challenges and the Medically Fragile (2)
- SPED 459: Student Teaching in Special Education (6)
- SPED 460: Special Education Student Teaching Seminar: Issues in Practice (1)

The professional education sequence forms the foundation of the program for all students seeking certification as an elementary education (K-8) multi-subject teacher. Undergraduate students have several options for building a program upon the professional education sequence, including:

- A. They may earn a residency elementary K-8 teaching

certificate. This requires the completion of the professional education sequence for elementary education and 24-semester-hour academic support area.

- B. They may earn a residency elementary K-8 teaching certificate and a P-12 special education endorsement. This requires the completion of the professional education sequence for elementary education students, the completion of coursework required for endorsement in special education, and the completion of a 24-semester-hour academic emphasis.
- C. They may earn a residency elementary K-8 teaching certificate and qualify for a waiver in special education (allowing students to teach special education after graduation for five years under the assumption that they will complete coursework to earn endorsement in special education during this time period). This requires the completion of the professional education sequence for elementary education students, the completion of 24 semester hours in an academic area, and coursework that addresses the special education competencies.

Note: Information about all state endorsements—including those in special education, reading, and English as a second language—can be obtained from the Administrative Manager in the School of Education.

SPECIAL EDUCATION ENDORSEMENT

Course work leading to the P-12 endorsement - 26 semester hours SPED 322, 424, 430, 442, 450, 454, 459, and 460.

SECONDARY CERTIFICATION AND ENDORSEMENT OPTIONS

All undergraduate students seeking secondary certification in a content area (except those seeking certification in music and physical education) are required to complete the following four-term program of study.

Professional Education Sequence

HUB I

- EDUC 390: Inquiry into Learning I: Investigation into Learning and Development (4)
- EDUC 392 Inquiry into Learning II: Investigation into Learning and Development (4)
- EDUC 394: Technology and Teaching: Laboratory (2)
- SPED 320: Issues of Child Abuse & Neglect (1)

HUB II

- EDUC 424: Inquiry into Teaching I: Diverse Learners (4)
- EPSY 368: Educational Psychology (4)
- SPED 424: Learners with Special Needs in the General Education Classroom (4)

HUB III

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

Passing scores on at least one endorsement test (WEST-E) must be presented before a student can enroll in student teaching.

HUB IV

- EDUC 450: Inquiry into Learning and Teaching: Reflective Practice and Seminar Education (2)
- EDUC 466: Student Teaching - Secondary (Dual) (7) and SPED 439: Student Teaching in Secondary School (5) or EDUC 468: Student Teaching - Secondary (10)

Note: Special Education Majors should meet with Associate Dean.

The professional education sequence forms the foundation of the program for all students seeking certification in a content area (except music and physical education students). Undergraduate students seeking certification/endorsement in a content area (usually to teach in grades 5-12) have several options for building a program upon the professional education sequence, including:

- A. They may earn a residency secondary teaching certificate with an endorsement in a content area. This requires the completion of the professional education sequence for secondary education students and a teaching major or academic major that meets state endorsement requirements.
- B. They may earn a residency secondary teaching certificate with an endorsement in a content area and an endorsement in special education. This requires the completion of the professional education sequence for secondary education students, a teaching major or academic major, and coursework required for endorsement in special education.

Note: Secondary teaching majors and minors have been designed to align with state endorsement requirements and to meet specific departmental standards for majors and minors. Course and hour requirements for teaching and/or academic majors vary according to departmental requirements.

CERTIFICATE IN MUSIC OR HEALTH AND FITNESS

Undergraduates have the option of completing programs that lead to bachelor's degrees in music or health and fitness and residency teaching certificates. All individuals wishing to earn a Bachelor of Music Education or a Bachelor of Arts in Physical Education with a residency teaching certificate must apply and be accepted into the School of Education. They must also complete the following courses.

- A. Music education majors must complete EDUC 391 (offered every fall), EPSY 361 (offered every spring), SPED 320, and all course requirements specified by the Department of Music.
- B. Students seeking a Bachelor of Arts in Physical Education must complete EDUC 390 and 392, SPED 320, and all requirements specified by the School of Physical Education.

PREPARATION FOR TEACHING IN CHRISTIAN SCHOOLS

Students who may be interested in preparing to teach in private or Christian schools will begin their professional preparation by all requirements for the Washington State Residency Certificate. In addition, they will take the Religion minor (Teacher Education Option) noted under the Religion department course offerings, and add a private school practicum to their program.

EARLY ADVISING OPTIONS

During first or sophomore year, prospective education students planning to enter the School of Education should meet with the

Administrative Manager and/or the Associate Dean in the School of Education to discuss the various options listed above and to determine their program of study

CERTIFICATION/ENDORSEMENT OPTIONS for Persons Who Hold a Baccalaureate Degree From a Regionally Accredited Institution

Persons who hold a baccalaureate degree (or higher) from a regionally accredited institution and who wish to pursue teacher certification should make an appointment with the Coordinator of Admissions and Advising for a planning session. Options for these individuals include:

- A. They may apply to a certification-only program. (Typically classes in such a program would be taken in the undergraduate program.)
- B. They may apply to the Master of Arts in Education with Residency Certification Program. This 14-month cohort program leads to an MA degree with Residency Certification and selected endorsements, including K-8, multi-subject and reading. Participants move through this full-time program as a cohort. As a part of their program, they complete a yearlong internship with a cadre of colleagues in an urban middle school.
- C. If qualified they may apply to PLU's Alternative Routes to Certification Program. (For Information on these options see the School of Education website or contact the Administrative Manager.)

PROFESSIONAL TEACHING CERTIFICATE

Certificate requirements in Washington changed on August 31, 2000. The following guidelines govern certification after that date:

- A. All teachers earning certification in Washington after August 31, 2000 will receive a Residency Teaching Certificate.
- B. Within a five-year period, after completing the probationary period for teaching in one district, teachers in Washington must earn a Professional Certificate. (WAC 180-79A-145)
- C. Qualifications for the Professional Certificate include:
 - 1. To qualify for a Professional Certificate, an individual must have completed provisional status as a teacher in a public school pursuant to RCW 28A.405.220 or the equivalent in a state board of education approved private school.
 - 2. Candidates for the Professional Certificate must complete an approved Professional Certificate program, which has been collaboratively developed by the college/university and the respective Professional Education Advisory Board (PEAB).
 - 3. The candidate must successfully demonstrate competency in three standards (i.e. Effective Teaching, Professional Development, and Leadership) and the 12 criteria relevant to the three standards. (WAC 180-79A-206(3) WAC 180-78A-500-540)
- D. The Professional Certificate is valid for five years. It may be renewed through the completion of 150 clock hours. The clock hours must be related to:
 - 1. The six state salary criteria used to identify appropriate clock hours
 - 2. One of the three standards required for the Professional Certificate.
- E. Teachers who held a valid Initial Certificate as of August 31,

2000 will be allowed to have one more renewal of their Initial Certificate before they must meet requirements for the Professional Certificate.

- F. Teachers who hold a Continuing Certificate as of August 31, 2000 will not be affected by changes in certification requirements.

Note: Information about the Washington State Professional Certificate and Pacific Lutheran University's Professional Certification program is available in the School of Education Office. Individuals wishing to discuss options should contact the Administrative Manager.

GRADUATE AND PROFESSIONAL OPTIONS FOR EDUCATORS

The School of Education offers professional development programs that allow educators to earn professional and/or National Board of Professional Teaching Standards Certificates. Up to four semester hours from these programs can be applied to a master's degree program. Current emphasis/option in MA program for educators includes Master of Arts in Classroom Teaching: Project LeaD.

The School of Education also offers certification-only programs in educational administration and programs that will enable teachers to add additional endorsement in shortage areas such as special education, reading, library and media services, English as a second language, and specific content areas.

Detailed information about these options can be found in the Graduate Studies section of this catalog. Information about current and anticipated graduate and professional options can be obtained from the Administrative Manager in the School of Education.

ENDORSEMENT REQUIREMENTS AND UNDERGRADUATE PROGRAMS OF STUDY THAT LEAD TO ENDORSEMENTS

Endorsement requirements are established by the State of Washington. Pacific Lutheran University's School of Education currently is authorized to offer the following endorsements:

- Early Childhood Education (in conjunction with coursework at an approved community college)
- English/Language Arts (5-12)
- English as a Second Language (K-12) (in conjunction with the Washington Academy of Languages)
- Elementary (multisubject, K-8)
- Health and Fitness (K-12)
- History (5-12)
- Mathematics (5-12)
- Music
 - Choral (K-12)
 - General (K-12)
 - Instrumental (K-12)
- Science (5-12)
- Science, Designated
 - Biology (5-12)
 - Chemistry (5-12)
 - Earth Science (5-12)
 - Physics (5-12)
- Social Studies (5-12).
- Special Education (P-12)

- Visual Arts (K-12)
- World Languages, Designated
 - Chinese (K-12)
 - French (K-12)
 - German (K-12)
 - Norwegian (K-12)
 - Spanish (K-12)

Note: The fact that the School of Education is authorized to issue certain endorsements does not indicate that Pacific Lutheran University has a specified program of study leading to these endorsements. Listed below are general endorsement requirements followed by a list of teaching majors, teaching minors, or programs of study that lead to an endorsement. If there is any question about whether a course not listed below can be substituted for an endorsement requirement, the candidate must provide evidence that the course covers a particular essential area of study. Evidence might include (but is not limited to) a catalog course description, syllabus, letter from the instructor, portfolio, or presentation of course products.

Note: After September 1, 2005 candidates must pass WEST-E exams in appropriate endorsement exams.

TEACHER 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

Secondary teaching major leading to an endorsement in Visual Arts (all levels) - 36 semester hours

Art 160; 180 or 181; 196, 226, 250, 296, 331, 365, 440

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 Teaching Major Leading to an Endorsement - 32 semester hours

BIOL 161, 162, 323; 328 or 348; 332 or 407; 340; 426 or 475
CHEM 105 or 120

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 Teaching Major Leading to an Endorsement - 62 semester hours

CHEM 120 or 125; 232, 332; 234, 334; 338, 341, 342, 343, 344, 403

PHYS 153, 154, 163, 164

Required supporting coursework: MATH 151; 152

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 Teaching Major Leading to an Endorsement - 48 semester hours

GEOS 102; 103 or 104; 105, 201

PHYS 110, 125, 135

Four hours from MATH 140 or higher or CSCE 144

12 hours from upper-division Geosciences courses

CHEM 104 or 120

ENGLISH/ENGLISH LANGUAGE ARTS

State Endorsement Requirements:

1. Reading
2. Writing
3. Communication
4. Linguistics
5. American, British, world, multicultural, and adolescent literature

Secondary Teaching Major Leading to a Primary Endorsement - 40 semester hours

ENGL 214 or 215

COMA 212 and 213 or 312

ENGL 241, 251, 301, 403

THEA 250 or 458

Four hours from ENGL 224, 225, 227, 326, 328

Four hours from ENGL 216, 218, 230, 233, 343

Four hours from ENGL 221, 325, 327, 341, 374

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.

Information regarding specific course requirements can be

obtained from the Administrative Manager in the School of Education.

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 for Bachelor of Arts in Physical Education (BAPE) with Certification 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 Teaching Major Leading to an Endorsement - 32 semester hours

HIST 301, 460 or 461

Four semester hours from HIST 107, 108 or 215

Eight semester hour upper-division electives in U.S./European History

Four semester hours of upper-division electives in non-Western history from HIST 335, 337, 338, 339, 340, 344

Eight semester hours from HIST 251, 252, 253

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 Teaching Major Leading to an Endorsement - 40 or 41 semester hours

MATH 151, 152, 203, 253, 317, 321, 331, 341, 433; 351 or 356

Or PHYS 153, 163

MUSIC

Choral music, General music, Instrumental Music

See requirements for Bachelor of Music Education under Music.

PHYSICS

State Endorsement Requirements:

1. General principles of physics/lab
2. Lab safety, practice and management
3. Lab, inquiry-based experience

- Relationships of the concepts of science to contemporary, historical, technological and societal issues

Secondary Teaching Major Leading to an Endorsement - 38 semester hours

PHYS 153, 163, 154, 164, 223, 331, 336, 354
MATH 151, 152, 253.

READING

State Endorsement Requirements:

- Assessment and diagnosis of reading skills and deficiencies
- Strategies of how to teach reading
- Language acquisition/integration
- Social/cultural contexts for literacy
- Reading process including decoding, encoding, and student response to child and adolescent literature
- Beginning literacy (reading, writing, spelling, and communication)
- Reading in the content areas
- Literacy for a second language learner
- Meta-cognitive strategies
- Risk factors for reading difficulties and intervention strategies for students experiencing reading difficulties.

Information regarding specific course requirements can be obtained from the Administrative Manger in the School of Education.

SCIENCE

State Endorsement Requirements:

- A primary endorsement in biology, chemistry, earth science, or physics (as described under designated sciences)
- A minimum of one course from each of the other designated sciences.

SOCIAL STUDIES

State Endorsement Requirements:

- Pacific Northwest history
- United States history, including chronological, thematic, multicultural, ethnic and women's history
- World, regional, or country history
- Geography;
- Political science, civics, or government
- Anthropology, psychology, or sociology
- Economics

Secondary Teaching Major Leading to an Endorsement - 40 semester hours

HIST 460 or 461
Eight semester hours from HIST 251, 252, 253
Four semester hours from HIST 107, 108
Four semester hours from HIST 335, 337, 338, 339, 340, 344
POLS 151
Twelve semester hours, four from each of the following lines:
Any anthropology course other than ANTH 102 or 210
Any psychology other than PSYC 101
SOC 101 or 330
Four semester hours ECON 130, 151, 152

SPECIAL EDUCATION

State Endorsement Requirements:

- Exceptionality
- Curriculum modification and adaptation
- Inclusion

- Assessment including behavior analysis, Individualized Education Plan (IEP), accommodations
- Legal issues
- Specially designed instruction in all content areas
- Pro-social skills and behavioral problems
- School, family, community partnerships
- Transition
- Organization and management systems
- Methods in early childhood education
- Collaboration with para-educators

P-12, See page 68 for Special Education endorsement requirement.

Information regarding the Special Education waiver can be obtained from the Administrative Manager in the School of Education.

WORLD LANGUAGES

State Endorsement Requirements:

- Communication - speaks, understands, reads, and writes in a variety of contexts and situations
- Culture
- Interdisciplinary integration
- Language acquisition theory
- Methodological study

French - Secondary teaching major leading to an endorsement - 32 semester hours

FREN 201, 202, 301, 302, 321, 421, 422;
LANG 445.

German - Secondary teaching major leading to an endorsement - 32 semester hours

GERM 201, 202, 301, 302, 321, 421, 422;
LANG 445.

Spanish - Secondary teaching major leading to an endorsement - 32 semester hours

SPAN 201, 202, 301, 321, 325
Eight semester hours from SPAN 421, 422, 431, 432; LANG 445

Note: Chinese and Norwegian, contact School of Education.

Course Offerings: Education – EDUC

EDUC 205: Multicultural Issues in the Classroom - A

Examination of issues of race, class, gender, sexual orientation, etc. as they relate to educational practices. (4)

EDUC 262: Foundations of Education

Introduction to teaching; historical, philosophical, social, political, ethical and legal foundations. Federal and state legislation for special populations. Concurrent with EDUC 263. (3)

EDUC 263: School Observation

Graded observation in schools. Concurrent with EDUC 262. (1)

EDUC 390: Inquiry into Learning I: Investigation into Learning and Development

Investigation into theories of learning and development and into historical and current practices, values, and beliefs that influence efforts to shape learning in educational settings. Topics include: self as learner, theories of learning, others as learners, exceptionalities, technology, values, literacy and factors influencing learning and literacy (fieldwork included). Concurrent with EDUC 392. (4)

EDUC 391: Foundations of Learning

Investigation into theories of learning and development and into historical and current practices, values, and beliefs that influence efforts to shape learning in educational settings. Topics include: self as learner, theories of learning, others as learners, exceptionalities, technology, values literacy and factors influencing learning and literacy. Limited to music education majors. (3)

EDUC 392: Inquiry into Learning II: Investigation into Learning and Development

Continued investigation into theories of learning and development and into historical and current practices, values, and beliefs that influence efforts to shape learning in educational settings. Topics include: self as learner, theories of learning, others as learners, exceptionalities, technology, values, literacy and factors influencing learning and literacy (fieldwork included). Concurrent with EDUC 390. (4)

EDUC 394: Technology and Teaching: Laboratory

Laboratory in which students explore instructional uses of technology and develop and apply various skills and competencies. Concurrent with EDUC 390. Pass/Fail. (2)

EDUC 406: Mathematics in K-8 Education

Exploration of mathematical principles and practices consistent with NCTM curriculum standards. For elementary students. Practicum included, concurrent with EDUC 408 and EDUC 424. (4)

EDUC 408: Literacy in K-8 Education

Participation in the development of appropriate curricular strategies and instructional methods for supporting the diversity of learners' language/literacy growth. For elementary students. Practicum included, concurrent with EDUC 406 and EDUC 424. (4)

EDUC 410: Science/Health in K-8 Education

Strategies for teaching science by using inquiry methods and problem-solving techniques will be employed to explore interactive curricula from an environmental point of view. Issues of nutrition and health. Practicum included, concurrent with EDUC 412 and EDUC 425. (4)

EDUC 411: Strategies for Language/Literacy Development

(Cross-listed with EDUC 511.) (2)

EDUC 412: Social Studies in K-8 Education

Focus on drawing connections between the content of social studies curricula and the lived experiences of human lives. Practicum included, Concurrent with EDUC 410 and EDUC 425. (4)

EDUC 413: Language/Literacy Development: Assessment and Instruction

(Cross-listed with 513.) (4)

EDUC 424: Inquiry into Teaching I: Diverse Learners

Focus on general principles of instructional design and delivery with special emphasis on reading and language, assessment, adaptation, and classroom management. For elementary and secondary students not majoring in music or physical education. For elementary students, concurrent with EDUC 406 and EDUC 408. (4)

EDUC 425: Inquiry into Teaching II: Diverse Learners

Extension and expansion of ideas introduced in 424. Continued emphasis on instructional design and delivery with a focus on reading and language, assessment, adaptation, and classroom management. For elementary and secondary students outside of music and physical education, concurrent with EDUC 410 and EDUC 412. (4)

EDUC 426: Special Topics in Children's Literature

(Cross-listed with EDUC 526.) (2)

EDUC 427: Multicultural Children's Literature

(Cross-listed with EDUC 527.) (2)

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

(Cross-listed with EDUC 528.) (2)

EDUC 429: Adolescent Literature in the Secondary Curriculum

(Cross-listed with EDUC 529.) (2)

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

Teaching in classrooms of local public schools under the direct supervision of School of Education faculty and classroom teachers. Prerequisite: Successful completion of Education courses Terms I-III. Concurrent with EDUC 450. (10)

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

Designed for persons who do dual student teaching. Ten weeks of teaching in classrooms of local public schools under the direct supervision of School of Education faculty and classroom teachers. Prerequisite: Successful completion of Education courses Terms I-III. Concurrent with EDUC 450. (6)

EDUC 436: Alternate Level Student Teaching - Elementary

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)

EDUC 437: Alternate Level Student Teaching - Secondary - SR

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. (6)

EDUC 438: Strategies for Whole Literacy Instruction (K-12)

(Cross-listed with EDUC 538.) (2)

EDUC 440: Art in the Secondary School

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

EDUC 444: English in the Secondary School

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

EDUC 445: Methods of Teaching Foreign Languages and English as a Second Language

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

EDUC 446: Mathematics in the Secondary School (4)

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

EDUC 447: Science in the Secondary School (4)

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

EDUC 448: Social Studies in the Secondary School (4)

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

EDUC 449: Computer Science in the Secondary School (4)

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

EDUC 450: Inquiry into Learning and Teaching: Reflective Practice Seminar

A seminar for all education students (except music and physical education) focusing development of professionalism and competence in inquiry and reflective practice (elementary and secondary). Taken with student teaching Term IV Hub. (2)

EDUC 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)

EDUC 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)

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

Designed for students who do dual student teaching. Ten weeks of teaching in classrooms of local public schools under the direct supervision of School of Education faculty and classroom teachers (taken with SPED 439, 5 hours, and EDUC 450, 4 hours) (secondary students). (7)

EDUC 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; EDUC 262, EDUC 253, EPSY 361. May be taken concurrently with student teaching. (2)

EDUC 468: Student Teaching - Secondary - SR

Teaching in public schools under the direction of classroom and university teachers. Prerequisites: formal application; senior standing; cumulative GPA of 2.50 or higher. Concurrent with EDUC 450. (10)

EDUC 470: Curriculum, Materials and Instruction for Teaching English as a Second Language

Application of language teaching methodology to various instructional situations. (Cross-listed with LANG 470) (4)

EDUC 473: Parent-Teacher Relationships

Issues and skills important in conferencing and parent-teacher relationships. (2)

EDUC 485: The Gifted Child

A study of the gifted child, characteristics and problems, and school procedures designed to further development. (2)

EDUC 490: Acquisition and Development of Language

Investigation of how young children acquire their first language and what they know as a result of this learning. (Cross-listed with EDUC 510.) (2)

EDUC 491: Independent Study (1 to 4)

EDUC 493: Effective Tutoring Methods

A practical course for students interested in applying theories of learning to one-on-one tutoring situations and receiving training about group dynamics and communication styles for presentations and group sessions. Readings, role-playing exercises, research, student presentations, class discussion, and continuous written reflection. (1)

EDUC 495: Internship (1 to 12)

EDUC 496: Laboratory Workshop

Practical course using elementary-age children in a classroom situation working out specific problems; provision will be made for some active participation of the university students. Prerequisites: Conference with the instructor or the dean of the School of Education.

EDUC 497: Special Project

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

See Graduate School of Education for graduate-level courses.

Course Offerings: Educational Psychology – EPSY

EPSY 361: Psychology for Teaching

Principles and research in human development and learning, especially related to teaching and to the psychological growth, relationships, and adjustment of individuals. For Music Education Majors only. (3)

EPSY 368: Educational Psychology

Principles and research in human learning and their implications for curriculum and instruction. For secondary students who are not seeking certification in physical education or special education. Taken concurrently with EDUC 424. (4)

See Graduate School of Education section for graduate-level Educational Psychology courses

Course Offerings: Special Education – SPED**SPED 195: Individuals with Disabilities - A**

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

SPED 201: Observation in Special Education Programs

Observation in special education programs, schools, and community settings. (1)

SPED 320: Issues of Child Abuse and Neglect

Issues of child abuse, neglect, harassment, and violence. Includes identification and reporting procedures, and the legal and professional responsibilities of all mandated reporters. (1)

SPED 322: Moderate Disabilities and Transitions

Exploration of issues related to identification of and service delivery to this population. Specialized instruction, management techniques, and issues of transitioning from schools to community. A field experience component will be required. (4)

SPED 395: Introduction to Language Development and Disorders

Introduction to language disorders, assessment, and intervention. Focus on theories of language development and normal language acquisition. (2)

SPED 399: Practicum in Special Education

Experience with children and youth who have special needs. 1-hour credit given after successful completion of 45 clock hours and specific course competencies. Prerequisite: consent of instructor. (1 or 2)

SPED 403: Parent/Professional Partnership in Special Education

Methods for communicating effectively with parents of special needs children. (2)

SPED 404: Communication and Collaboration

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

SPED 424: Learners with Special Needs in the General Education Classroom

This course focuses on developing teacher candidates' understanding of the perspectives on learning and school and classroom experiences of learners with special needs. Topics include working with other professionals, families and communities, critical inquiry into the differential placement of students, the development of individualized educational plans as a team, and the implementation of these plans. Required of all education majors and taken concurrently with Term II courses. EDUC 424, EDUC 408 and EDUC 406. (4)

SPED 430: Students with Emotional and Behavioral Disabilities

In-depth exploration of issues related to the identification of and service delivery to students with emotional and behavioral disabilities. Emphasis on specialized management techniques needed to teach this population. A field experience will be required. (4)

SPED 439: Student Teaching in Secondary School

Teaching in special education programs under the direction and supervision of school and university personnel; 8 weeks. Concurrent enrollment in EDUC 450 and 466. (5)

SPED 442: Technology in Special Education

Current issues and uses of computer technology for learners with special needs. Emphasis on computer assisted instruction, and assistive technology services and devices. (2)

SPED 450: Early Childhood Special Education

Current issues related to young child with special needs. Focus on instructional methods, materials, curriculum, and assessment of this population. (2)

SPED 454: Students with Physical Challenges and with the Medically Fragile

Examination of knowledge and skills needed for meeting the psychological, social, and educational needs of individuals who are physically challenged and/or medically fragile. (2)

SPED 459: Student Teaching in Special Education

Teaching in a K-8 special education setting; 9 weeks. Concurrent enrollment in EDUC 434 and EDUC 450. (6)

SPED 460: Special Education Student Teaching Seminar: Issues in Practice

A seminar for special education student teachers focusing on current issues in the profession of special education. Taken concurrently with student teaching Term IV Hub and EDUC 450. (1)

SPED 475: Supervising Para-Professionals and Volunteers

Emphasis on the effective management of para-professionals and volunteers in the classroom. (1)

SPED 485: The Gifted Child

A study of the gifted learner's characteristics and needs. Focus on instructional procedures designed to further development. (2)

SPED 489: Special Topics (1 to 4)**SPED 490: Development in Early Childhood Special Education**

Implications of normal and atypical child development for the learning process, including hands-on experiences in early childhood/ special education settings. (2)

SPED 491: Independent Study (1 to 4)**SPED 497: Independent Study**

Projects of varying length related to trends and issues in special education and approved by an appropriate faculty member and the dean. (1 or 2)

SPED 499: Individual Differences - Elementary (2)

See Graduate School of Education section on graduate-level courses for Special Education.

Engineering Dual-Degree Program

253.535.7400

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

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 disciplines 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 BA 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 disciplines, but students wishing to study chemical engineering may wish to consider the option of obtaining the BA 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 BA 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 discipline, 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:

- A. Completion of the following science and mathematics courses - 44 semester hours required
 - MATH 151, 152, 253 (16 hours)
 - MATH 351 or PHYS 354
 - PHYS 153, 154, 163, 164, 223 (14 hours)
 - CHEM 120 or 125, 338 (8 hours)
 - CSCE 131, 144 (6 hours).

- B. BA in physics or chemistry
 1. For the **BA IN PHYSICS:** Completion of an additional 12 semester 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.

2. For the **BA IN CHEMISTRY:** Completion of organic chemistry (CHEM 232, 234, 332, 334) and physical chemistry (CHEM 341, 342, 343).
- C. Completion of the general university requirements as specified in the catalog, except that the following general requirements are waived for all dual-degree students:
 1. Completion of a minimum of 128 semester hours on the PLU transcript;
 2. Completion of a minimum of 40 semester hours from courses numbered 300 and above;
 3. The requirement that at least 20 of the minimum 40 semester hours of upper-division work must be taken at PLU;
 4. The requirement that the final 32 semester hours of a student's program be completed in residence at PLU;
 5. 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 20 different engineering subdisciplines are available to dual-degree students. These include the more common subdisciplines (civil, chemical, electrical, mechanical) and others such as operations research, applied mathematics, 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

253.535.7698

www.plu.edu/~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, technology, 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: Albrecht, *Chair*; Barot, Bergman, Campbell, Carlton, Eyer, Jansen, Jones, Kaufman, Keeling, Marcus, D.M. Martin, Rahn, Robinson, Seal, Skipper, B. Temple-Thurston.

ENGLISH MAJOR: Emphasis on Literature

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

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

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

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 semester 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** - four semester hours
ENGL 301: Shakespeare

- B. **Periods and Surveys** - at least four semester hours from each of the following lines:

- **Early**
ENGL 351: English Medieval Literature
ENGL 352: Chaucer
ENGL 353: English Renaissance Literature
- **Middle**
ENGL 361: English Restoration and 18th-Century
ENGL 362: English Romantic and Victorian Literature
ENGL 371: Studies in American Literature, 1820-1920
- **Late**
ENGL 367: 20th-Century British Literature
ENGL 372: 20th-Century American Poetry
ENGL 373: 20th-Century American Fiction and Drama
- **Literature and Difference**
ENGL 341: Feminist Approaches to Literature
ENGL 343: Post-Colonial Literature and Theory
ENGL 374: American Ethnic Literature

- C. **Seminar** - at least four semester hours

- ENGL 428: Seminar: Critical Theory
- ENGL 451: Seminar: Author
- ENGL 452: Seminar: Theme, Genre

Senior Seminar Project: The capstone: senior seminar project is a general university requirement in all programs and majors. Students will customarily satisfy this presentation 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 taken in the senior year.

- D. **Writing** - at least four semester hours of any writing course at the 200- to 400- levels

- E. **Electives** - eight semester 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 semester hours in English (excluding Writing 101), distributed as follows:

- A. **Writing** - at least 20 semester hours in writing, with at least 12 hours upper-division

- 1. At least 12 semester hours, from at least two of the following lines:

- **Imaginative Writing**
ENGL 227: Imaginative Writing I
ENGL 327: Imaginative Writing II
ENGL 326: Writing for Children

- **Expository Writing**
ENGL 221: Research and Writing
ENGL 323: Writing in a Professional Setting
ENGL 328: Advanced Composition for Teachers
- **Creative Nonfiction**
ENGL 224: Travel Writing
ENGL 225: Autobiographical Writing
ENGL 324: Free-lance Writing
ENGL 325: Personal Essay

2. **Senior Project/Seminar:** The senior project, generally taken in the senior year, includes a capstone presentation consistent with the general university requirements (at least four semester hours in the following)
ENGL 425, 426: Writing on Special Topics
ENGL 427: Imaginative Writing III
ENGL 428: Seminar: Critical Theory

3. **Elective** (at least four semester hours from lines 1 or 2 above)

B. Literature - 12 semester hours, with at least four hours upper division
Students are encouraged to take literature courses which contribute to their goals as writers, and which expand their experience with the history and genres of writing.

C. Elective -at least four semester elective hours in English beyond Writing 101

MINORS

Children's Literature: Students completing ENGL 333 and eight semester hours from ENGL 326, 334, 335 or other approved courses (all with grades of B or higher) will be recognized for special competence in children's literature.

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

Minor (Emphasis on Writing): 20 semester hours (excluding WRIT 101), with at least 12 semester hours in upper division, distributed as follows: 12 semester hours in writing, four semester hours in literature, four semester hours of elective.

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 advisor in both English and Education. Please also see the School of Education section of this catalog.

SECONDARY EDUCATION

Students preparing to teach in junior or senior high school may earn either a Bachelor of Arts in English with certification from the School of Education, or a Bachelor of Arts in Education with a teaching major in English. The English major with an emphasis in literature and the English major with an emphasis in writing may both be pursued by prospective teachers. Secondary education students must fulfill all requirements for the English major: Option 1 of the Foreign Language Requirements (two years of a foreign language at the university level, or the

equivalent); at least 36 and no more than 44 credit hours in English; and all the specific requirements for the major either in literature or in writing. State certification for teachers also mandates the following requirements, which are an overlay to the major. Courses taken to satisfy the major can also be courses that satisfy the state certification requirements.

- **English literature:** one course
- **American literature:** one course
- **Comparative literature:** one course (ENGL 214, 216, 217, 218, 232, 233, 341, 343, appropriate seminar)
- **Linguistics or structure of language:** one course (ENGL 403)
- **Writing/Composition:** one course (ENGL 328 is especially recommended)

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

ELEMENTARY EDUCATION

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

GRADUATE PROGRAM

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

Course Offerings – ENGL

All literature courses fulfill the general university core requirement in literature.

A. 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.

1. **Topics in Literature**
ENGL 213
2. **Genres**
ENGL 214, 215, 216, 217, 218
3. **Traditions in Literature**
ENGL 230, 231, 232, 233, 234, 241, 251

B. Upper-Division Courses

Designed particularly for upper-division students, usually but not exclusively with the major in mind.

1. **British Literature**
ENGL 301, 351, 352, 353, 361, 362, 367
2. **American Literature**
ENGL 371, 372, 373, 374

3. Special Studies

ENGL 333, 334, 335, 341, 343, 428, 451, 452, 491, 597

C. Writing, Language, and Theory

WRIT 101, ENGL 221, 224, 225, 227, 323, 324, 325, 326, 327, 328, 403, 421, 425, 426, 427, 428

D. Publishing and Printing Arts

ENGL 311, 312, 313, 314

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

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

ENGL 214: Poetry – LT

A study of poems and conventions of poetry from the classics to modern projective verse. (4)

ENGL 215: Fiction – LT

Examines the development of short fiction, concentrating on themes and techniques of the genre. Stresses the Euro-American tradition. (4)

ENGL 216: Fiction: Emphasis on Cross-Cultural Perspectives – C, LT (4)**ENGL 217: Fiction: Emphasis on Alternative Perspectives – A, LT (4)****ENGL 218: Drama – LT**

An introduction to the basic elements of drama (plot, character, language) and on the traditional genres (tragedy, comedy). (4)

ENGL 221: Research and Writing – WR

Strategies for writing academic research papers are practiced, including developing appropriate research topics, locating and using a variety of relevant sources, substantiating generalizations, and using paraphrase and citation accurately. (2 or 4)

ENGL 224: Travel Writing – WR

Writing about travel, while traveling or upon return. Students keep travel journals, produce short travel essays, and read selected travel writers. (4)

ENGL 225: Autobiographical Writing – WR

Reading autobiography and writing parts of one's own, with an emphasis on how writing style and personal identity complement each other. (4)

ENGL 227: Imaginative Writing I – WR

A beginning workshop in writing poetry or short fiction. Includes a study of techniques and forms to develop critical standards and an understanding of the writing process. (Prerequisite: WRIT 101 or its equivalent, Advanced Placement, or consent of instructor.) (4)

ENGL 230: Contemporary Literature – LT

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)

ENGL 231: Masterpieces of European Literature – LT

Representative works of classical, medieval, and early Renaissance literature. (Crosslisted with CLAS 231.) (4)

ENGL 232: Women's Literature – A, LT

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

ENGL 233: Post-Colonial Literature – C, LT

Writers from Africa, India, Australia, New Zealand, Canada, and the Caribbean confront the legacy of colonialism from an insider's perspective. Emphasis on fiction. (4)

ENGL 234: Environmental Literature – LT

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

ENGL 239: Environment and Culture

Study of the ways in which environmental issues are shaped by human culture and values. Major conceptions of nature, including non-Western perspectives and issues in eco-justice. Critical evaluations of literature, arts, ethics, conceptual frameworks, history, and spirituality. (Cross-listed with RELI 239.) (4)

ENGL 241: American Traditions in Literature – LT

Selected themes that distinguish American literature from British traditions, from colonial or early national roots to current branches: for example, confronting the divine, inventing selfhood, coping with racism. (4)

ENGL 251: British Traditions in Literature – LT

Selected themes that define British literature as one of the great literatures of the world, from Anglo-Saxon origins to post-modern rebellions: for example, identity, society, and God; love and desire; industry, science, and culture. (4)

ENGL 301: Shakespeare – LT

Study of representative works of the great poet as a central figure in the canon of English literature. (4)

ENGL 311: The Book in Society

A critical study of the role of books in our history, society, and daily lives. (Cross-listed with COMA 321.) (4)

ENGL 312: Publishing Procedures

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

ENGL 313: The Art of the Book I

The combination studio course and seminar explores the visual properties of language. (Cross-listed with ARTD 331.) (4)

ENGL 314: The Art of the Book II

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

ENGL 323: Writing in Professional Settings – WR

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

ENGL 324: Free-Lance Writing – WR

A workshop in writing for publication, with primary emphasis on the feature article. (4)

ENGL 325: Personal Essay – WR

Students write essays on topics of their choice, working particularly on voice and style. (4)

ENGL 326: Writing for Children – WR

A workshop in writing fiction and non-fiction for children and teenagers, with an introduction to the varieties of contemporary children's literature. (4)

ENGL 327: Imaginative Writing II – WR

An advanced workshop in writing poetry or short fiction. Some attention will be given to procedures for submitting manuscript for publication. (4)

ENGL 328: Advanced Composition for Teachers – WR

Students are introduced to philosophical, social, and pragmatic issues confronting teachers of writing. Required for certification by the School of Education. (4)

ENGL 333: Children's Literature – LT

An introduction to a rich literary tradition, with analysis in depth of such authors as H.C. Anderson, Tolkien, Lewis, Potter, Wilder, and LeGuin. (4)

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

Content varies each year. Possible topics include genres, themes, historical periods, and traditions. May be repeated for credit with different topic. (4)

ENGL 335: Fairy Tales and Fantasy – LT

Fairy tales are told and interpreted; interpretive models and theories from several psychological traditions are explored. Fantasy is looked at both as image and as story. (4)

ENGL 341: Feminist Approaches to Literature – A, LT

Introduction to a variety of feminisms in contemporary theory as frameworks for reading feminist literature and for approaching traditional literature from feminist positions. (4)

ENGL 343: Voices of Diversity: Post-Colonial Literature and Theory – C, LT

Introduces perspectives of post-colonial theorists as a framework for understanding the relationship of colonialism and its legacies to the works of writers from Africa, the Caribbean, and other ex-colonial territories. (4)

ENGL 351: English Medieval Literature – LT

A survey of the first two periods of English literature: Old English, including the epic *Beowulf*, and Middle English, ranging from the romance *Sir Gawain and the Green Knight* to the beginnings of English drama in *Everyman*. (4)

ENGL 352: Chaucer – LT

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 14th-century England. (4)

ENGL 353: English Renaissance Literature – LT

Studies the Golden Age of English literature. Selected poets from Wyatt to Marvell, including Sidney, Spenser, Shakespeare, Donne, and Jonson; selected playwrights from Kyd to Webster; selected prose from More to Bacon and Browne. (4)

ENGL 361: Restoration and 18th-Century Literature – LT

Surveys the lively drama, neoclassical poetry, gothic fiction, and early novel of a period marked by religious controversy and philosophical optimism. (4)

ENGL 362: Romantic and Victorian Literature – LT

A survey of the richly varied writers of 19th-century England seen in the context of a rapidly changing social reality—from romantic revolutionaries and dreamers to earnest cultural critics and myth-makers. (4)

ENGL 367: 20th-Century British Literature – LT

A survey of England's literary landscape from the rise of modernism through mid-century reactions to contemporary innovations. (4)

ENGL 371: Studies in American Literature, 1820-1920 – LT

The mutual influence of literary traditions and American culture in idealism, realism, and naturalism. (4)

ENGL 372: 20th-Century American Poetry – LT

Major voices in American poetry from Frost and Eliot, Williams and Pound, through the post-war generation to recent poets. (4)

ENGL 373: 20th-Century American Fiction and Drama – LT

Major authors and forms, both conventional and experimental. (4)

ENGL 374: American Ethnic Literatures – A, LT

Attention to the literatures and popular traditions of America's ethnic communities. Includes African and Asian Americans, Native Americans and Latino/as. (4)

ENGL 387: Topics in Rhetoric, Writing, and Culture

Provides writers with a grounding in Rhetoric, the art of shaping discourse to respond to cultural context and to produce cultural and social effects. Strategies for generating discourse, appealing to audiences, and crafting a style will be studied in light of their historical origins, theoretical assumptions, social and ethical implications, and practical utility. Recommended for writing majors. (4)

ENGL 403: The English Language

Studies in the structure and history of English, with emphasis on syntactical analysis and issues of usage. (4)

ENGL 421: Tutorial in Writing – WR

Guided work in an individual writing project. A plan of study must be approved before the student may register for the course. (1-4)

ENGL 425: Writing on Special Topics – SR, WR

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)

ENGL 427: Imaginative Writing III – SR, WR

An advanced workshop in writing poetry or short fiction. Some attention will be given to procedures for submitting manuscript for publication. For seniors only. (4)

ENGL 428: Seminar: Critical Theory – LT, SR

Issues in literary studies and in rhetorical theory are discussed in

relationship to influential movements such as reader-response, cultural studies, feminism, and deconstruction. Recommended for prospective graduate students. (4)

ENGL 451: Seminar: Author – LT, SR

Concentrated study of the work, life, influence, and critical reputation of a major author in the English-speaking world. The course includes careful attention to the relations of the author to cultural contexts, the framing of critical approaches through literary theory, substantial library research, and a major writing project. (4)

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

Concentrated study of a major literary theme or genre, as it might appear in various periods, authors, and cultures. The course includes careful attention to practical criticism, the framing of critical approaches through literary theory, substantial library research, and a major writing project. (4)

ENGL 491: Independent Studies

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

Environmental Studies

253.535.7556

www.plu.edu/envt

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: Swank, *Chair*; Aune, Bergman, Foley, Garrigan, McKenna, McKenney, Olufs, St. Clair, Teska, Whitman.

MAJOR REQUIREMENTS

36 semester hours, completed with grade of C or higher.

- A. Foundations for Environmental Studies** - four semester hours
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:
- ENVT/GEOS 104: Conservation of Natural Resources
 - ENGL/RELI 239: Environment and Culture

B. Disciplinary Breadth

Students are required to take courses that provide an in-depth study and exposure to environmental issues within disciplines.

1. **The Environment and Science** - eight semester hours
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:
BIOL 116: Introductory Ecology
BIOL 424: Ecology
CHEM 104: Environmental Chemistry
GEOS 334: Hydrogeology
2. **The Environment and Society** - eight semester hours
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:
ECON 111: Principles of Microeconomics: Global and Environmental
ECON 311: Energy and Natural Resource Economics
ECON 313: Environmental Economics
POLS 346: Environmental Politics and Policy
3. **The Environment and Sensibility** - four semester hours
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:
ENGL 234: Environmental Literature
ENGL 324: Free-lance Writing*
RELI 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.

- C. Elective Courses** - four semester hours
Select one course that integrates and applies environmental concepts within a special topic area. This course should be selected in consultation with their program advisor:
ENVT 325 Ecology: Community and Culture in Australia
ENVT 487: Special Topics in Environmental Studies
INTC 241: Energy, Resources, and Pollution
INTC 242: Population, Hunger, and Poverty
or additional approved courses that meet outcomes/objectives
- D. Advanced Integrative Courses** - eight semester hours
All majors must complete the following courses. It is expected that they will have completed all of the other requirements before these final courses.
ENVT 350: Environmental Methods of Investigation
ENVT 499: Capstone: Senior Project

Additional Requirements:

- A minor or major in another discipline.
- An internship is required, either for the capstone project or

- as a separate experience. Students must complete a Learning Agreement and 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.

- A. Environment and Science** - eight semester hours
Select two courses from the following which examine the scientific foundations of environmental problems:
ENVT/GEOS 104: Conservation of Natural Resources
BIOL 116: Introductory Ecology
CHEM 104: Environmental Chemistry

Students majoring in a natural science discipline and who have taken a higher-level Chemistry course (CHEM 120 or above) will be allowed to substitute another course in consultation with the Environmental Studies Committee.

- B. Environment and Society** - four semester hours
Select one course from the following which pursue the study of institutions where environmental perspectives and policies are applied:
ECON 111: Principles of Microeconomics: Global and Environmental
ECON 311: Energy and Natural Resource Economics
ECON 313: Environmental Economics
POLS 346: Environmental Politics and Policy

- C. Environment and Sensibility** - four semester hours
Select one course from the following which examine values, perception, and expression as they relate to environmental issues:
ENGL 234: Environmental Literature
ENGL/RELI 239: Environment and Culture
ENGL 324: Free-lance Writing*
INTC 241: Energy, Resources, and Pollution
RELI 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.

- D. ENVT 350: Environmental Methods of Investigation** - four semester hours

Course Offerings – ENVT

ENVT 104: Conservation of Natural Resources – NS, SM
Principles and problems of public and private stewardship of our resources with specific reference to the Pacific Northwest. (Cross-listed with GEOS 104.) (4)

ENVT 325: Ecology, Community and Culture in Australia
Students live in the community of Crystal Waters, Australia and study permaculture design, participate in community life, and explore Australian cultures and ecosystems. (4)

ENVT 350: Environmental Methods of Investigation
Study of a watershed using and integrating techniques and principles of environmental sciences, political science, economics, and ethics. Includes laboratory. **Prerequisites:** Lines 1-3 completed or consent of instructor.(4)

ENVT 487: Special Topics in Environmental Studies

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

ENVT 491: Independent Studies

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

ENVT 495: Internship in Environmental Studies

An internship with a private or public sector agency, organization, or company involved in environmental issues. By consent of the chair of Environmental Studies only. (4)

ENVT 499: Capstone: Senior Project – SR

An interdisciplinary research project of the student's design that incorporates materials and methods from earlier courses and has a focus reflecting the specific interest of the student. A substantial project and a public presentation of the results are required.

Prerequisite: ENVT 350. (4)

Geosciences

253.535.7563

www.nsci.plu.edu/geos

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

Study in the geosciences requires creativity and the ability to integrate. Geologists observe processes and products in the field and in the laboratory, merge diverse data, develop reasoning skills that apply through geologic time and create and interpret maps. The field goes beyond pure research science, and includes applied topics like the relationships of natural events such as earthquakes and volcanoes with human societies.

The Department of Geosciences recognizes that it is no longer sufficient just to have knowledge of the facts of the field; successful students must have quantitative skills and be able to communicate clearly through writing and speaking. Laboratory experiences are an integral part of all courses. Many courses involve the use of microscopes, including the department's scanning electron microscope. Computers are used in most courses to help students understand fundamental phenomena, obtain current information, and communicate results. Field trips are included in many courses.

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

Geosciences graduates who elect to work after completing a PLU degree are employed by the U.S. Geological Survey, natural

resource companies, governmental agencies, and private-sector geotechnical and environmental consulting firms. Graduates who combine geosciences with education are employed in primary and secondary education.

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

FACULTY: Whitman, *Chair*; Benham, Foley, Lowes, McKenney.

DEGREE OFFERINGS

The Bachelor of Science degree is intended as a pre-professional degree, for students interested in graduate school or working in geosciences. The Bachelor of Arts degree is the minimum preparation appropriate for the field and is best combined with other degree programs, such as majors in social sciences or the minor in Environmental Studies.

The department strongly recommends that all students complete MATH 140 or higher before enrolling in 300-level and higher courses in geosciences. Students should also note that upper-division courses are offered on a two-year cycle. Early declaration of majors or minors in geosciences will facilitate development of individual programs and avoid scheduling conflicts. All courses taken for the major must be completed with a grade of C- or higher.

BACHELOR OF SCIENCE MAJOR - 43 to 44 semester hours in Geosciences; courses to include:

- One course from GEOS 101, 102, 103, 104 or 105
- GEOS 201, 324, 325, 326, 327, 329, 335 and 425
- Plus two courses from GEOS 328, 330, 332, 334 or 350
- One semester hour of GEOS 390 and one in 498
- Two semester hours of GEOS 499

Necessary supporting courses include:

- CHEM 120 or 125
- PHYS 125, 126 (135 and 136 labs) OR PHYS 153, 154 and labs
- MATH 151 and either MATH 152 or CSCE 120
- At least one additional CHEM course is recommended for preparation for graduate school
- BIOL 323 and additional courses are recommended when paleontology is a major interest

BACHELOR OF ARTS MAJOR - 32 semester hours in Geosciences courses include:

- GEOS 201
- Plus at least two lower-division from GEOS 101, 102, 103, 104, 105
- Eight semester hours from GEOS 324, 325, 326, 327, 329
- Eight semester hours from GEOS 328, 330, 332, 334, 335, 350
- One semester hour of GEOS 390
- One semester hour of GEOS 498
- Two semester hours of GEOS 499
- GEOS 425 recommended
- Required supporting courses include: CHEM 104, 120 or 125
- Options reflect a student's interests and are discussed with an advisor

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: GEOS 201 and at least three upper division courses (a minimum of eight upper-division semester hours).

DEPARTMENTAL HONORS

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

- A. **Course work:** The grade point average in geoscience courses must be at least 3.50.
- B. **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.
- C. **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.
- D. **Other activities:** Positive considerations for honors include involvement in the department, doing independent research, geoscience-related employment, and participation in professional organizations.

Course Offerings – GEOS

<i>Fall</i>	GEOS 101, 102, 103, 104, 326, 327, 330, 332, 335, 498
<i>January Term</i>	GEOS 103, 334,
<i>Spring</i>	GEOS 102, 103, 104, 201, 324, 325, 328, 329, 350, 499
<i>Summer</i>	GEOS 102
<i>Alternate Years</i>	GEOS 324, 325, 326, 327, 328, 329, 330, 332, 334, 335, 350

GEOS 101: Our Changing Planet – NS, SM

Exploration of earth systems, including cycles in and connections among the lithosphere, hydrosphere, atmosphere and biosphere. Discussion of changes in and human impacts to these systems that have taken place through time. Includes labs and field trips. (4)

GEOS 102: General Oceanography – NS, SM

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

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

Study of the geologic environment and its relationship to humans, with emphasis on geologic features and processes that create hazards when encroached upon by human activity, including earthquakes, volcanic eruptions, landslides and avalanches, and solutions to problems created by these hazards. Includes labs and field trips. (4)

GEOS 104: Conservation of Natural Resources – NS, SM

Principles and problems of public and private stewardship of our resources with special reference to the Pacific Northwest. Includes labs and field trips. (Cross-listed with ENVF 104.) (4)

GEOS 105: Meteorology – NS, SM

A full, balanced, and up-to-date coverage of the basic principles of meteorology. Examination of the impacts of severe weather on humans and the environment. Includes labs. (4)

GEOS 201: Geologic Principles – NS, SM

A survey of geologic processes as they apply to the evolution of the North American continent, including the interaction of humans with their geologic environment. Students participate actively in classes that integrate laboratory and field study of rocks, minerals, fossils, maps and environmental aspects of geology and emphasize developing basic skills of geologic inquiry. This course meets state education certification requirements for content in physical and historical geology. Includes labs and field trips. (4)

GEOS 324: Igneous Petrology – NS, SM

Applied and theoretical study of the genesis, nature, and distribution of igneous rocks, at microscopic to global scales. Includes labs. **Prerequisites:** 201, 326, or consent of instructor. (2)

GEOS 325: Structural Geology – NS, SM

The form and spatial relationships of various rock masses and an introduction to rock deformation; consideration of basic processes to understand mountain building and continental formation; laboratory emphasizes practical techniques which enable students to analyze regional structural patterns. Includes labs. **Prerequisite:** 201 or consent of instructor. (4)

GEOS 326: Optical Mineralogy – NS, SM

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:** 201 or consent of instructor. (2)

GEOS 327: Stratigraphy and Sedimentation – NS, SM

Formational principles of surface-accumulated rocks, and their incorporation in the stratigraphic record. This subject is basic to field mapping and structural interpretation. Includes labs. **Prerequisite:** 201 or consent of instructor. (4)

GEOS 328: Paleontology – NS, SM

A systematic study of the fossil record, combining principles of evolutionary development, paleohabitats and preservation, with practical experience of specimen identification. Includes labs. **Prerequisite:** 201 or consent of instructor. (4)

GEOS 329: Metamorphic Petrology – NS, SM

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:** 201, 326 or consent of instructor. (2)

GEOS 330: Maps: Images of the Earth – NS, SM

Maps as a basic tool for communicating spatial information. An introduction to cartographic principles, processes and problems, with emphasis on selection, presentation and interpretation of information. Includes discussions of topographic maps, Global Positioning Systems, digital maps, remotely sensed images and aerial photographs. Includes labs. **Prerequisite:** previous science (geosciences preferred) or consent of instructor. (4)

GEOS 332: Geomorphology

Study of the processes that shape the Earth's surface with emphasis on the effects of rock type, geologic structure, and climate on the formation and evolution of landforms. Includes labs. **Prerequisite:** 201 or consent of instructor. (4)

GEOS 334: Hydrogeology – NS, SM

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

GEOS 335: Geophysics – NS, SM

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:** 201, one semester of calculus, physics (high-school-level or above), or consent of instructor. (4)

GEOS 350: Marine Geology – NS, SM

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, or 201, or consent of instructor. (4)

GEOS 390: Field Trip – NS

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:** 201 or consent of instructor (300- level geology courses preferred). (1)

GEOS 425: Geologic Field Mapping – NS, SM

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. (5)

GEOS 491: Independent Studies

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

GEOS 497: Research

Experimental or theoretical investigation, in close cooperation with a faculty member. Open to upper-division students. (1-4)

GEOS 498: Seminar – NS

Selected topics in geosciences based on literature and/or original research. (1)

GEOS 499: Capstone: Seminar – SR

Senior experience in library or laboratory research and career-integrating seminar, including presentation of research results. (2)

Global Education Opportunities

253.535.7577

www.plu.edu/~wangctr

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

Both on- and off-campus opportunities abound. Academic majors and minors provide on-campus study of global issues such as development, global resources and trade, and human rights as well as specific cultures and societies. Departmental courses and multidisciplinary programs are described in detail in their respective sections of this catalog. Please note among others the offerings in anthropology, history, international business (under business), languages and literatures, political science, and the following multidisciplinary programs: the Americas, Chinese studies, environmental studies, global studies, and Scandinavian studies.

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

PLU PROGRAMS

January Term

Every January a wide variety of off-campus courses led by PLU faculty take students to destinations ranging from Neah Bay to New Zealand. Approximately 300 students participate annually in these intensive learning experiences. The application process occurs during the preceding spring semester, with remaining openings filled during summer and early fall. See the Wang Center Web site for current offerings.

Semester in China at Sichuan University

The curriculum is centered around Mandarin Chinese and Chinese language and Chinese cultural courses. By advance arrangement, students can add business, economics, and global studies courses or arrange to spend the full year at Sichuan University. Extensive study tours are included. Prior Chinese language study is helpful but not required. Students earn up to 16 semester hours.

Semester in Norway at Hedmark University College

Contemporary Challenges in the Global Community: Norway's Approach: In this multidisciplinary program, students engage in study of Norway's approach to contemporary world challenges to a just, healthy, sustainable and peaceful world. The program includes both classroom and field study components that offer students an in-depth comparative study of their own discipline from a Norwegian perspective. Following an introductory course on contemporary Norway culture and society, students choose a four-week course that addresses one of the following topics:

- Conflict resolution and the role of media and communication
- Democracy and development in a cross-cultural perspective
- Language and literature in the formation of cultural identity

- Religion in multicultural society
- Responsible management of natural resources
- Traditional and contemporary Norwegian music

A field study and final research paper allow for independent research, analysis and reflection on a topic related to the student's academic area. The language of instruction is English. The program is open to all majors, upon consultation with the major advisor.

Semester in Oaxaca, Mexico

Designed for advanced Spanish language students with an interest in Latin American studies, this program explores the intersection of development, culture and social change. Courses include anthropology, third world development and Spanish language. Student learning is deepened through home stays, educational excursions to archeological sites and national parks, visits with local artisans and the opportunity for academic internships. *Prerequisites:* completion of Spanish 202 (303 preferred). Students earn up to 16 semester hours.

Semester in Trinidad at the University of West Indies

January Term and spring semester (January to mid-May) in Trinidad provide students a unique opportunity to explore the island and learn about the varied heritages of this multicultural society. During January a PLU faculty member accompanies the group to Trinidad and teaches one course, which varies from year to year. From February to mid-May students take the core course, Caribbean Culture and Society, and choose two additional courses from the regular course offerings at the University of the West Indies. Students earn up to 18 semester hours.

Semester in Granada, Spain and Semester in London, England

Through PLU's partnership in the Independent Liberal Arts Colleges Abroad (ILACA), a consortium of Pacific Northwest colleges, these programs provide opportunities for Spanish language and culture study in Granada and study of history, political science, literature, theatre and the arts in London. A faculty director from one of the colleges accompanies each student group.

Semester in Tanzania

In a consortium 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.

Sponsored Programs

PLU has agreements with the following international program providers and awards academic credit for approved locations. Check with the Wang Center for International Programs for details:

- Association of New American Colleges Study Abroad (ANACSA)
- American Institute for Foreign Study (AIFS)
- Center for Global Education (Augsburg College)

- CIEE
- College Year in Athens
- Denmark's International Studies (DIS)
- Institute for Central American Development (ICADS)
- Institute for Study Abroad (Butler University)
- Institute for International Education of Students (IES)
- School for Field Studies (SFS)
- School for International Training (SIT)
- International Partnership for Service Learning (IPSL)

Other Programs

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

Application Process

Applications for off-campus study must be pre-approved by the university. Students submit to the Wang Center for International Programs by the relevant deadline the completed application materials, which include, but are not limited to, an official transcript and letters of recommendation. Consult the Wang Center for application requirements and deadlines.

Grading Policy and Credits

Students participating on approved study abroad programs receive PLU credit and letter grades for their coursework.

Courses, credits and grades are recorded on the PLU transcript. However, study abroad grades are only calculated into the PLU G.P.A. for courses taught by PLU faculty and for students graduating with honors and in the School of Business. Study abroad courses are not pass/fail. Letter grades are recorded and may be an important record for graduate school applications.

Program Costs and Financial Aid

Students eligible for state and federal financial aid may transfer their aid awards (with the exception of work study) to their student accounts for PLU approved programs. Students may also apply their university grants and scholarships as well as government loans on selected programs. Tuition exchange benefits do not apply to study abroad. See the Wang Center for International Programs Web site for detailed information on off-campus study costs and financial aid applicability.

Global Studies

253.535.7132

www.plu.edu/~glst

The Global Studies Program aims to encourage and enable students to achieve global literacy defined as a multidisciplinary approach to contending perspectives on global problems, their historical origins, and their possible solutions. To this end, the Global Studies program offers courses and experiences designed to equip students with the factual knowledge and analytical skills necessary to comprehend, and engage with, foundational questions of global analysis (e.g., the commonalities and variations between human cultures), identifiable global themes (e.g., war and peace, economic development, globalization and trade, environmental sustainability), and the specifics of particular contemporary global problems (e.g., regional conflicts, weapons proliferation, environmental degradation, movement for political integration and autonomy, the AIDS crisis).

COURSE OF STUDY

Students electing the Global Studies major are required to declare a primary major before they declare a Global Studies major. No more than two courses (eight semester hours) can be taken in any one discipline to fulfill the requirements for the issue concentration for the Global Studies major. In addition, students may not apply more than two courses (eight semester hours) from each other major or minor.

FACULTY: The Global Studies Committee administers this program: St. Clair, *Chair*, Cotten, Crawford, Hames, Klein, Manfredi, Martinez-Carbajo.

MAJOR REQUIREMENTS

A. Global Studies Core - 16 semester hours

1. ANTH/HIST/POLS 210: Global Perspectives - The World in Change (4)
2. Select two courses from the following three:
 - ANTH/HIST/POLS 210: Global Perspectives - The World in Change (4)
 - ECON 111: Principles of Microeconomics: Global and Environmental (4)
 - HIST 215: Modern World History (4)
3. GLST 499: Research Seminar (four semester hours)

B. Issue Area Concentrations - 16 semester hours

Four courses must be taken from one of the five concentrations outlined below. At least three of the four courses counted toward a concentration must be at the 300 level or higher.

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. Off-Campus Study Component

Majors are required to participate in an off-campus study program overseas. While abroad students must earn eight semester hours of credit related to the global studies core or the student's global studies concentration. At least four credits must be related directly to the student's global studies concentration. For example, this study abroad requirement could be met by taking two appropriate J-term courses, or by eight semester hours of appropriate coursework taken during a semester abroad. Language study coursework does not necessarily count for this requirement; coursework must deal with the contemporary world and its issues. Obtaining pre-approval for credit is encouraged. Local internships related to an area concentration and involving a cross-cultural setting may be allowed in exceptional circumstances. The Global Studies chair must approve exceptions.

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 GLST 499.

MINOR REQUIREMENTS - 20 semester hours

1. ANTH/HIST/POLS 210: Global Perspectives - The World in Change (four semester hours)
2. Select two courses from the following three:
 - ANTH/HIST/POLS 210: Global Perspectives - The World in Change (4)
 - ECON 111: Principles of Microeconomics: Global and Environmental (4)
 - HIST 215: Modern World History (4)
3. Three courses in one concentration, at least two must be at the 300 level or higher.

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

Students must take at least four credit hours of study abroad coursework related to the contemporary world and its issues. For example, one appropriate January Term (J-Term) course that would apply toward the student's concentration.

CONCENTRATIONS*

A. Development and Social Justice

Courses:

- ECON 333: Economic Development: Comparative Third World Strategies (4)
- ENGL 233: Post-Colonial Literature (4)
- HIST 335: Central America and the Caribbean: History and Development (4)
- HIST 340: Modern Japan (4)
- INTC 244: Post-Colonial Issues (4)
- INTC 245: History and Perspectives on Development (4)
- POLS 380: Politics of Global Development (4)
- SOCI 362: Families in the Americas (4)
- SPAN 301: Advanced Grammar and Composition (when crosslisted with International Core)(4)
- SPAN 322: Latin American Culture and Civilization (4)

B. Responses to International Violence and Conflict

Courses:

- ANTH 375: Law, Politics, and Revolution (4)
- COMA 304: Intercultural Communication (4)
- COMA 340: Conflict and Communication (4)
- INTC 326: Quest for Global Justice (4)
- POLS 331: International Relations (4)
- POLS 332: International Conflict Resolution (4)
- POLS 431: Advanced International Relations (4)
- RELI 230: Religion and Culture (When the topic is: Religion, Violence and Colonialism) (4)

C. World Health

Courses:

- ANTH 380: Sickness, Madness, Health (4)
- ECON 323: Health Economics (4)
- INTC 242: Population, Hunter, and Poverty (4)
- PHED 362: Healing Arts(4)
- RELI 230: Religion and Culture (When the topic is: Religion, Healing, and the Body)(4)

D. Globalization and Trade

1. Courses:

- ANTH 377: Money, Power and Exchange (4)

- BUSA 201: Value Creation in the Global Environment (4)
- COMA 393: Communication Abroad: Studies in Culture (4)
- ECON 331: International Economics (4)
- POLS 347: Political Economy (4)
- POLS 381: Comparative Legal Systems (4)
- POLS 383: Modern European Politics (4)

E. Transnational Movements and Cultural Diversity Courses:

- ANTH 330: Native North Americans (4)
- ANTH 360: Ethnic Groups (4)
- ANTH 387: Special Topics in Anthropology (When the topic is: First Nations) (4)
- ENGL 232: Women Writers of the Americas (4)
- ENGL 343: Voices of Diversity: Post-Colonial Literature and Theory (4)
- FREN 221: French Literature and Films of the Americas (4)
- FREN 301: Advanced Grammar and Composition (When crosslisted with the International Core)(4)
- GERM 301: Advanced Grammar and Composition (When crosslisted with the International Core) (4)
- HIST 344: Andean History (4)
- PSYC 335: Cultural Psychology (4)
- SPAN 341: Latino Experience in the US (4)
- RELI 227: Christian Theology (When the topic is: Theologies of Liberation and Democracy) (4)
- RELI 230: Religion and Culture (When the topic is: Religion and Culture in Indian Country) (4)

Students may petition the Chair of Global Studies for the inclusion of courses that meet issue concentration requirements but that are not taught regularly enough to be listed here.

Course Offerings - GLST

GLST 495: Internship

A project, usually undertaken during a study-abroad experience and supervised by a PLU faculty member, that combines field experience, research, and writing on issues related to the student's issue concentration in Global Studies. Local internships that involve transnational issues and constituencies will also be considered. Prerequisite: prior consent of the chair of the Global Studies Committee and of the supervising PLU faculty member. (4)

GLST 499: Capstone: Research Seminar - SR

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

History

253.535.7595
www.plu.edu/history

Through the study of history at Pacific Lutheran University students gain an understanding and appreciation of the historical perspective. Opportunities for developing analytical and interpretative skills are provided through research and writing

projects, internships, class presentations, and study tours. The practice of the historical method leads students off campus to their hometowns, to Europe or China or the American West, and to community institutions, both private and public. The department emphasizes individual advising in relation to both self-directed studies and regular courses. The university library holdings include significant collections in American, European, and non-Western history. Career outlets for majors and minors are either direct or supportive in business law, teaching, public service, news media, and other occupations.

FACULTY: Ericksen, *Chair*; Benson, Brownell, Carp, Halvorson, Hames, Kraig, Sobania.

BACHELOR OF ARTS MAJOR

Minimum of 32 semester hours, including:

- Four semester hours - American field
- Four semester hours - European field
- Four semester hours - non-Western field.

Students are expected to work closely with the department's faculty advisors to insure the most personalized programs and instruction possible.

Majors are urged to meet the foreign language requirement of the College of Arts and Sciences under either Option I or Option II.

Those majors who are preparing for public school teaching can meet the state history requirement by enrolling in History 460.

All majors are required to take four semester hours of historical methods and research and four semester hours of seminar credit. Completion of the seminar course satisfies the core requirement for a senior seminar/project.

For the major at least 16 semester hours must be completed at PLU, including HIST 301 and 494 or 496 or 497.

MINOR

- 20 semester hours with a minimum of 12 from courses numbered above 300.
- The minor in history emphasizes a program focus and a program plan, which is arranged by the student in consultation with a departmental advisor.
- For the minor at least 12 semester hours must be completed at PLU, including eight of upper-division courses.

BACHELOR OF ARTS IN EDUCATION

See *School of Education*.

Course Offerings – HIST

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

American Field	HIST 251, 252, 253, 294, 305, 352, 355, 356, 357, 359, 381, 451, 460, 461, 471, 494
European Field	HIST 107, 108, 321, 322, 323, 324, 325, 328, 329, 332, 334, 360, 364, 497
Non-Western Field	HIST 109, 205, 210, 215, 220, 231, 310, 335, 336, 337, 338, 339, 340, 344, 380, 496
All Fields	HIST 301, 401, 491, 495

HIST 107: History of Western Civilization – S1

Analysis of institutions and ideas of selected civilizations. Mesopotamia, Egypt, the Hebrews, Greece, Rome, the rise of Christianity, and Medieval Europe. (4)

HIST 108: History of Western Civilization – S1

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

HIST 109: East Asian Societies – C, S1

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)

HIST 205: Islamic Middle East to 1945 – C, S1

An introductory survey course on the history of the Middle East from the time of Muhammad in the 7th century through World War II. (4)

HIST 210: Global Perspectives: The World in Change – C, S1

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-listed with ANTH 210 and POLS 210, students may receive history credit only when this course is registered as a history class.) (4)

HIST 215: Modern World History – C, S1

Surveys major features of the principal existing civilizations of the world since 1450: East Asia, India and southern Asia, the Middle East, Eastern Europe, Western civilization, sub-Saharan Africa, and Latin America. (4)

HIST 220: Modern Latin American History – C, S1

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

HIST 231: World War Two in China and Japan, 1931-1945 – C, S1

An introduction to the experience of World War II on the home front in East Asia. What happened in China and Japan during the war years? How were the Chinese and Japanese people mobilized for war, how did they survive the atrocities, and how did the widespread use of martial violence affect the development of East Asian societies, cultures, and politics? These are some of the questions that will be considered as we reconstruct the history of World War II in China and Japan through a variety of media including memoirs, films, scholarly works and contemporary literature. (4)

HIST 232: Tibet in Fact and Fiction - C, S1

The history of Tibet, emphasizing Tibet's relationship with China and the West. How have outsiders imagined Tibet, and how have stereotypes affected international relationships? Students will explore the present crisis stemming from China's occupation of Tibet, and also confront the powers of myth, the emergence of China as a world power, and the agonies of globalization. (4)

HIST 251: Colonial American History – S1

The history of what became the United States, from the settlement of America to the election of Thomas Jefferson as the third President of the United States in 1800. It will pay particular attention to three periods - the years of settlement, the

era of adjustment to an imperial system around the turn of the 18th century, and the revolt against that system in the second half of the 18th century, which culminated in the creation of the American union. Emphasizes certain themes: the origins of racism and slavery, the course of the religious impulse in an increasingly secularized society, and finally, the ideological and constitutional transition from royal government and the rights of Englishmen to republicanism, and popular sovereignty. (4)

HIST 252: 19th-Century American History – S1

From Jefferson to Theodore Roosevelt; interpretation of era from social, political, economic, and biographical viewpoints. (4)

HIST 253: 20th-Century American History – S1

Trends and events in domestic and foreign affairs since 1900; affluence, urban growth, and social contrasts. (4)

HIST 294: The United States Since 1945 – S1

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 first-year students and sophomores. (4)

HIST 301: Introduction to Historical Methods and Research – S1

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)

HIST 305: Slavery in the Americas – A, S1

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)

HIST 310: Contemporary Japan – S1

Major domestic, political, economic, and socio-cultural developments since 1945. Special attention given to U.S.-Japan interactions. (4)

HIST 321: Greek Civilization – S1

The political, social, and cultural history of Ancient Greece from the Bronze Age to the Hellenistic period. Special attention to the literature, art, and intellectual history of the Greeks. (Cross-listed with CLAS 321) (4)

HIST 322: Roman Civilization – S1

The history of Rome from the foundation of the city to CE 337, the death of Constantine. Emphasis on Rome's expansion over the Mediterranean and on its constitutional history. Attention to the rise of Christianity within a Greco-Roman context. (Cross-listed with CLAS 322) (4)

HIST 323: The Middle Ages – S1

Europe from the disintegration of the Roman Empire to 1300; reading and research in medieval materials. (4)

HIST 324: Renaissance – S1

Europe in an age of transition - 1300 to 1500. (4)

HIST 325: Reformation – S1

Political and religious crises in the 16th century: Lutheranism, Zwinglianism, Anglicanism, Anabaptism, Calvinism, Roman Catholic reform; Weber thesis, the beginnings of Baroque arts. (4)

HIST 327: The Vikings – S1

The world of the Vikings; territorial expansion; interaction of the Vikings with the rest of Europe. (Cross-listed with SCAN 327.) (4)

HIST 328: 19th-Century Europe – S1

The expansion of European civilization from 1800 to 1914. (4)

HIST 329: Europe and the World Wars: 1914–1945 – S1

World War I; revolution and return to "normalcy;" depression and the rise of fascism; World War II. (4)

HIST 332: England: Tudors and Stuarts – S1

Political, social, economic, legal, and cultural developments. (4)

HIST 334: Modern Germany, 1848–1945 – S1

The Revolutions of 1848 and unification of Germany; Bismarckian and Wilhelminian empires; Weimar Republic and the rise of National Socialism; the Third Reich. (4)

HIST 335: Latin American History: Central America & the Caribbean – C, S1

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)

HIST 336: Southern Africa – C, S1

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)

HIST 337: The History of Mexico – C, S1

The political, economic, social, and cultural changes that have taken place in Mexico from 1350 to the present. (4)

HIST 338: Modern China – C, S1

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)

HIST 339: Revolutionary China – C, S1

Beginning in 1911, an examination of the course of the Chinese revolution, China's liberation, and the changes since 1949. (4)

HIST 340: Modern Japan – C, S1

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)

HIST 344: The Andes in Latin American History – C, S1

The history of the Andean countries (Peru, Bolivia, Equator) from the 15th through the 20th centuries. (4)

HIST 352: The American Revolution – S1

Study of the era of the American Revolution from the end of the Seven Year's War in 1763 through Thomas Jefferson's defeat of

John Adams in 1800. Focuses on both American and British political, social, economic, and ideological conflicts that brought on the Revolution: the military strategy and tactics that won the war for the Americans and lost it for the British; the making of the Constitution and the opposition to it; and the challenges that faced the American people living in the new Republic. (4)

HIST 355: American Popular Culture – S1

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. (4)

HIST 356: American Diplomatic History – S1

The practice, function, and structure of American foreign policy with particular emphasis on the twentieth century. (4)

HIST 357: African American History – A, S1

Experiences, struggles, ideas, and contributions of African-Americans as they developed within and strongly shaped the course of U.S. (and global) history. It focuses simultaneously on major social and legal issues like slavery or Jim Crow segregation and African-Americans' actions and identities framed in the context of systemic white supremacy. It also examines and evaluates aspects of daily life and personal experiences and expressions of individual African-Americans between the 17th century and contemporary times. (4)

HIST 359: History of Women in the United States – A, S1

A focused, thematic examination of issues and evidence related to women's experiences from the colonial period to the present. (4)

HIST 360: Holocaust: Destruction of the European Jews – A, S1

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)

HIST 364: England and the Second World War – S1

This course will consider England's entry into the war, the evacuation from Dunkirk, the Battle of Britain, the arrival of American troops, the air war, the invasion of Normandy, and the implications of the Holocaust, especially in terms of the Kindertransport of Jewish children to safety in England. (4)

HIST 370: Environmental History of the United States – S1

An investigation of the complex interrelationship between people and their environment. (4)

HIST 380: Asian American History and Culture – A, S1

Surveys the experiences, struggles, ideas, and contributions of Asian American and Pacific Islander (API) people within the context of U.S. history. It strongly focuses on API history in the three coastal states of the U.S. West (including Washington State), but includes attention to API people in other regions. Central themes include economic exploitation and contributions of API people, cultural and social connections to Asia and the Pacific that API people shaped, racism and discrimination against API people, legal studies of API people, and recent social and political issues central to API people in the U.S. (4)

HIST 381: The Vietnam War and American Society – S1

Through the lectures, assigned readings, films and discussions, the course will explore the Vietnam War from the perspectives of the North and South Vietnamese, American elected officials in Washington, D.C., John Q. Public watching the war every night on TV, and the average GI fighting in the highlands and jungle. The lectures are designed to provide an explanation of the origins and development of American involvement in Vietnam from President Eisenhower's decision to support the French to President Nixon's Vietnamization policy and the peace negotiations. They will also examine the consequences and legacy of America's involvement in Vietnam. (4)

HIST 401: Workshops – S1

Workshops in special fields for varying periods of time. (1–4)

HIST 451: American Legal History – S1

Dimensions of American law as it relates to changing historical periods. (4)

HIST 460: West and Northwest – A, S1

The American West in the 19th and 20th centuries. Frontier and regional perspectives. Interpretive, illustrative history, and opportunities for off-campus research. (4)

HIST 461: History of the West and Northwest – S1

A direct, individualized study in one's hometown in the West or Northwest. (4)

HIST 471: History of American Thought and Culture – S1

The history of American thought and culture from 1607 to the present by carefully reading a number of texts and emphasizing trends in religious, political, intellectual, and social thought. It will focus on Protestantism and Calvinism, the Enlightenment and republicanism, revivalism and reform, democracy and slavery, Social Darwinism, pragmatism, Black social and political thought, Progressivism, the New Deal, and women's liberation. It will investigate such topics as man's relationship to God, the Protestant work ethic and the success myth, human nature, anti-intellectualism, America's place in the world, power, slavery, and democracy. (4)

HIST 491: Independent Studies (1–4)

HIST 494: Seminar: American History – S1, SR

Prerequisite: HIST 301. (4)

HIST 495: Internship

A research and writing project in connection with a student's approved off-campus work or travel activity, or a dimension of it. **Prerequisite:** sophomore standing plus one course in history, and consent of the department. (1–6)

HIST 496: Seminar: The Third World – C, S1, SR

This research seminar alternates its focus from East Asia one year to the Caribbean/Latin America the next. **Prerequisite:** HIST 301. (4)

HIST 497: Seminar: European History – S1, SR

Prerequisite: HIST 301. (4)

Humanities, Division of

253.535.7321
www.plu.edu/~huma

The Humanities faculty at Pacific Lutheran University are excellent teachers and scholars who model the possibilities of the life of the mind. The Humanities cultivates an intellectual and imaginative connection between a living past, embodied in the diverse array of cultural traditions, and the global challenges of our contemporary world.

The Division of Humanities at PLU invites students to develop critical and flexible minds as part of their becoming persons of commitment, vision, and action in the world. Drawing on the rich traditions of religion, philosophy, languages and literatures, students and faculty work together to explore complex perspectives on a variety of human concerns. Students in the Humanities are encouraged to develop the critical and reflective ability to:

- embrace complexity and ambiguity
- engage other peoples and perspectives
- appreciate the living past in the present and future
- engage traditions creatively and critically
- link theory and practice, and the public with the private
- seek connections among diverse cultures and academic disciplines
- understand themselves and consider what makes life worth living

In short, study in the Humanities teaches ways of living, thinking, and being in the world. It helps students to situate their beliefs within a wider frame of reference and to understand and critically analyze assumptions, traditions, truths, and histories. Study in the Humanities assists students to see their responsibility for the quality of the lives they lead. It challenges students to realize the importance of participating in a larger and broader service to the common good.

FACULTY: Oakman, *Dean*; faculty members of the Departments of English, Languages and Literatures, Philosophy, and Religion.

As a division within the College of Arts and Sciences, the Division of Humanities offers programs in each constituent department leading to the BA degree. Course offerings and degree requirements are listed under:

- **ENGLISH**
- **LANGUAGES AND LITERATURES**
- **PHILOSOPHY**
- **RELIGION**

Committed to the interdisciplinary nature of knowledge, the Humanities supports and participates in the following programs: Chinese Studies, Classics, Environmental Studies, Global Studies, 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

253.535.7619

Supervised by the Faculty Council for Individualized Majors, this program offers junior and senior students the opportunity to develop and complete a personally designed, interdisciplinary, liberal arts major. The course of study culminates in a senior thesis, to be agreed on by the council, the student, and his or her advisor.

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

Admission to the Individualized Program

Admission to the program is granted by the council on the basis of a detailed plan of study, proposed and written by the student, and submitted to the council any time after the beginning of the second semester of the student's sophomore year. The proposal must outline a complete plan of study for the time remaining until the granting of a degree. Study plans may include any of the traditional elements from a standard BA or BS 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 BA degree with Special Honors.

STUDY PROPOSALS

Study proposals must include the following:

- A. 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.
- B. 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.
- C. 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.
- D. 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.
- E. Letters of Recommendation**. The study proposal must be written in close consultation with the chair of the Faculty Council for Individualized Majors and with a faculty member who agrees to act as primary sponsor and advisor to the student throughout the course of study. The faculty sponsor must comment on the feasibility of the proposal and on the student's ability to carry it out. It is strongly recommended that a secondary faculty sponsor be asked to co-sponsor and endorse the proposal.

All subsequent changes in the study plan or the senior thesis must be submitted in writing to the Faculty Council for Individualized Majors for approval.

Further information is available from the Academic Advising Office.

International Core: Integrated Studies of the Contemporary World

253.535.7630

www.plu.edu/~intlcore

The International Core: Integrated Studies of the Contemporary World is designed as an alternative way to satisfy core curriculum requirements. Consisting of interdisciplinary and some team-taught courses, the program explores contemporary issues and their historical foundations using an integrated approach. The program stresses critical thinking and writing.

FACULTY: Selected from disciplines including Anthropology, Art, Biology, Earth Sciences, Education, English, History, Languages, Philosophy, Political Science, Religion, and Sociology.

INTERNATIONAL CORE COMMITTEE: R. Brown, *Chair*; Alexander, Byrnes, Grigson, Grosvenor, Halvorson, Torvend.

INTERNATIONAL CORE REQUIREMENTS:

- Seven courses, 28 semester hours distributed as follows:

A. International Core III-112: Origins of the Contemporary World (eight semester hours)
Normally taken in the first year. Explores from a global perspective the historical roots of contemporary values and traditions.

B. Four 200-level International Core courses (16 semester hours)
Normally taken in the second and third years. May include one 301 modern language course (Chinese, French, German, Norwegian, Spanish) designed for INTC credit and/or one study abroad course, subject to the chair's approval.

10 - 11 semester hours of the following 200-level courses, or similar new courses, are offered each year:

- INTC 221: The Experience of War
- INTC 222: Prospects for War and Peace
- INTC 231: Gender, Sexuality, and Culture
- INTC 232: Topics in Gender
- INTC 233: Imaging the Self
- INTC 234: Imaging the World
- INTC 241: Energy, Resources, and Pollution
- INTC 242: Population, Hunger, and Poverty
- INTC 243: Conservation and Sustainable Development
- INTC 244: Post Colonial Issues
- INTC 245: History and Perspectives on Development
- INTC 246: Cases in Development (usually J-Term abroad)
- INTC 247: Cultures of Racism
- INTC 248: Twentieth Century Mass Movements

C. One 300-level course (four semester hours) normally taken after or with the last 200-level course.

- INTC 326: The Quest for Global Justice: Systems and Reality

POLICIES AND GUIDELINES FOR CORE II:

To acquire a common background, International Core/Core II students usually take the required INTC 111-112 sequence in

their first year, before taking 200-level courses. Exceptions can be made for transfer students or for students who shift from Core I.

Students in the International Core are strongly encouraged to study abroad. With prior approval, an appropriate course abroad may take the place of one of the 200-level International Core courses.

All International Core courses are open to Core I students as space is available. (Core II students have priority in enrollment.)

Course Offerings – INTC

INTC 111: Authority and Discovery – I1

Considers 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. (4)

INTC 112: Liberty and Power – I1

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. (4)

INTC 221: The Experience of War – I2

An international survey of 20th-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)

INTC 222: Prospects for War and Peace – I2

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. (4)

INTC 231: Gender, Sexuality, and Culture – A, I2

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)

INTC 232: Topics in Gender – I2

Current topics in gender studies with selected comparative examples from international contexts. (4)

INTC 233: Imaging the Self – I2

A series of exercises in the visual and literary arts drawn from different world cultures that reveal how the self is discovered and constructed through images, dreams, costumes, and songs. (4)

INTC 234: Imaging the World – I2

An exploration of how humans in different parts of the world perceive, interpret, and shape their own worlds. (4)

INTC 241: Energy, Resources, and Pollution – I2

Considers worldwide usage of energy and natural resources, and the degradation caused by pollution using scientific, social scientific, and ethical approaches. (4)

INTC 242: Population, Hunger, and Poverty – I2

Examines population growth, food supply, and poverty as they relate to global environmental problems. (4)

INTC 243: Conservation and Sustainable Development - I2, SM

An examination of the relationships among people, natural resources, conservation and sustainable development in a global society. Comparative studies about how historical, political, societal, economic, biological, and political factors affect contemporary resource management and policy. Laboratories, set within the context of conservation biology, include computer simulations and field studies. (4)

INTC 244: Post-Colonial Issues - I2

Explores post-colonial issues such as political instability, relationships to land, media and publications procedures and access, development of racial stereotypes, and formation of national identity in selected regions of the world. (4)

INTC 245: History and Perspectives on Development - C, I2

Traces the origins, models, perspectives, and contexts in interpreting this phenomenon. (4)

INTC 246: Cases in Development - C, I2

How people in the Developing World think and act to bring about social change, and the value they give it is the focus in this course that is generally taught abroad. (4)

INTC 247: The Cultures of Racism - A, I2

Examines different forms of racism and their manifestations in two countries with troubled histories such as the United States of America and the Republic of South Africa. (4)

INTC 248: Twentieth Century Mass Movements - I2

Uses a comparative approach to study the histories of ideological and religious movements occurring during and after World War II. Potential examples for investigation include the Nazi persecution and extermination of European Jews and related Christian resistance, the American civil rights movement, and recent popular movements in Africa. (4)

INTC 326: The Quest for Global Justice: Systems and Reality - I3

Uses systems (holistic) models to comprehend the search for justice by humankind in the past, in the present, and for the future (4)

Languages and Literatures

253.535.7678

www.plu.edu/lang

In depth understanding of world cultures and an ability to speak languages other than one's own are increasing demand in today's competitive workplace. These skills are viewed as essential to successful leadership and full participation in the integrated yet culturally diverse world of the twenty-first century. The study of languages and literatures at PLU is a serious academic enterprise as well as an exciting and dynamic cross-cultural adventure. While advancing their proficiency in a language, students develop critical and aesthetic sensibilities in addition to highly sought after cross-cultural skills and experience. Additionally, students develop an enhanced appreciation of their own language and cultural history. All students of languages are strongly encouraged to participate in one of the numerous study abroad courses offered during the January term as well as fall and spring semester programs. For further information, see the Global

Education Opportunities section in this catalog or visit the Wang Center for International Program's Study Away Catalog.

The department offers a wide range of courses, not only in languages at all levels, but also in cultures, literatures, and linguistics, both in the original language and in English translation. Instruction is also given in American Sign Language.

FACULTY: T. Williams, *Chair*; C. Berguson, R. Brown, E. Davidson, Holmgren (on leave 2005-6), M. Jensen, K. Christensen, A. Lange, M. Lightner, P. Manfredi, P. Martinez-Carabajo, E. Nelson, C. Palerm, J. Predmore, R. Snee, T. Storfjell, B. Yaden; assisted by L. Curtis, J. Li, and P. Loucas.

COURSES THAT MEET CORE I REQUIREMENTS**Literature Requirement - LT**

All departmental literature courses, offered both in the original language and in English translation, meet this requirement.

Perspectives on Diversity, Cross-Cultural Perspectives - C

All language courses numbered 201 and above (two semesters), CHIN 371, FREN 341, and LANG 272 meet this requirement, as well as * all first-year courses of a foreign language (excluding American Sign Language, see section below on "Alternative Perspectives") not previously studied (two semesters).

Perspectives in Diversity, Alternative Perspectives - A

SPAN 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 a Capstone: Senior Project within the department. Majors must complete at least 12 semester hours in residence at PLU, four of which must be taken either in the senior year or upon return from a study abroad program. Minors must complete at least eight hours in residence. Specific requirements (and variations from the above) for specific majors and minors are listed below.

Language Resource Center

The language curriculum at all levels features use of PLU's state-of-the-art multimedia Language Resource Center, located in the Mortvedt Library. Advanced students have the opportunity to work as assistants in the center, gaining computer expertise while accelerating their language skills.

Placement in Language Classes

Students planning to continue the study of French, German or Spanish must take a language placement test in their language of interest prior to registering for courses at PLU. The placement test can be taken online at the Language Placement Test Page or in person at the Language Resource Center on the 3rd floor of Mortvedt Library. The test takes approximately 20 minutes to complete and issues prompt feedback on placement recommendation. Students should follow the placement recommendation they receive.

Advanced Placement Credit

Students with scores of 4 or 5 on the Advanced Placement

Examination in areas represented in the Department of Languages and Literatures can receive four additional semester hours upon completion of the course (with a grade of C or better) into which they place through PLU's placement examination. Advance placement credit is not awarded for 100-level courses.

Senior Project

Students majoring in a foreign language enroll in 499 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. (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 LANG 445 (Methodologies) and 446 (Theories) for certification. See the School of Education section of this catalog for certification requirements and the Bachelor of Arts in Education requirements.

English as a Second Language

The School of Education and the Department of Languages and Literatures have partnered with the Washington Academy of Languages to offer a summer program leading to a certificate in Teaching English as a Second Language. This eight-week intensive summer institute is offered late June through early August. Prospective teachers can complete additional requirements to obtain an ESL Endorsement. For more information, please contact lang@plu.edu or 253-535-8330.

Course Offerings

Courses in the Department of Languages and Literatures are offered in the following general fields in addition to elementary, intermediate, and advanced language:

Cultural History

A. In English

- CLAS 250: Classical Mythology
- CLAS 321: Greek Civilization
- CLAS 322: Roman Civilization
- SCAN 150: Introduction to Scandinavia
- SCAN 322: Scandinavia and World Politics
- SCAN 324: The Emigrants
- SCAN 327: The Vikings
- SPAN 341: The Latino Experiences in the U.S.

B. In Respective Language

- FREN 321: French Civilization and Culture
- GERM 321: German Civilization to 1750
- GERM 322: German Civilization Since 1750
- SPAN 321: Civilization and Culture of Spain
- SPAN 322: Latin American Civilization and Culture

Literature

A. In English

- CHIN 372: Chinese Literature in Translation
- CHIN 231: Masterpieces of European Literature
- CLAS 250: Classical Mythology
- FREN 221: French Literature and Film of the Americas
- LANG 271: Literature and Society in Modern Europe
- LANG 272: Literature and Social Change in Latin America
- SCAN 250: Masterpieces of Scandinavian Literature
- SCAN 421: Ibsen and Strindberg
- SCAN 422: 20th Century Scandinavian Literature

B. In Respective Language

- FREN 421, 422: Masterpieces of French Literature
- FREN 431, 432: 20th Century French Literature
- GERM 421: German Literature from the Enlightenment to Realism
- GERM 422: 20th Century German Literature
- SPAN 325: Introduction to Hispanic Literacy Studies
- SPAN 421: Masterpieces of Spanish Literature
- SPAN 422: 20th Century Literature of Spain
- SPAN 423: Special Topics in Spanish Literature and Culture
- SPAN 431: Latin American Literature, 1492-1888
- SPAN 432: 20th Century Latin American Literature
- SPAN 433: Special Topics in Latin American Literature and Culture

Course Offerings: Languages – LANG

LANG 271: Literature and Society in Modern Europe – LT
Reading and discussion of works in English translation by authors like Flaubert, Ibsen, and Thomas Mann often enriched through selected film adaptations. Emphasis on social themes, including life in industrial society, the changing status of women, and class conflict. (4)

LANG 272: Literature and Social Change in Latin America – C, LT

Readings in English translation of fiction from modern Latin America. Discussions focus on social and historical change and on literary themes and forms in works by authors such as Carlos Fuentes and Gabriel Garcia Marquez. (4)

LANG 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. (Cross-listed with EDUC 445) (4)

LANG 446: Theories of Language Acquisition

Principles of language acquisition with specific classroom applications. Special attention given to the needs of different language groups in acquiring English. Comparison of sound systems and structures of languages ESL teachers are most likely to encounter. Required for minor in English as a Second Language. (4)

LANG 470: Curriculum, Materials and Instruction for Teaching English as a Second Language
Application of language teaching methodology to various instructional situations. (Cross-listed with EDUC 470.) (4)

LANG 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)

LANG 491: Independent Studies (1-4)

LANG 492: Independent Studies (1-4)

LANG 598: Non-thesis Research Project (1-4)

Course Offerings: Classics and Classical Languages

• **CLASSICS – CLAS**

A description of the Classics Major as well as the course descriptions can be found in the Classics section.

CLAS 231: Masterpieces of European Literature – LT

CLAS 250: Classical Mythology – LT

CLAS 321: Greek Civilization – S1

CLAS 322: Roman Civilization – S1

CLAS 499: Capstone: Senior Project – SR (2)

• **GREEK – GREK**

MINOR IN GREEK

20 semester hours, which may include 101-102.

GREK 101, 102: Elementary Greek

Basic skills in reading classical, koine, and patristic Greek. (4, 4)

GREK 201, 202: Intermediate Greek – C

Review of basic grammar, reading in selected classical and New Testament authors. (4, 4)

GREK 491: Independent Studies (1-4)

GREK 492: Independent Studies (1-4)

GREK 499: Capstone: Senior Project – SR (2)

• **LATIN – LATN**

MINOR IN LATIN

20 semester hours, which may include 101-102

LATN 101, 102: Elementary Latin

Basic skills in reading Latin; an introduction to Roman literature and culture. (4, 4)

LATN 201, 202: Intermediate Latin – C

Review of basic grammar; selected readings from Latin authors. (4, 4)

LATN 491: Independent Studies (1-4)

LATN 492: Independent Studies (1-4)

Course Offerings: Modern Languages

• **CHINESE – CHIN**

MINOR IN CHINESE

20 semester hours which may include CHIN 101-102. The major and minor in Chinese Studies are described in this catalog under Chinese Studies.

CHIN 101, 102: Elementary Chinese

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

CHIN 201, 202: Intermediate Chinese – C

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

CHIN 301, 302: Composition and Conversation – C

Review of grammar with emphasis on idiomatic usage; reading of contemporary authors as models of style; and conversation on topics of student interest. Conducted in Chinese. Prerequisite: 202. (4)

CHIN 371: Chinese Literature in Translation – C, LT

An introduction to the most important works and writers of Chinese literary traditions, from early times to the modern period. Poetry, prose, drama, and fiction included. Film presentations supplement the required readings. No knowledge of Chinese required. (4)

CHIN 491: Independent Studies (1-4)

CHIN 492: Independent Studies (1-4)

• **FRENCH – FREN**

MAJOR IN FRENCH

A minimum of 34 semester hours beyond FREN 101-102, including FREN 201-202, 301-302, 321, 499 and three 400-level courses, one of which must be completed in the senior year.

Minor in French

20 semester hours, excluding FREN 101-102 and including FREN 201-202, 301, and two additional upper-division courses.

FREN 101, 102: Elementary French

Essentials of pronunciation, intonation, and structure; basic skills in listening, speaking, reading, and writing. Lab attendance required. (4, 4)

FREN 141: French Language and Caribbean Culture in Martinique

Offered on the campus of the Université des Antilles et de la Guyane in Martinique, includes daily intensive language study, a home stay, excursions and activities related to the history and culture of the French West Indies, meetings with writers and political figures, and a fieldwork project. May not be counted towards French major or minor. Prerequisite: FREN 101 or permission of instructor. (4)

FREN 201, 202: Intermediate French – C

Review of basic grammar, development of vocabulary and emphasis on spontaneous, oral expression. Reading selections which reflect the cultural heritage and society of the Francophone world. Lab attendance required. (4, 4)

FREN 221: French Literature and Film of the Americas – C, LT

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. (4)

FREN 241: French Language and Caribbean Culture in Martinique

See 141. May be counted towards French major or minor. Prerequisite: FREN 201 or permission of instructor. (4)

FREN 301, 302: Composition and Conversation – C

Advanced grammar, stylistics, composition, and conversation within the historical context of Francophone culture, history, and literature. Prerequisite: FREN 202. (4, 4)

FREN 321: Civilization and Culture – C

Development of French society from early times to the present, as portrayed in art, music, politics, and literature, within their socio-historical context. Prerequisite: FREN 202. (4)

FREN 341: French Language and Caribbean Culture in Martinique – C

See 141. May be counted towards French major or minor. Prerequisite: FREN 301 or permission of instructor. (4)

FREN 421, 422: Masterpieces of French Literature – C, LT

Social and aesthetic importance of works representative of major periods from the Middle Ages through the nineteenth century. May include Christine de Pizan, Rabelais, Montaigne, Moliere, Pascal, Voltaire, Rousseau, Hugo, and Baudelaire. Prerequisite: FREN 302. (4, 4)

FREN 431, 432: 20th-Century French Literature – C, LT

Social and aesthetic importance of selected 20th-century writers from France and other francophone countries. May include Gide, Camus, Sartre, Beckett, Aimée Césaire, Miriama Bâ, Ousmane Sembene. Prerequisite: FREN 352. (4, 4)

FREN 491: Independent Studies (1–4)**FREN 492: Independent Studies (1–4)****FREN 499: Capstone: Senior Project – SR (2)**• **GERMAN – GERM****MAJOR IN GERMAN**

A minimum of 34 semester hours beyond GERM 101–102, including GERM 201–202, 301–302, 321–322, 499, and two 400-level courses

Minor in German: 20 semester hours, excluding GERM 101–102 and including GERM 201–202, 301, and two additional upper-division courses.

GERM 101,102: Elementary German

Basic skills of oral and written communication in classroom and laboratory practice. Use of materials reflecting contemporary German life. (4, 4)

GERM 201, 202: Intermediate German – C

Continued practice in oral and written communication in classroom and laboratory. Use of materials which reflect contemporary life as well as the German cultural heritage. (4, 4)

GERM 301, 302: Composition and Conversation – C

Intensive review of grammar with emphasis on idiomatic usage; use of contemporary authors as models of style. Conversation on topics of student interest. Prerequisite: GERM 202 or equivalent. (4, 4)

GERM 321: German Civilization to 1750 – C

From the Middle Ages to the Enlightenment. A survey of German culture and its expression in creative works of art, music and literature, with particular emphasis on Martin Luther and the Protestant Reformation. Prerequisite: GERM 202. (4)

GERM 322: German Civilization Since 1750 – C

From the Enlightenment to the present. This survey covers representative works and trends in German politics, philosophy, literature, art and music, with emphasis on the Age of Goethe and Beethoven. Prerequisite: GERM 202. (4)

GERM 401: Advanced Composition and Conversation – C

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: GERM 302. (4)

GERM 421: German Literature From the Enlightenment to Realism – C, LT

Representative works of German literature from about 1750 to 1890, including Sturm and Drang, Classicism and Romanticism. Reading will include such authors as Goethe, Schiller, Buchner, and Keller. Prerequisite: GERM 352. (4)

GERM 422: 20th Century German Literature – C, LT

Representative works from Naturalism to the present, including Expressionism and Socialist Realism. Works from both east and west, and will include such authors as Brecht, Kafka, Thomas Mann, Rilke, and Seghers. Prerequisite: GERM 302. (4)

GERM 491: Independent Studies (1–4)**GERM 492: Independent Studies (1–4)****GERM 499: Capstone: Senior Project – SR (2)**• **NORWEGIAN – NORW****MAJOR IN NORWEGIAN**

A minimum of 34 semester hours, including NORW 101–102, 201–202, 301–302, and SCAN 421 or 422.

MINOR IN NORWEGIAN

20 semester hours, which may include NORW 101–102

NORW 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. (4, 4)

NORW 201, 202: Intermediate Norwegian – C

Develops a command of the language while further acquainting students with the Norwegian cultural heritage. Reading selections introduce Norwegian folklore and daily life. (4, 4)

NORW 301: Conversation and Composition – C

Increases student ability for self-expression, both orally and in writing. Contemporary materials are selected as models of style and usage. *Prerequisite:* NORW 202. (4)

NORW 302: Advanced Conversation and Composition – C

Emphasizes the finer points of structure, style, and good taste. *Prerequisite:* NORW 301. (4)

NORW 491: Independent Studies (1–4)**NORW 492: Independent Studies (1–4)****NORW 499: Capstone: Senior Project – SR (2)**• **SCANDINAVIAN – SCAN****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.

SCAN 150: Introduction to Scandinavia

Introduction to the cultures and societies of the Nordic region, including the countries of Denmark, Finland, Iceland, Norway, and Sweden, and the autonomous regions of Åland, the Faroe Islands, and Greenland. A brief geographic and historical overview is followed by an investigation of contemporary Scandinavian societies. Topics for reading and discussion include culture and identity construction, international peace building and development, and the perspectives of recent immigrants and the indigenous Sámi and Greenlander peoples. Films, art, and literature supplement course readings. Taught in English. (4)

SCAN 241: Scandinavian Folklore – LT

Through reading of folktales, ballads and legends, the course critiques the role of folk narrative as an expression of identity and world view in traditional and contemporary Scandinavian society. Examples of folk performance in music and film supplement the readings. Course conducted in English; readings in translation for non-majors. (4)

SCAN 321: Topics in Scandinavian Culture and Society

This course concentrates on special topics such as the development of the Welfare State, Scandinavia and the European Union, and the role of migrations in the changing society. (4)

SCAN 322: Scandinavia and World Issues

This course traces the involvement of the Scandinavian countries in world organizations such as the United Nations

and the roles the countries have played in world politics. The focus will be on the Nordic approach to democracy, aid to developing countries and peace making, as well as initiatives, projects and activities in which Scandinavians are currently involved around the world. (4)

SCAN 327: The Vikings – SI

The world of the Vikings; territorial expansion; interaction of the Vikings with the rest of Europe. In English. (Cross-listed with HIST 327.) (4)

SCAN 341: Topics in Scandinavian Literature – LT

Selected literary works provide an in-depth study on topics such as the indigenous Sámi population, women authors, nature and environment, and conflict and peace. Course conducted in English; readings in translation for non-majors. (4)

SCAN 422: Scandinavian Literature in the 19th- and 20th Centuries – LT

Representative works are studied within their social, historical and literary contexts. Readings include drama, novels, short stories and poetry. Course conducted in English; readings in translation for non-majors. (4)

SCAN 491: Independent Studies (1–4)**SCAN 492: Independent Studies (1–4)****SCAN 495: Internships (2–4)****SCAN 499: Capstone: Senior Project – SR (2)**• **SIGN LANGUAGE – SIGN****SIGN 101, 102: Sign Language – A**

An introduction to the structure of American Sign Language and to the world of the hearing impaired. Basic signing skills and sign language vocabulary; finger spelling; the particular needs and problems of deaf people. (4, 4)

• **SPANISH – SPAN****MAJOR IN SPANISH**

A minimum of 34 semester hours beyond SPAN 201, including 202, 301, 321, 322, 325 and three 400-level courses. In addition, students must complete LANG 499. 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: SPAN 202, 301, 325, and two additional upper-division courses.

SPAN 101, 102: Elementary Spanish

Essentials of pronunciation, intonation, and structure; basic skills in listening, speaking, reading, and writing. Lab attendance required. Students with more than two years of high school Spanish must enroll in SPAN 102. (4, 4)

SPAN 201, 202: Intermediate Spanish – C

A continuation of elementary Spanish; reading selections which reflect the Hispanic cultural heritage as well as contemporary materials. Lab attendance required. (4, 4)

SPAN 231, 331: Intensive Spanish in Latin America – C
An intensive Spanish course offered in a Latin American country and geared to students at the intermediate (equivalent to SPAN 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 home stay, a service project, excursions, and guest lectures on a variety of topics related to the history and culture of the host country. Placement at the SPAN 231 or 331 levels is determined by the student's background and experience in Spanish. Prerequisites: SPAN 102. (4)

SPAN 301: Advanced Grammar and Composition – C
Advanced grammar, stylistics, and composition; conversation based on everyday situations, current events, and pertinent literary selections. Prerequisite: SPAN 202 (4)

SPAN 321: Civilization and Culture of Spain – C
Development of Spanish society from early times to the present as reflected in architecture, painting, and literature, within their socio-historical context. Prerequisite: SPAN 301 (or concurrent enrollment). (4)

SPAN 322: Latin American Civilization and Culture – C
Historic, artistic, literary, sociological, and geographic elements shaping the development of the Latin American region. Prerequisite: SPAN 301 (or concurrent enrollment). (4)

SPAN 325: Introduction to Hispanic Literary Studies – C, LT
Acquaints students with techniques of literary analysis, as applied to examples of narrative, poetry, drama, and essay in the Spanish and Latin American literary traditions. Reading, writing, and speaking-intensive. Ongoing review of advanced grammar. Prerequisite: SPAN 301, 321, 322. (4)

SPAN 341: The Latino Experiences in the U.S. – A, LT
Exploration of the histories, experiences, and contributions of the Latino peoples in the United States as they appear in Latino literature and film. Course content is enriched through related service learning experience. Readings are in English. May count toward major, but not toward minor in Spanish. (4)

SPAN 401: Advanced Spanish Grammar – C
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: SPAN 301. (4)

SPAN 421: Masterpieces of Spanish Literature – C, LT
A concentrated study of major writers and movements in Spanish literature from its origins to 1898. Prerequisite: SPAN 325. (4)

SPAN 422: 20th-Century Literature of Spain – C, LT
Drama, novel, essay, and poetry of Spain from the "Generation of 1898" to the present. Prerequisite: SPAN 325. (4)

SPAN 423: Special Topics in Spanish Literature and Culture – C, LT
An opportunity to pursue an in-depth study of a specific aspect or topic in Spanish literature, such as Spanish women writers or the relationship of film to other types of cultural

production. May be repeated for credit with different topic. Prerequisite: SPAN 325. (4)

SPAN 431: Latin American Literature, 1492-1888 – C, LT
A study of representative genres from the colonial period to the end of the 19th century. Prerequisite: SPAN 325. (4)

SPAN 432: 20th-Century Latin American Literature – C, LT
Development of the literature of Mexico, Central and South America from the Modernista movement (1888) to the present. Prerequisite: SPAN 325. (4)

SPAN 433: Special Topics in Latin American Literature and Culture – C, LT
An opportunity to pursue an in-depth study of a specific aspect or topic in Latin American literature and culture, such as Latin American women writers, Latino narrative, or Latin American film and literature. May be repeated for credit with different topic. Prerequisite: SPAN 325. (4)

SPAN 499: Capstone: Senior Project – SR (2)

Legal Studies

253.535.7660
www.plu.edu/~legalstd/

Legal Studies is an interdisciplinary minor program of study focusing on the nature of law and judicial process. Consistent with the purposes of the American Legal Studies Association, the Legal Studies Program at PLU provides alternative approaches to the study of law from the academic framework of the Divisions of Social Sciences and Humanities and the Schools of Communication and Art and of Business. The faculty teaching within the program emphasize the development of a critical understanding of the functions of law, the mutual impacts of law and society, and the sources of law. Students completing a minor in Legal Studies pursue these objectives through courses, directed research, and internships in offices and agencies involved in making, enforcing, interpreting, and communicating "the law" in contemporary American civil society.

FACULTY: Jobst, *Chair*, Dwyer-Shick, Hasty, Kaurin, Klein, Lisosky, MacDonald, Menzel, Rowe.

MINOR
20 semester hours including PHIL 328, POLS 170, and 12 additional semester hours, selected in consultation with the program's chair.

- ANTH 375: Law, Politics, and Revolution – C, S1
- BUSA 303: Business Law and Ethics
- BUSA 400: Business Law and Ethics
(Check with School of Business)
- BUSA 405: Business Law and Ethics for Financial Professionals
(Check with School of Business)
- BUSA 406: Law of the Workplace
(Check with School of Business)
- BUSA 407: Law of the Marketplace
(Check with School of Business)
- BUSA 408: International Business Law and Ethics
- COMA 421: Communication Law

- ECON 325: Industrial Organization and Public Policy – S2
- PHIL 328: Philosophical Issues in the Law - PH
- POLS 170: Introduction to Legal Studies – S1
- POLS 371: Judicial Process – S1
- POLS 372: Constitutional Law – S1
- POLS 373: Civil Liberties – S1
- POLS 374: Legal Studies Research – S1
- POLS 381: Comparative Legal Systems – C, S1
- POLS 471: Internship in Legal Studies – S1
- SOCI 351: Sociology of Law – S2

Mathematics

253.535.7400
www.plu.edu/~math

Mathematics is a many-faceted subject that is not only extremely useful in its application, but at the same time is fascinating and beautiful in the abstract. It is an indispensable tool for industry, science, government, and the business world, while the elegance of its logic and beauty of form have intrigued scholars, philosophers, and artists since earliest times.

The mathematics program at PLU is designed to serve five main objectives: (1) to provide backgrounds for other disciplines, (2) to provide a comprehensive pre-professional program for those directly entering the fields of teaching and applied mathematics, (3) to provide a nucleus of essential courses which will develop the breadth and maturity of mathematical thought for continued study of mathematics at the graduate level, (4) to develop the mental skills necessary for the creation, analysis, and critique of mathematical topics, and (5) to provide a view of mathematics as a part of humanistic behavior.

FACULTY: B. Dorner, *Chair*, Benkhalti, C. Dorner, Heath, Meyer, Sidar, Stuart, Wu, Zhu.

Beginning Classes

Majors in mathematics, computer science and engineering, and other sciences usually take MATH 151 and MATH 152 (calculus). Math 151 is also appropriate for any student whose high school mathematics preparation is strong. Those who have had calculus in high school may omit MATH 151 (see Advanced Placement section) and enroll in MATH 152 after consultation with a mathematics faculty member. Those who have less mathematics background may begin with MATH 140 before taking MATH 151. MATH 111 and 112 provide preparation for MATH 140.

Business majors may satisfy the requirement for the business degree by taking MATH 128, 151 or 152. (Math 111 provides preparation for MATH 128.)

Elementary education majors may satisfy the requirement for the education degree by taking Math 123. (Math 111 provides preparation for MATH 123.)

For students who plan only one mathematics course, a choice from MATH 105, 107, 123, 128, 140, 151 is advised, depending on interest and preparation.

Placement Test

A placement test and background survey are used to help insure

that students begin in mathematics courses which are appropriate to their preparation and abilities. Enrollment is not permitted in any of the beginning mathematics courses (MATH 105, 107, 111, 112, 123, 128, 140, 151) until the placement test and background survey are completed.

MATHEMATICS AND GENERAL UNIVERSITY REQUIREMENTS

(see *General University Requirements*)

All mathematics courses (except MATH 099) will satisfy the mathematical reasoning requirement (line two of the general university requirements). At least four semester hours are needed. All mathematics courses (except MATH 099) will satisfy the natural science, computer science, mathematics (NS) GUR of Core I: The Distributive Core. At least four semester hours are needed. A course cannot simultaneously satisfy mathematical reasoning and science and scientific method GURs.

In fulfilling the math 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 *College of Arts and Sciences Requirements*)

All mathematics courses (except MATH 099) will satisfy the logic, mathematics, computer science or statistics part of Option III of the College of Arts and Sciences requirement. A course cannot simultaneously satisfy Option III of the College of Arts and Sciences requirement and a general university requirement.

Advanced Placement

The policy of the Mathematics Department regarding mathematics credit for students who have taken the AP Calculus exam is as follows:

Exam	Score	Credit
AB	3*	151*
AB	4, 5	151
BC	3	151
BC	4, 5	151 and 152

*Consult with instructor if planning to take MATH 152. If a student has taken calculus in high school and did not take an AP exam, 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 advisors. For example, MATH 499 extends over two semesters beginning in the fall semester; May graduates begin this capstone course in the fall semester of the senior year, while December graduates must begin this course in the fall semester of their junior year.

BACHELOR OF ARTS MAJOR

34 semester hours of mathematics, four hours supporting

Required: MATH 151, 152, 253, 317, 331, 341, 433, 455, 499

Required Supporting: CSCE 144

Also strongly recommended is one of the following:

CSCE 371; ECON 345; PHYS 153 or 163.

BACHELOR OF SCIENCE MAJOR

42 semester hours of mathematics, eight or nine hours supporting

Required: MATH 151, 152, 253, 317, 331, 341, 433, 455, 499.

Eight semester hours from: MATH 321, 342, 348, 351, 356, 381, 480.

Required supporting: CSCE 144

and one of the following:

CSCE 348, 371; ECON 345; PHYS 153, 163

BACHELOR OF ARTS IN EDUCATION

See School of Education section of this catalog.

MINORS

MINOR IN MATHEMATICS

20 semester hours of mathematics courses, including: MATH 151, 152, 253 or 245 and eight hours of upper-division mathematics courses, excluding MATH 446

MINOR IN STATISTICS

A minimum of 16 semester hours to include: CSCE 120 or 144; STAT 341, and at least eight hours from among the other statistic courses (MATH 342 and 348 are strongly recommended)

See the Statistics section of this catalog for more detail. Statistics courses taken for the statistics minor may not be simultaneously counted as elective credit for the Bachelor of Science major.

MINOR IN ACTUARIAL SCIENCE

A minimum of 24 semester hours chosen from the following courses:

BUSA 302, 335, 342, 405

ECON 101, 301, 323, 343

Math 331, 342, 348, 356.

Also strongly recommended: Math 253.

At least 12 hours must be from mathematics and at least four from economics.

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 – MATH

Fall	MATH 099, 105, 111, 112, 123, 128, 140, 151, 152, 253, 317, 331, 341, 381, 433, 446, 499.
January Term	MATH 107
Spring	MATH 105, 111, 112, 123, 128, 140, 151, 152, 203, 245, 253, 321, 331, 342, 348, 351, 356, 455, 480, 499
Alternate Years	MATH 203, 342 (even years), 348 (odd years); 351 (odd years); 356 (even years)

A grade of C or higher is required in all prerequisite courses. A placement test and background survey are required before registering for beginning mathematics courses if prerequisites have not been completed at PLU.

MATH 099: Intermediate Algebra

A review of high school algebra; solving linear equations and quadratic equations, factoring, simplifying expressions, exponents, and graphing. Designed for students whose mathematical preparation is inadequate for MATH 111. Does not count toward graduation. Available through Challenge Program only. (4)

MATH 105: Mathematics of Personal Finance – MR, NS

Emphasizes financial transactions important to individuals and families: annuities, loans, insurance, interest, investment, time value of money. **Prerequisite:** PLU math entrance requirement. (4)

MATH 107: Mathematical Explorations – MR, NS

Mathematics and modern society. Emphasis on numerical and logical reasoning. Designed to increase awareness of applications of mathematics, to enhance enjoyment of and self-confidence in mathematics, and to sharpen critical thought in mathematics. Topics selected by the instructor. **Prerequisite:** PLU math entrance requirement. (4)

MATH 111: College Algebra – MR, NS

A review of algebra emphasizing problem solving skills. Appropriate as preparation for MATH 112, 123 or 128. Appropriate as preparation for MATH 140. **Prerequisites:** two years of high school algebra. (2)

MATH 112: Plane Trigonometry – MR, NS

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:** MATH 111 or at least two years of high school algebra. (2)

MATH 123: Modern Elementary Mathematics – MR, NS

Concepts underlying traditional computational techniques; a systematic analysis of arithmetic; an intuitive approach to algebra and geometry. Intended for elementary teaching majors.

Prerequisite: a qualifying score on the math placement test or a grade of C or higher in MATH 111. (4)

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

Matrix theory, linear programming, and introduction to calculus.

Concepts developed stressing applications, particularly to business. *Prerequisites:* two years of high school algebra or MATH 111. Cannot be taken for credit if MATH 151 (or the equivalent) has been previously taken with a grade of C or higher. (4)

MATH 140: Analytic Geometry and Functions – MR, NS

Different types of functions, their properties and graphs, especially trigonometric functions. Algebraic skill, problem solving, and mathematical writing are emphasized. Prepares students for calculus. *Prerequisites:* MATH 111 and 112 or equivalent high school material. (4)

MATH 151: Introduction to Calculus – MR, NS

Functions, limits, derivatives and integrals with applications. Emphasis on derivatives. *Prerequisite:* Math analysis or pre-calculus in high school or MATH 140. (4)

MATH 152: Calculus II – MR, NS

Continuation of 151. Techniques and applications of integrals, improper integrals, ordinary differential equations and power series, with applications. *Prerequisite:* MATH 151. (4)

MATH 203: History of Mathematics – MR, NS

A study in the vast adventure of ideas that is mathematics from ancient cultures to the 20th century. The evolution of the concepts of number, measurement, demonstration, and the various branches of mathematics in the contexts of the varied cultures in which they arose. *Prerequisite:* MATH 152 or consent of instructor. (4)

MATH 245: Discrete Structures – MR, NS

Topics of relevance to computer scientists and computer engineers, including quantified logic, sets, relations, functions, recursion, combinatorics, and probability. Tools of logical reasoning, such as induction, proof by contradiction, and predicate calculus will be taught and applied. *Prerequisite:* MATH 152. (4)

MATH 253: Multivariable Calculus – MR, NS

An introduction to vectors, partial derivatives, multiple integrals, and vector analysis. *Prerequisite:* MATH 152. (4)

MATH 291: Directed Study

Supervised study of topics selected to meet the individual's needs or interests; primarily for students awarded advanced placement. Admission only by departmental invitation. (1 or 4)

MATH 317: Introduction to Proof in Mathematics – MR, NS

Introduces the logical methods of proof and abstraction in modern mathematics. Explores mathematical topics, including discrete mathematics, while familiarizing students with proof-related concepts such as mathematical grammar, logical equivalence, proof by contradiction, and proof by induction. *Prerequisite:* MATH 152. (4)

MATH 321: Geometry – MR, NS

Foundations of geometry and basic theory in Euclidean, projective, and non-Euclidean geometry. *Prerequisite:* MATH 152 or consent of instructor. (4)

MATH 331: Linear Algebra – MR, NS

Vectors and abstract vector spaces, matrices, inner product

spaces, linear transformations. Proofs will be emphasized.

Prerequisite: MATH 152 and one of MATH 245, 253, or 317. (4)

MATH 341: Introduction to Mathematical Statistics – MR, NS

Data description, probability, discrete and continuous random variables, expectation, special distributions, statements of law of large numbers and central limit theorem, sampling distributions, theory of point estimators, confidence intervals, hypothesis tests, regression (time permitting). *Prerequisite:* MATH 152. (Cross-listed with STAT 341.) (4)

MATH 342: Probability and Statistical Theory – MR, NS

Continuation of MATH 341. Topics may include: joint and conditional distributions, correlation, functions of random variables, moment generating functions, inference in regression and one-way ANOVA, Bayesian and non-parametric inference, convergence of distributions. *Prerequisite:* MATH 341. (Cross-listed with STAT 342.) (4)

MATH 348: Applied Regression Analysis and ANOVA – MR, NS

Linear and multiple regression with inference and diagnostics; analysis of variance; experimental design with randomization and blocking. Substantial use of statistical software and emphasis on exploratory data analysis. *Prerequisite:* MATH 341 or consent of instructor. (Cross-listed with STAT 348.) (4)

MATH 351: Differential Equations – MR, NS

An introduction to differential equations emphasizing the applied aspect. First and second order differential equations, systems of differential equations, power series solutions, non-linear differential equations, numerical methods. *Prerequisite:* MATH 253. (4)

MATH 356: Numerical Analysis – MR, NS

Numerical theory and application in the context of solutions of linear, nonlinear, and differential equations, matrix theory, interpolation, approximations, numerical differentiation and integration and Fourier transforms. *Prerequisites:* MATH 152 and CSCE 144. (4)

MATH 381: Seminar in Problem Solving – MR, NS

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:* MTH 152 or consent of instructor. (1)

MATH 433 Abstract Algebra – MR, NS

The algebra of axiomatically defined objects, such as groups, rings and fields with emphasis on theory and proof. *Prerequisite:* MATH 317, 331. (4)

MATH 446: Mathematics in the Secondary School

Methods and materials in secondary school math teaching. Basic mathematical concepts; principles of number operation, relation, proof, and problem solving in the context of arithmetic, algebra, and geometry. *Prerequisite:* MATH 253 or 331. FI (Cross listed with EDUC 446.) (4)

MATH 455: Mathematical Analysis – MR, NS

Theoretical treatment of topics introduced in elementary calculus. *Prerequisite:* MATH 253, 331; 317 or 433 (with consent of instructor MATH 433 may be taken concurrently). (4)

MATH 480: Topics in Mathematics – MR, NS

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.* (1–4)

MATH 491: Independent Studies

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

MATH 499: Capstone: Senior Seminar – SR

Oral and written presentation of information learned in individual research under the direction of an assigned instructor. Discussion of methods for communicating mathematical knowledge. 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. (2)

Music

253.535.7602, 877.254.7001

www.plu.edu/~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*; Bell-Hanson, J. Brown, Clubb, Daverson, Farner, Grieshaber, Hoffman, Joyner, Lehmann, Nance, Poppe, Parks, Powell, Rønning, Tegels, Vaught Farner, Youtz; *assisted by* Agent, Anderson, Bloomingdale, Boughten, E. Brown, Buchanan, Burns, Campos, Chung, Cline, Erickson, P. Evans, Ganung, Grinsteiner, Habedank, Harty, Hesla-Kopta, Housron, B. Johnson, M. Joyner, S. Knapp, Kunz, B. McDonald, Ott, Park, F. Peterson, Rine, Scott, Seeberger, Spicciati, Terpenning, Vancil, Walker, Wetherington, Winkle, Wooster.

For introductory courses to the field of music, see the descriptions of MUSI 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 first-year students who intend to major in music:

Courses	Fall	Spring
Music Fundamentals ¹ :	111, 113	2 ² +2 ²
Music and Culture: 120 ¹	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 MUSI 124: Theory I. All first-year students should register for MUSI 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 MUSI 124, 113 or retained in 111.

² Half-semester courses.

³ Class size limited.

MUSIC MINOR

• **General**

- 22 semester hours including:
 - MUSI 120
 - One of the following:
 - MUSI 115, 116, 121, 122 or 202 (one semester hour)
 - MUSI 124, 125, 126
 - Four semester hours of Private Instruction (MUSI 202-219)
 - Four semester hours of Ensemble (MUSI 360-384)
 - One of the following:
 - MUSI 101-106, 234, 333, 334
 - 0-1 semester hour of music elective.

• **Specialized**

- 32 semester hours, including courses required in the General Minor (22 semester hours), plus:
 - Four additional semester hours of Private Instruction (MUSI 401-419)
 - Six additional hours from one of the Bachelor of Music concentration modules (see below) or in Jazz (see below).

JAZZ STUDY AT PLU

Students interested in pursuing the academic study of jazz at PLU have three options:

- A. **Specialized Music Minor in Jazz** - 32 semester hours, including:
 - Courses in the general minor (22)
 - Four additional semester hours of private instruction
 - Six additional semester hours, including MUSI 103, 224, and 427
 - Jazz students may fulfill the ensemble requirement in the:
 - University Jazz Ensemble (MUSI 375)
 - Vocal Jazz Ensemble (MUSI 378)
 - Or combos (MUSI 381)
- B. **Jazz study in combination with an outside, nonmusic field (Bachelor of Musical Arts degree)** - 62 semester hours.
 - Jazz students may major in music under the BMA

degree while combining music studies with a non-music academic minor or second major.

- C. **Jazz study in combination with nonjazz (classical) performance study (Bachelor of Music degree)** - 80 semester hours.

Instrumental jazz students may major in performance (see Bachelor of Music below) in which up to half the studio instruction and recital literature can be in jazz (see academic program contract for details).

UNDERGRADUATE MUSIC MAJOR DEGREES

Entrance Audition

To be admitted to a music major program, prospective students must audition for the music faculty.

Declaration of Major

Students interested in majoring in music should complete an academic program contract declaring a music major during their first semester of enrollment in the program. They will be assigned a music faculty advisor who will assure that the student receives help in exploring the various majors and in scheduling music study in the most efficient and economical manner. Majors can always be changed later.

Ensemble Requirement

Music majors are required to participate every semester in one of the music ensembles specified in their major. (Exception: semesters involving study abroad and/or student teaching.)

Keyboard Proficiency

Basic keyboard skills are required in all music majors (BM, BME, BMA, BA). Attainment of adequate keyboard skills is determined by successful completion (letter grade of "C" or better) in MUSI 122 Keyboarding II.

Language Requirement

Vocal performance majors are required to take at least one year of language study (two regular semesters) in French or German (see department handbook).

Music Electives

MUSI 111 and/or MUSI 113 may not count for music electives in a music major degree program.

Grades and Grade Point Policy

- A. **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.
- B. **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 first, sophomore, junior, and senior years. Assessments are made by the music faculty via progress reviews, juries, and public presentations. Outcomes are

pass/fail; students who fail an assessment will not be allowed to continue in the music program (see department handbook).

MUSIC CORE

The following core is required in all music degree programs:

<i>The following core is required in all music degree programs:</i>	
MUSI 120: Music and Culture	4
MUSI 121, 122: Keyboarding	2
MUSI 124, 223, 224: Theory	7
MUSI 234, 333, 334: Music History	9
MUSI 125, 126, 225, 226: Ear Training	4
Total Semester Hours:	26

The Music Core is fundamental to the pursuit of the music major and should be completed in the following sequence:

YEAR 1

Fall	MUSI 111/113: Fundamentals – prerequisite to MUSI 124
	MUSI 115/121: Keyboarding Class (1) per placement
	MUSI 120: Music and Culture (4) (if preferred, can take 120: Music and Culture spring semester)
	MUSI 125: Ear Training I (1)
Spring	MUSI 116/121: Keyboarding Class (1) per placement
	MUSI 124: Theory I (3)
	MUSI 126: Ear Training II (1)
	MUSI 120: Music and Culture (4), if not taken in fall]

YEAR 2

Fall	MUSI 121: Keyboarding I (1) per placement
	MUSI 223: Theory II (3)
	MUSI 225: Ear Training II (1)
Spring	MUSI 122: Keyboarding II (1) per placement
	MUSI 224: Jazz Theory Lab (1)
	MUSI 226: Ear Training IV (1)
	MUSI 234: History I (3)

YEAR 3

Fall	MUSI 333: History II
Spring	MUSI 334: 20th Century Music

Music Core requirements must be fulfilled by enrollment in specific courses and may not be taken by means of independent study.

A. BACHELOR OF ARTS (BA) MAJOR

Maximum of 44 semester hours including:

MUSIC CORE

- (26 semester hours)
- Four semester hours of ensemble
- Six semester hours (two courses) from MUSI 336, 337, and/or 338
- Four semester hours of private instruction from MUSI 201–219
- Two semester hours of private instruction from MUSI 401–419 499 (two semester hours)
- Senior Project: Research paper and public presentation (see department handbook for details).

In addition to requirements listed above, candidates for the BA degree must meet College of Arts and Sciences requirement (Option I, II).

B. BACHELOR OF MUSIC EDUCATION (BME) DEGREE

Bachelor of Music Education: K-12 Choral
 Bachelor of Music Education: K-12 Instrumental (Band)
 Bachelor of Music Education: K-12 Instrumental (Orchestra)

MUSIC EDUCATION CORE

All BME degrees include the following music education core courses:

Required Components

MUSI 240: Foundations of Music Education	3
MUSI 340: Fundamentals of Music Education	2
MUSI 343: Materials and Methods for Secondary General Music	2
MUSI 345: Conducting I	1
MUSI 346: Conducting II	1
MUSI 347: Adaptive Music	1
MUSI 348: Practicum in Music Education	1
MUSI 445: Conducting III	1
MUSI 446: Conducting IV	1
MUSI 469: Student Teaching Seminar	2
Total Semester Hours:	15

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:

School of Education Components

EDUC 391: Foundations of Learning	3
EPSY 361: Psychology for Teaching	3
SPED 320: Issues in Child Abuse and Neglect	1
EDUC 468: Student Teaching - Secondary	10
Total Semester Hours:	17

MUSIC EDUCATION CURRICULA

K-12 Choral (Elementary or Secondary Emphasis)

Music Core	26
MUSI 360-363: Large Ensemble	6
MUSI 204/404/499: ** Private Instruction Voice (six semesters)	6
Music Education Core	15
MUSI 248: Guitar Lab <i>or</i> MUSI 366: Opera Workshop	1
MUSI 421: Advanced Keyboard (private study)	2
MUSI 440: Methods and Materials for K-9 Music I	2
MUSI 443: Methods for Secondary Choral Music	2
MUSI 441: Methods and Materials of K-9 Music II <i>or</i> MUSI 444: Materials for Secondary Choral Music	2
Total Semester Hours:	62

First-year, 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
MUSI 370, 371, 380: Large Ensemble***	6
MUSI 202-219, 402-419, 499:** Private Instruction: Principal Instrument (six semesters*)	6
Music Education Core	15
MUSI 241: String Lab	1
MUSI 243/244: Woodwind Laboratory (1, 1)	4
MUSI 245/246: Brass Laboratory (1, 1)	
MUSI 247: Percussion Laboratory (1)	
Music 447: Methods for School Band Music	2
Music 448: Methods for School Band Music	2
Total Semester Hours:	62

First-year, 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.*

****Minimum four semesters of MUSI 370, 371*

K-12 Instrumental (ORCHESTRA)

Music Core	26
MUSI 370, 371, 380: Large Ensemble***	6
MUSI 202-219, 402-419, 499:** Private Instruction: Principal Instrument (6 semesters*)	6
Music Education Core	15
MUSI 241/242: String Lab (1, 1)	2
MUSI 243/244: Woodwind Laboratory (1, 1)	2
MUSI 245: Brass Laboratory (1)	1
MUSI 457: Methods and Materials for Elementary Strings	2
MUSI 458: Methods and Materials for Secondary Strings	2
Total Semester Hours:	62

First-year, 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.*

**** Minimum four semesters of MUSI 380*

C. BACHELOR OF MUSICAL ARTS (BMA) DEGREE

Music Core	26
Music Large Ensemble	8
MUSI 202-219: Private Instruction: (4 semesters*)	4
MUSI 402-419: Private Instruction: (4 semesters*)	4
MUSI 336: Making Music	3
MUSI 337: Analyzing Music	3
MUSI 338: Researching Music	3
MUSI 390/391: Intensive Performance Study	4
MUSI 499: Senior Project**	4
Music Electives	3
Total Semester Hours:	62

Cognate required: an academic minor or second major outside of music.

First-year, Sophomore, Junior, and Senior assessments required.

** Consecutive fall/spring semesters.*

*** Senior Project: Research paper and public presentation (see department handbook for details).*

D. BACHELOR OF MUSIC IN PERFORMANCE

Music Core	26
Music Private Instruction (see concentrations below)	22*
Music Ensemble (see concentrations below)	8
MUSI 336: Making Music	3
MUSI 337: Analyzing Music	3
MUSI 338: Researching Music	3
MUSI 390/391: Intensive Performance Study	4
Music Concentration Module (see below)	6
Music Electives	5
Total Semester Hours:	80

First-year, Sophomore, Junior and Senior assessments required.
 For vocal performance: language study required (see above)
 * Consecutive fall/spring semesters; continuous non-jazz study throughout the program required.

Concentrations:

Instrumental

Private instruction: MUSI 205-219 (10), MUSI 401/405-419/499 (12), including MUSI 499 (Senior Project: full recital); ensemble: MUSI 370, 371, 380; module (6): MUSI 345, 346, 358, 381 (2), music elective (1).

Organ

Private instruction: MUSI 203/403/499 (Senior Project: full recital) (22); ensemble: including MUSI 381; module (6): MUSI 219, 345, 346, 352, 358; music elective (1).

Piano

Private instruction: MUSI 202/402 (10), MUSI 201/401/402/499 (12); including MUSI 499 (Senior Project: full recital); ensemble: large (2), MUSI 351 (2), MUSI 383 (2) piano elective (2); module (6): MUSI 219, 358, 430, 431, 451, 452.

Voice

Private instruction: MUSI 204/404/499 (Senior Project: full recital) (22); ensemble: MUSI 360-363; module (6): MUSI 353, 358, 366, 453.

Composition

Private instruction: MUSI 327/499 (Senior Project) (16); principal instrument MUSI 202-219/401-419 (8); ensemble: large (4); module (6): MUSI 345, 346, music electives (4).

Course Offerings – MUSI

MUSI 101: Introduction to Music – AR

Introduction to music literature with emphasis on listening, structure, period, and style. Designed to enhance the enjoyment and understanding of music. Not open to majors. (4)

MUSI 102: Understanding Music Through Melody – AR

Introduction to the musical arts through exploration of melody as a primary musical impulse in a variety of musical styles. Designed to enhance the enjoyment and understanding of all music through increased sensitivity to melody. Not open to majors. (4)

MUSI 103: History of Jazz – AR

Survey of America's unique art form: jazz. Emphasis on history, listening, structure, and style from early developments through recent trends. (4)

MUSI 104: Music and Technology – AR

Survey of the impact of technology on the musical arts, from the evolution of musical instruments and the acoustic space through the audio/video/computer technology of today. (4)

MUSI 105: The Arts of China – AR, C

Exploration of a number of Chinese art forms, primarily music but also including calligraphy, painting, tai chi, poetry, Beijing opera, film and cuisine. (4)

MUSI 106: Music of Scandinavia – AR, C

Survey of Scandinavian music from the Bronze Age to the present, with primary focus on the music of Norway, Sweden, and Denmark. (4)

MUSI 111: Music Fundamentals I – AR

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. (2)

MUSI 113: Music Fundamentals II – AR

A continuation of MUSI 111. Minor scales, intervals, triads and diatonic 7th chords. Partially fulfills the general university requirement in arts; may be combined with 111 in a single semester to complete the general university requirement in arts.

Prerequisite: MUSI 111 or consent of instructor. (2)

MUSI 115: Introduction to Keyboarding – AR

Beginning skills in keyboard performance. Requires no previous keyboard experience. Prerequisite for Music 116; intended for music majors or minors in preparation for keyboard requirements in the music core. Consent of instructor required. (1)

MUSI 116: Basic Keyboarding – AR

A continuation of MUSI 115. **Prerequisite:** MUSI 115 or consent of instructor. (1)

MUSI 120: Music and Culture – AR, C

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. Required for music majors and minors; prerequisite course for MUSI 124; corequisite (fall term): MUSI 111/113 or consent of department chair, (spring term): MUSI 124 or consent of department chair. (4)

MUSI 121: Keyboarding I – AR

Development of keyboarding skills, including sight-reading, group performance, and harmonization of simple melodies.

Prerequisite: 116 or consent of instructor. (1)

MUSI 122: Keyboarding II – AR

A continuation of MUSI 121. **Prerequisite:** MUSI 121 or consent of instructor. (1)

MUSI 124: Theory I – AR

An introduction to the workings of music, including common-practice harmony, jazz theory, and elementary formal analysis. **Prerequisite:** MUSI 113, or consent of instructor. (3)

MUSI 125: Ear Training I – AR

Development of aural skills, including interval recognition, sight-singing, rhythmic, melodic and harmonic dictation. (1)

MUSI 126: Ear Training II – AR

Continuation of MUSI 125. *Prerequisite:* MUSI 125 or consent of instructor. (1)

MUSI 201A, B, or C: Private Instruction: Jazz – AR

Prerequisite: two semesters of non-jazz study (MUSI 202-219) or permission of the Director of Jazz Studies. (1, 2, 3 or 4)

MUSI 202A, B or C: Private Instruction:

Piano – AR (1, 2, 3 or 4)

MUSI 203A, B or C: Private Instruction:

Organ – AR (1, 2, 3 or 4)

MUSI 204A, B or C: Private and Class Instruction:

Voice – AR (1, 2, 3 or 4)

MUSI 205A, B or C: Private Instruction:

Violin/Viola – AR (1, 2, 3 or 4)

MUSI 206A, B or C: Private Instruction:

Cello/Bass – AR (1, 2, 3 or 4)

MUSI 207A, B or C: Private Instruction:

Flute – AR (1, 2, 3 or 4)

MUSI 208A, B or C: Private Instruction:

Oboe/English Horn – AR (1, 2, 3 or 4)

MUSI 209A, B or C: Private Instruction:

Bassoon – AR (1, 2, 3 or 4)

MUSI 210A, B or C: Private Instruction:

Clarinet – AR (1, 2, 3 or 4)

MUSI 211A, B or C: Private Instruction:

Saxophone – AR (1, 2, 3 or 4)

MUSI 212A, B or C: Private Instruction:

Trumpet – AR (1, 2, 3 or 4)

MUSI 213A, B or C: Private Instruction:

French Horn – AR (1, 2, 3 or 4)

MUSI 214A, B or C: Private Instruction:

Trombone – AR (1, 2, 3 or 4)

MUSI 215A, B or C: Private Instruction:

Baritone/Tuba – AR (1, 2, 3 or 4)

MUSI 216A, B or C: Private Instruction:

Percussion – AR (1, 2, 3 or 4)

MUSI 217A, B or C: Private and Class Instruction:

Guitar – AR (1, 2, 3 or 4)

MUSI 218A, B or C: Private Instruction:

Harp – AR (1, 2, 3 or 4)

MUSI 219A, B or C: Private Instruction:

Harpsichord – AR (1, 2, 3 or 4)

One semester hour

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: six hours of instruction to be announced in addition to daily practice. Students in piano, voice, and guitar may be assigned to class instruction at the discretion of the music faculty.

Two semester hours

Fall and Spring Semesters: Two half-hour lessons per week (12 weeks) in addition to daily practice. Summer: 12 hours of instruction to be announced in addition to daily practice.

Three to four semester hours

By permission of department only.

Special fee in addition to tuition.**MUSI 223: Theory II – AR**

A continuation of MUSI 124. *Prerequisite:* MUSI 124 or consent of instructor. (3)

MUSI 224: Jazz Theory Laboratory – AR

Introduction to jazz harmony, structure, style, and improvisation. *Prerequisite:* MUSI 223 or consent of instructor. (1)

MUSI 225: Ear Training III – AR

A continuation of MUSI 126. *Prerequisite:* MUSI 126 or consent of instructor. (1)

MUSI 226: Ear Training IV – AR

A continuation of MUSI 225. *Prerequisite:* MUSI 225 or consent of instructor. (1)

MUSI 234: Music History I – AR

The evolution of Western music from the early Christian era through the Middle Ages, Renaissance, and Baroque eras. *Prerequisite:* MUSI 223 or consent of instructor. (3)

MUSI 240: Foundations of Music Education

Introduction to the basics of teaching music, including philosophy, content, student characteristics, and the nature and organization of musical learning. For students preparing to become music specialists (music education majors only). (3)

MUSI 241, 242: String Laboratory

Methods and materials of teaching and playing string instruments in the public schools. (1, 1)

MUSI 243, 244: Woodwind Laboratory

Methods and materials of teaching and playing woodwind instruments in the public schools. (1, 1)

MUSI 245, 246: Brass Laboratory

Methods and materials of teaching and playing brass instruments in the public schools. (1, 1)

MUSI 247: Percussion Laboratory

Methods and materials of teaching and playing percussion instruments in the public schools. (1)

MUSI 248: Guitar Laboratory

Methods and materials of teaching and playing guitar in the public schools. (1)

MUSI 327A, B or C: Composition - AR

A systematic approach to contemporary musical composition; students create and notate works for solo, small and large ensembles. May be repeated for additional credit. Private instruction; special fee in addition to tuition. (1, 2, 3 or 4)

MUSI 333: Music History II - AR

The evolution of Western music in the Classic and Romantic eras. **Prerequisite:** MUSI 234 or consent of instructor. (3)

MUSI 334: 20th-Century Music - AR

The evolution of Western art music in the 20th century in response to new theoretical constructs, new technologies, and popular and cross-cultural influences. **Prerequisite:** MUSI 333 or consent of instructor. (3)

MUSI 336: Making Music - AR

Continued study, development and application of music skills through composition, counterpoint, improvisation, conducting, and orchestration. **Prerequisite:** MUSI 224, 226, or consent of instructor. (3)

MUSI 337: Analyzing Music - AR

Application of theoretical knowledge toward developing analytical skills in a variety of musical cultures, styles, and genre. **Prerequisite:** MUSI 224 or consent of instructor. (3)

MUSI 338: Researching Music - AR

Introduction to the main research tools available for gathering information about music. Applications in formal research, criticism, program and liner notes, and verbal presentations explored. **Prerequisite:** MUSI 120, 124, or consent of instructor. (3)

MUSI 340: Fundamentals of Music Education - AR

Detailed planning of curricula for various musical skills at different grade levels, including improvisation laboratory. **Prerequisite:** MUSI 240. (2)

MUSI 341: Music for Classroom Teachers

Methods and procedures in teaching elementary school music as well as infusing the arts in the curriculum. Offered for students preparing for elementary classroom teaching (non-music education majors). (2)

MUSI 343: Methods and Materials for Secondary General Music

Methods and materials for teaching general music in the secondary school. (2)

MUSI 345: Conducting I - AR

Introduction to basic patterns, gestures, and conducting techniques. (1)

MUSI 346: Conducting II - AR

Continuation of MUSI 345; observation of advanced conducting students in laboratory ensemble. (1)

MUSI 347: Adaptive Music

Techniques and strategies to meet the needs, interests, limitations, and capacities of students who have restrictions placed on their musical activity. (1)

MUSI 348: Practicum in Music Education

Field experience teaching in elementary, middle or junior high

school; provides laboratory experience in teaching prior to full student teaching experience. **Prerequisite:** MUSI 340; recommended: enroll fall semester preceding student teaching. (1)

MUSI 349: Electronic Music Practicum - AR

Application of electronic techniques to compositional process. Assigned studio time on a regular basis. Special fee in addition to tuition. **Prerequisite:** consent of instructor. (1)

MUSI 351: Accompanying - AR

Practice in accompanying representative vocal and instrumental solo literature from all periods. Special fee in addition to tuition. (1 or 2)

MUSI 352: Organ Improvisation - AR

Basic techniques of improvisation, particularly as related to hymn tunes. Private instruction: special fee in addition to tuition. **Prerequisite:** consent of instructor. (1)

MUSI 353: Solo Vocal Literature - AR

Survey of solo vocal literature. (2)

MUSI 354: History of Music Theatre - AR

A general survey of the evolution of "Drama per Musica" from opera to musical comedy including in-depth study of selected scores. (2)

MUSI 358: Early Music Laboratory - AR

Exploration of solo and small ensemble literature from the Baroque period and earlier, focusing on range of repertoire, performance practices, and period instruments. Rehearsal and performance augmented by listening, research, and writing. **Prerequisite:** MUSI 333 or consent of instructor. (1)

MUSI 360: Choir of the West - AR

A study of a wide variety of choral literature and technique through rehearsal and performance of both sacred and secular music. Auditions at the beginning of fall semester. (1)

MUSI 361: University Chorale - AR

A study of choral literature and technique through rehearsal and performance of both sacred and secular music. Auditions at the beginning of fall semester. (1)

MUSI 362: University Men's Chorus - AR

The study and performance of repertoire for men's voices. Emphasis on individual vocal and musical development. (1)

MUSI 363: University Singers - AR

The study and performance of repertoire for women's voices. Emphasis on individual vocal and musical development. (1)

MUSI 365: Chapel Choir - AR

Repertoire experience with appropriate literature for ongoing church music programs of a liturgical nature. Regular performances for university chapel worship. Participation without credit available. (1)

MUSI 366: Opera Workshop - AR

Production of chamber opera and opera scenes. Participation in all facets of production. **Prerequisite:** consent of instructor. (1)

MUSI 368: University Choral Union – AR

Rehearsal and performance of major works in the choral/orchestral repertoire. Open to the community as well as PLU students; *membership by audition*. Special fee in addition to tuition. (1)

MUSI 370: University Wind Ensemble – AR

Study and performance of selected wind and percussion literature using various size ensembles. *Membership by audition*. (1)

MUSI 371: University Concert Band – AR

Study of selected band literature through rehearsal and performance. Designed for the general university student. Prerequisite: having played instrument through at least junior year of high school or consent of instructor. (1)

MUSI 375: University Jazz Ensemble – AR

Study of selected big band literature through rehearsal and performance. *Membership by audition*. (1)

MUSI 376: Jazz Laboratory Ensemble – AR

Study of the basic style of playing jazz through rehearsal and performance. *Membership by audition*. (1)

MUSI 378: Vocal Jazz Ensemble – AR

Study of selected vocal jazz literature through rehearsal and performance. *Membership by audition*, concurrent registration in MUSI 360, 361, 362 or 363 required. (1)

MUSI 380: University Symphony Orchestra – AR

Study of selected orchestral literature through rehearsal and performance. *Membership by audition*. (1)

MUSI 381: Chamber Ensemble – AR

Reading, rehearsal, and performance of selected instrumental chamber music. *Prerequisite*: consent of instructor. (1) Section A - String; Section B - Brass; Section C - Woodwind; Section D - Guitar

MUSI 383: Piano Ensemble – AR

Techniques and practice in the performance of two-piano and piano duet literature; includes sight reading and program planning. (1)

MUSI 390: Intensive Performance Study: Ensemble Tour – AR

Intensive study and rehearsal of your repertoire; off-campus tour of major performance venues; special fee in addition to tuition. *Prerequisite*: consent of instructor. (4)

MUSI 391: Intensive Performance Study: Conservatory Experience – AR

Intensive study and practice of solo repertoire; special fee in addition to tuition. *Prerequisite*: consent of instructor. (4)

MUSI 395, 396, 397: Music Centers of the World

Exploration of music and other arts in environments off campus. Offered January Term to facilitate study abroad, or in cultural centers of the United States. (4, 4, 4)

MUSI 401A, B or C: Private Instruction: Jazz – AR

Prerequisite: two semesters of non-jazz study (202–219) or permission of the Director of Jazz Studies. (1, 2, 3 to 4)

MUSI 402A, B or C: Private Instruction: Piano – AR (1, 2, 3 or 4)

MUSI 403A, B or C: Private Instruction: Organ – AR (1, 2, 3 or 4)

MUSI 404A, B or C: Private Instruction: Voice – AR (1, 2, 3 or 4)

MUSI 405A, B or C: Private Instruction: Violin/Viola – AR (1, 2, 3 or 4)

MUSI 406A, B or C: Private Instruction: Cello/Bass – AR (1, 2, 3 or 4)

MUSI 407A, B or C: Private Instruction: Flute – AR (1, 2, 3 or 4)

MUSI 408A, B or C: Private Instruction: Oboe/English Horn – AR (1, 2, 3 or 4)

MUSI 409A, B or C: Private Instruction: Bassoon – AR (1, 2, 3 or 4)

MUSI 410A, B or C: Private Instruction: Clarinet – AR (1, 2, 3 or 4)

MUSI 411A, B or C: Private Instruction: Saxophone – AR (1, 2, 3 or 4)

MUSI 412A, B or C: Private Instruction: Trumpet – AR (1, 2, 3 or 4)

MUSI 413A, B or C: Private Instruction: French Horn – AR (1, 2, 3 or 4)

MUSI 414A, B or C: Private Instruction: Trombone – AR (1, 2, 3 or 4)

MUSI 415A, B or C: Private Instruction: Baritone/ Tuba – AR (1, 2, 3 or 4)

MUSI 416A, B or C: Private Instruction: Percussion – AR (1, 2, 3 or 4)

MUSI 417A, B or C: Private Instruction: Guitar – AR (1, 2, 3 or 4)

MUSI 418A, B or C: Private Instruction: Harp – AR (1, 2, 3 or 4)

MUSI 419A, B or C: Private Instruction: Harpsichord – AR (1, 2, 3 or 4)

One semester hour

Fall and Spring Semesters: One half-hour private lesson per week (12 weeks) in addition to daily practice. January: Two 45-minute lessons per week in addition to daily practice. Summer: 6 hours of instruction to be announced in addition to daily practice.

Two semester hours

Fall and Spring Semesters: Two half-hour lessons per week (12 weeks) in addition to daily practice. Summer: 12 hours of instruction to be announced in addition to daily practice.

Three to four semester hours

By permission of department only.

Special fee in addition to tuition.

MUSI 421A, B or C: Advanced Keyboard Skills – AR

Focused study of specialized keyboard skills required in various music major programs. Private instruction: special fee in addition to tuition. May be repeated for additional credit. **Prerequisite:** Successful completion of Keyboard Proficiency Jury and BM or BME Jury. (1, 2, 3 or 4)

MUSI 427A, B or C: Advanced Orchestration/Arranging – AR

Continuation of MUSI 336 on an individual basis. Prerequisite: MUSI 336 or consent of instructor. May be repeated for additional credit. Private instruction: special fee in addition to tuition. (1, 2, 3 or 4)

MUSI 430: Piano Literature I – AR

Study of representative piano repertoire from the 18th and early 19th century. (1)

MUSI 431: Piano Literature II – AR

Study of representative piano compositions of the late 19th and 20th century. (1)

MUSI 440: Methods and Materials for K-9 Music I

Study of skill acquisitions, music concepts, and analyzing the range of available resources, including ethnic music and computer assisted instruction. Offered for music education majors only. **Prerequisite:** MUSI 340. (2)

MUSI 441: Methods and Materials for K-9 Music II

Continuation of MUSI 440, including emphasis on Orff-Schulwerk and Kodaly techniques. Offered for music education majors only. **Prerequisite:** MUSI 440. (2)

MUSI 443: Methods of Secondary Choral Music

The organization and administration of the secondary school choral program. **Prerequisite:** 340. (2)

MUSI 444: Materials for Secondary Choral Music

Survey of choral literature appropriate for the various age and experience levels of students in grades 4-12, including sources and research techniques. **Prerequisite:** 340. (2)

MUSI 445: Conducting III – AR

Refinement of patterns, gestures, and conducting techniques; application to appropriate vocal and instrumental scores. **Prerequisite:** MUSI 346 or consent of instructor; Section A—Instrumental; Section B—Choral. (1)

MUSI 446: Conducting IV – AR

Continuation of MUSI 445; application and development of skills in laboratory ensemble. **Prerequisite:** MUSI 445 or consent of instructor; Section A - Instrumental, Section B - Choral. (1)

MUSI 447: Methods of School Band Music

The organization and administration of the secondary school band program. **Prerequisite:** MUSI 340. (2)

MUSI 448: Materials for School Band Music

Survey of wind-percussion literature appropriate for the various age and experience levels of students in grades 4-12, including sources and research techniques. **Prerequisite:** MUSI 340. (2)

MUSI 451: Piano Pedagogy I – AR

Teaching techniques for prospective teachers of piano, including

techniques for individual and group instruction. Methods and materials from beginning to intermediate level. (1)

MUSI 452: Piano Pedagogy II – AR

Teaching techniques for prospective teachers of piano, including techniques for individual and group instruction. Methods and materials from intermediate to advanced levels. (1)

MUSI 453: Vocal Pedagogy – AR

Physiological, psychological, and pedagogical aspects of singing. (2)

MUSI 457: Methods and Materials for Elementary Strings

The organization and administration of the elementary school string program. **Prerequisite:** MUSI 340. (2)

MUSI 458: Methods and Materials for Secondary Strings

The organization and administration of the secondary school orchestra program. **Prerequisite:** MUSI 340. (2)

MUSI 469: Student Teaching Seminar

Student teaching experiences shared and analyzed; exploration of related issues regarding entering the public school music teaching profession. Concurrent enrollment with EDUC 468 required. (2)

MUSI 491: Independent Studies

Prerequisite: consent of instructor. May be repeated for additional credit. (1–4)

MUSI 499: Capstone: Senior Project – SR

A culminating project of substantial proportions, presented in a public forum, undertaken in the senior year. For the Bachelor of Arts degree, the project integrates musical studies with a broader liberal arts context; for the Bachelor of Musical Arts degree, the project integrates musical studies with the cognate field; for Bachelor of Music Education and Bachelor of Music degrees, the project consists of a juried recital. Private instruction; special fee in addition to tuition. **Prerequisite:** consent of instructor. (1–4)

Natural Sciences, Division of

253.535.7560

www.nsci.plu.edu

The Division of Natural Sciences fulfills a two-fold purpose, preparing its majors for careers as science professionals and providing all students the grounding in the scientific awareness vital for being a citizen in the modern world and participating in a democracy.

To meet the first purpose, the six departments in the division offer rigorous programs in biology, chemistry, geosciences, physics, mathematics, and computer science and computer engineering. Inquiry-based learning is emphasized in laboratories, research courses, and capstone projects. The division-wide undergraduate research program supports one-on-one investigations with faculty in which students are immersed in all aspects of actually “doing” science.

To meet the second purpose, both major and non-major courses address the basic philosophy and methodologies of science. This encourages an awareness of the limitations of science as well as an appreciation for its benefits. Courses also attempt to place science and technology in its larger socio-cultural context, connecting

developments in one discipline with those in another and with influences outside the sciences.

Regardless of their major, students will find in the Natural Sciences Division a faculty devoted to teaching. Opportunities for close interactions abound, and the development of the whole person is a central concern.

FACULTY: Alexander, *Dean*; faculty members of the Departments of Biology, Chemistry, Computer Science and Computer Engineering, Geosciences, Mathematics, and Physics.

As a division within the College of Arts and Sciences, the Division of Natural Sciences offers major programs in each department leading to BA and BS degrees, minor programs, and core courses that fulfill general university requirements. The departments provide supporting courses for interdisciplinary programs within the sciences and for other schools of the university. Courses for BA in Education degrees with majors and minors in the natural sciences are available; see the Education section of this catalog for specific degree requirements. See also the sections on Environmental Studies and on the Health Sciences (under Pre-Professional Programs) for related programs.

Descriptions of specific course offerings and degree requirements offered within the Natural Sciences are listed under:

Biology

Chemistry

Computer Science and Computer Engineering

Geosciences

Mathematics

Physics

Course Offerings – NSCI

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.

NSCI 210: Natural History of Hawaii – NS, SM

The Hawaiian Islands are an active museum of geology and tropical island plant and animal life. The islands, the most isolated in the world, have native plants and animals—95 percent of which occur nowhere else. Students are expected to participate actively in daily lectures and fieldwork involving the geologic formation of Hawaii and its subsequent population by plants and animals, stressing the impact of human intervention. (4)

Nursing, School of

253.535.7672

www.plu.edu/~nurs

The School of Nursing is a professional school that combines nursing science with a strong foundation in natural sciences and the liberal arts. It prepares undergraduate students for generalist nursing practice; builds upon undergraduate educational experiences to prepare nurses for advanced practice in designated specialties; and responds to the education needs of practicing nurses to remain current, competent practitioners or to revise the focus of their practice.

The school exemplifies the university's mission of educating for lives of service and care in an environment that encourages

inquiry, diversity, lifelong learning, and spirituality as vital elements in the human quest for wholeness. Nursing's educational programs offer dynamic learning opportunities that challenge students to develop skills, attitudes, values, and roles which facilitate individuals, families, and communities to meet their health and wellness needs.

Degree programs within the School of Nursing include the Bachelor of Science in Nursing for basic nursing students, licensed practical nurses, and ADN-RNs; the Master of Science in Nursing program for prepared registered nurses; and the Entry-Level MSN for non-nursing baccalaureate graduates.

A program leading to Educational Staff Associate certification is available for school nurses through Continuing Nursing Education (CNE). Course work is offered in collaboration with the Office of the Washington State Superintendent of Public Instruction. Workshops and short courses for nurses and others involved in health care are frequently offered throughout the year by CNE.

Also integral to the School of Nursing is a Wellness Center that includes a nurse-managed, practitioner-staffed clinic. The center provides nursing services to the community, as well as serves as a practice site for undergraduate and graduate students.

FACULTY: T. Miller, *Dean*; Aikin, Basile, Bell, Carr, Darks, DeBoer, Dubois, Gaspar, George, Huston, Kirkpatrick, Labuhn, Lizzi, Maloney, McCann, Mize, Noll, Olson, Renaud, Richardson, Roberts, Robinson, Schaffler, Schultz, Stewart, Swett, Winter, Wolfer, Wood, Wu, Zaichkin.

Accreditations and Affiliations

The School of Nursing at Pacific Lutheran University is a member of the American Association of Colleges of Nursing. The BSN and MSN programs are approved by the Washington State Nursing Commission and fully accredited by the Commission on Collegiate Nursing Education. 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. The LPN to BSN program is designed for persons holding LPN licensure.

The school collaborates with over 100 health agencies to provide optimal clinical learning experiences for its students, under the supervision of its faculty members.

Graduates who successfully complete either program will have earned the Bachelor of Science in Nursing degree, and are eligible to sit for the NCLEX-RN, the examination for licensure as registered nurses in the state of Washington. They are prepared to begin professional nursing positions throughout the health care system. The undergraduate programs provide a strong foundation for graduate study in nursing.

High School Preparation

Applicants are expected to have completed a program in high school that includes: four years of English; two years of mathematics (preferably algebra and geometry); two years of social sciences; two years of one foreign language; and two years of laboratory sciences (including chemistry).

Admission to the University

Applicants must be accepted by the university before consideration for acceptance by the School of Nursing. Pacific Lutheran University welcomes applications from all students who have demonstrated capacities for success at the baccalaureate level. Students who present appropriate academic records and personal qualities are admitted to either summer, fall, January, or spring terms, as appropriate. Application procedures and other details are found elsewhere in this catalog.

Admission to the School of Nursing

Students seeking admission to any undergraduate nursing program, Basic, LPN to BSN sequence, or the ADN to BSN sequence, must make formal application to both the university and the School of Nursing. Applications for admission to the nursing major are available from the School of Nursing. All application materials, including official transcripts, are reviewed by the School's Recruitment, Admission, and Progression (RAP) Committee and evaluated according to the admission criteria.

Undergraduate students desiring admission should submit their applications by March 1 for any term in the following year. The selection of students for admission is competitive because the number of available spaces each semester is limited. Students who have applied by the March 1 deadline are notified by the end of April. If there are more applicants for any term than can be accommodated, qualified candidates are placed on a wait list or admitted to a later term. Students are admitted to the term of their choice insofar as it is possible. Persons on the waitlist for the year who are not admitted because of a lack of space, but who continue to desire admission to the nursing major, must submit a new application to be considered for the following year.

Individuals whose applications have been received after the priority deadline, March 1, for all terms, will be considered on a space available basis.

All prospective or pre-nursing students are urged to seek early academic advisement in order to enroll for appropriate prerequisite courses and avoid unnecessary loss of time. The School of Nursing reserves the right of curriculum and program modification and revision.

Admission Criteria

BASIC/LPN/ADN

Applicants must have been admitted to Pacific Lutheran University before consideration of admission to the School of Nursing. Admission to the university does not imply nor guarantee admission to the School of Nursing. Minimum criteria that applicants must meet to be considered for admission to the Basic or LPN to BSN or ADN-RN to BSN programs of study in the School of Nursing include the following:

- A. Admission to Pacific Lutheran University.
- B. Satisfactory completion, or pending satisfactory completion, of specified prerequisite courses at PLU, an accredited community college, or another accredited university.
- C. Completion, or pending completion, of at least 30 semester credits (or 45 quarter credits) at the college level, which is sophomore class standing.
- D. Competitive grade point averages (because admission is competitive, the grade point averages for admitted students

are usually significantly higher than the minimum):

1. A minimum grade of 2.00 on a 4.00 scale in each nursing prerequisite course.
 2. A minimum cumulative grade point average of 2.75 on a 4.00 scale in the prerequisite courses.
 3. A minimum PLU cumulative grade point average of 3.00 on a 4.00 scale. (For transfer students who matriculate to PLU and the School of Nursing simultaneously, the cumulative transfer grade point average as determined by the Registrar's Office is used.)
- E. No more than one repeat of any single prerequisite or corequisite course. Applicants who have either repeated courses, both general and nursing specific, due to failure, or who have withdrawn from courses, are considered less competitive.
 - F. Completion of the university math entrance requirements (intermediate algebra at the college level with a minimum grade of 2.00 on a 4.00 scale, or completion of two years of college preparatory [high school] algebra with average grades of 2.00 on a 4.00 scale).
 - G. Physical and mental health with emotional stability sufficient to meet the demands of generalist nursing roles and to provide timely, safe patient care.
 - H. Fluency in speaking, reading, writing, and comprehending university-level English.
 - I. Civil, administrative, and criminal history clearance in all states as well as any other applicable territory or country.
 - J. Submission of all required application documents to the School of Nursing by the designated deadlines.

Continuation Policies

- A. All the nursing courses have prerequisites and must be taken in sequence and/or concurrently as identified in the student's school-approved curriculum plan as well as the catalog.
- B. A minimum grade of 2.00 on a 4.00 scale (C) must be achieved in all required nursing courses. A student receiving a grade of less than 2.00 in any course that is a prerequisite to another nursing course may not continue in the nursing sequence until the prerequisite course is repeated with a grade of 2.00 on a 4.00 scale or above.
- C. No course can be repeated more than one time. Failure in two nursing courses will result in dismissal from the School of Nursing.
- D. Incomplete grades in nursing courses must be converted to a passing grade (2.00 on a 4.00 scale or above) before the first day of class of the subsequent term.
- E. Students taking approved withdrawals from nursing courses may return to the School of Nursing in accordance with policies listed in the Undergraduate Nursing Student Handbook on a space-available basis, noting that they may be subject to new program requirements.
- F. The School of Nursing reserves the right to withdraw nursing students who fail to achieve and maintain academic or clinical competence, or who do not demonstrate professional accountability or conduct. Unsafe and/or unethical practice constitutes grounds for immediate dismissal from the clinical component and/or the program.
- G. All students must comply with confidentiality according to HIPAA, School of Nursing, and university regulations.
- H. Other policies regarding progression/continuation are found in the Undergraduate Nursing Student Handbook.

Health

Nursing students are being developed as professional role models and are responsible for optimal health practices. Specific health-related documentation and certification are required before beginning the program, and must be current throughout the course of study. It is the responsibility of each student to provide appropriate and timely documentation as required. Students failing to comply with any of these requirements may be dismissed from the nursing program and/or be subject to monetary fine. It is the student's responsibility to report any changes in his or her physical or psychological health to the School of Nursing.

English Proficiency

A certain level of English proficiency is necessary for academic success in nursing and for patient safety. Students who are identified by the university as needing the English as a Second Language (ESL) sequence of courses will be required to take the ESL courses before consideration for admission to the School of Nursing and/or to take and achieve passing scores on the Test of English as a Foreign Language (TOEFL) and score at least 550.

In addition, before their applications to the School of Nursing will be considered, all students for whom English is not their first language must also take and pass additional tests of English pronunciation, comprehension, grammar, and fluency. Test fees are the responsibility of the student. Guidelines and policies can be obtained from the School of Nursing. All students for whom English is not their first language should also be aware that they may not be able to complete the program of study within the usual time frame.

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 Recruitment, Admissions, and Progression Committee, the course instructors, and/or the Dean.

Additional Costs

A user support fee is charged to each student's account each semester. This fee supports the purchase of equipment, materials and supplies in the practice labs and Learning Resource Center, as well as computer materials and software. The fee is paid with tuition following registration for specific courses.

In addition to regular university costs, students must provide their own transportation between the university campus and the clinical areas beginning with the first 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. LPN and ADN students must carry their own professional liability insurance. Health requirement fees, laboratory fees, student uniforms and any necessary equipment are the responsibility of the student.

Programs of Study**PREREQUISITE AND CO-REQUISITE COURSES TO THE NURSING MAJOR**

Each prerequisite and co-requisite course listed below must be completed with a minimum grade of 2.00 on a 4.00 scale in order to be considered successfully completed.

- **Basic students** must successfully complete Biology 205 and 206, Chemistry 105, and Psychology 101 before beginning the nursing program. A minimum cumulative GPA of 2.75 is required in these courses. Basic students must also successfully complete Biology 201 and Psychology 320 before progression to second semester sophomore-level nursing courses; in addition, they must also successfully complete Statistics 231 before enrollment in Nursing 360.
- **LPN students** must successfully complete Biology 201, 205, and 206; Chemistry 105; and Psychology 101 and 320 before beginning the nursing program. A minimum cumulative GPA of 2.75 is required in these courses. LPN students must also successfully complete Statistics 231 before enrollment in Nursing 360.
- **ADN students** must successfully complete Biology 201, 205, and 206; Chemistry 105; Psychology 101 and 320; and Statistics 231 before beginning the nursing program. A minimum cumulative GPA of 2.75 is required in these courses.

Prerequisite and co-requisite courses

BIOL 201: Introductory Microbiology
 BIOL 205: Human Anatomy and Physiology I
 BIOL 206: Human Anatomy and Physiology II
 CHEM 105: Chemistry of Life (Organic and Biochemistry)
 PSYC 101: Introduction to Psychology
 PSYC 320: Development Across the Lifespan
 STAT 231: Introductory Statistics

All courses named above are offered in academic departments other than the School of Nursing, and are thereby administered by those respective departments in regard to scheduling, evaluation, grading, etc. For the BSN degree to be awarded, all students must meet both nursing and university requirements.

BSN SEQUENCE FOR BASIC STUDENTS

The curriculum plan for the Basic student (those who hold neither practical nor registered nursing licensure) is designed to foster growth and professional accountability on the part of students.

Nursing courses must be taken concurrently and in sequence as indicated in the following sample curriculum, and, if enrolled full time, normally extend over six semesters. Basic students who have completed transferable nursing credit from another accredited institution, and/or hold licensure as certified nursing assistants, should seek advisement from the Admissions Coordinator regarding the possibility of completing the sequence within five semesters and one January or summer term. Currently licensed certified nursing assistants with a minimum of one year's experience may be eligible to complete Nursing 220 through credit by examination.

FIRST YEAR (PRE-NURSING)

First Semester

BIOL 205: Human Anatomy and Physiology I	4
PSYC 101: Introduction to Psychology	4
WRIT 101: Inquiry Seminar: Writing	4
PHED 100: Personalized Fitness Program	1
PHED Physical Activity	1

January Term

GUR or Core (First-Year Residency Requirement)	4
--	---

Second Semester

BIOL 206: Human Anatomy and Physiology II	4
CHEM 105: Chemistry of Life	4
GUR or Core	4
Inquiry Seminar 190: GUR or Core	4

SECOND YEAR

First Semester

BIOL 201: Introduction to Microbiology	4
PSYC 320: Development Across the Lifespan	4
STAT 231: Introductory Statistics	4
NURS 220: Nursing Competencies I	4
PHED Physical Activity	1

January Term

GUR or Core	4
-------------	---

Second Semester

NURS 260: Professional Foundations	4
NURS 270: Health Assessment and Promotion	4
NURS 280: Pathological Human Processes	4
GUR or Core	4
PHED Physical Activity	1

THIRD YEAR

First Semester

NURS 320: Nursing Competencies II	2
NURS 330: Pharmacology and Therapeutic Modalities	4
NURS 340: Situations with Individuals: Adult Health I	4
NURS 350: Situations with Individuals: Mental Health	4

January Term

GUR or Core	4
-------------	---

Second Semester

NURS 360: Nursing Research and Informatics	4
NURS 365: Culturally Congruent Healthcare	4
NURS 370: Situations with Families: Childbearing	4
NURS 380: Situations with Families: Childrearing	4

FOURTH YEAR

First Semester

NURS 420: Leadership and Resource Management	4
NURS 430: Situations with Communities	5
NURS 440: Situations with Individuals: Adult Health II	4
NURS 441: Situations Seminar	1

January Term

GUR or Core	4
-------------	---

Second Semester

NURS 460: Health Care Systems and Policy	2
NURS 480: Professional Foundations II	2
NURS 499: Capstone: Nursing Synthesis	6
GUR or Core	4

A minimum of 128 semester credit hours is required for the baccalaureate degree. The sequence of required nursing courses comprises 70 semester credit hours.

BSN SEQUENCE FOR LICENSED PRACTICAL NURSES

The LPN to BSN 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 validates the prior knowledge and clinical competence of the LPN, enabling progression through the BSN curriculum within five semesters, following completion of prerequisite courses.

LPN students are strongly encouraged to make maximum progress toward completing university requirements before beginning the nursing sequence.

PREREQUISITE COURSES

BIOL 201: Introductory Microbiology	4
BIOL 205: Human Anatomy and Physiology I	4
BIOL 206: Human Anatomy and Physiology II	4
CHEM 105: Chemistry of Life	4
PSYC 101: Introduction to Psychology	4
PSYC 320: Development Across the Lifespan	4

FIRST YEAR

First Semester

NURS 260: Professional Foundations	4
NURS 270: Health Assessment and Promotion	4
NURS 280: Pathological Human Processes	4
STAT 231: Introductory Statistics	4

Second Semester

NURS 320: Nursing Competencies II	2
NURS 330: Pharmacology and Therapeutic Modalities	4
NURS 340: Situations with Individuals: Adult Health I	4
NURS 350: Situations with Individuals: Mental Health	4

SECOND YEAR

First Semester

NURS 360: Nursing Research and Informatics	4
NURS 365: Culturally Congruent Healthcare	4
NURS 370: Situations with Families: Childbearing	4
NURS 380: Situations with Families: Childrearing	4

Second Semester

NURS 420: Leadership and Resource Management	4
NURS 430: Situations with Communities	5
NURS 440: Situations with Individuals: Adult Health II	4
NURS 441: Situations Seminar	1

THIRD YEAR

Final Semester

NURS 460: Health Care Systems and Policy	2
NURS 480: Professional Foundations II	2
NURS 499: Capstone: Nursing Synthesis	6
GUR or Core	4

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 for assistance with their complete programs of study.

BSN SEQUENCE FOR LICENSED REGISTERED NURSES

The ADN to BSN program begins with the foundation of the knowledge, skills and experience of the registered nurse and builds an expanded framework for advanced nursing practice in today's health care delivery systems. Designed for the registered nurse with at least one year of direct care nursing experience, this program enables students to earn both a bachelor's degree and a master's degree in nursing.

In the ADN to BSN program, students may earn up to 30 upper-division credits through the Professional Portfolio Workshop course, designed to guide the students in earning college credits by documenting registered nurse employment experiences.

Upon successful completion of the BSN degree with a 3.0 PLU grade point average, and successful completion of the Graduate Record Exam (GRE), the student may begin an expedited application process for the MSN program. (See Graduate Studies.)

Prerequisite Nursing Courses

BIOL 201: Introductory Microbiology	4
BIOL 205: Human Anatomy and Physiology I	4
BIOL 206: Human Anatomy and Physiology II	4
CHEM 105: Chemistry of Life	4
PSYC 101: Introduction to Psychology	4
PSYC 320: Development Across the Lifespan	4
STAT231: Introductory Statistics	4

Prerequisite General University Requirement Courses

Math Entrance Requirement (minimum GPA of 2.0 on a 4.0 scale)	
Foreign Language Entrance Requirement	
Fine Arts: Art, Music, or Theater	4
Literature	4
Philosophy (excludes logic or critical thinking)	4
Physical Education: Four different activity courses, including PHED 100 (See School of Nursing for specific exemptions to the PHED requirement.)	4
Social Science, Line I: History, Anthropology, or Political Science	4
Writing	4

For consideration for admission, applicants must have:

- A. Achieved a minimum (undergraduate) cumulative GPA of 3.00 on a 4.00 scale for admission to undergraduate study, and continuation to graduate study.
- B. Completed each nursing prerequisite course with a

minimum GPA of 2.00 on a 4.00 scale; cumulative GPA average in all prerequisite and corequisite courses must be a minimum of 2.75 on a 4.00 scale.

- C. Achieved junior class status (accumulation of 60 or more semester hours).
- D. Obtained unrestricted licensure as a registered nurse in the state of Washington.
- E. For continuation to graduate study, completion of the MSN application process.

BSN COURSE OF STUDY FOR ADN PREPARED REGISTERED NURSES

(See Graduate Studies for MSN Course Sequences.)

Prior to first semester in program

Religious Studies and approved elective	6-8
---	-----

First Semester

NURS 399: Professional Portfolio Workshop	4
NURS 420: Introduction to Leadership and Management	4
NURS 430: Nursing Situations with Communities	5

January Term

Approved Elective	4
-------------------	---

Second Semester

NURS 360: Nursing Research and Informatics	4
NURS 365: Culturally Congruent Healthcare	4
NURS 460: Health Care Systems and Policy	2
NURS 499: Capstone: Nursing Synthesis	6
Religious Studies (if not completed during previous summer session)	4

MINOR IN HEALTH SERVICES:

Health care is a complex system, which now represents 16% of the U.S. Gross National Product. Many disciplines outside of nursing require familiarity with systems and issues within health care. The Health Services minor is designed to support non-nursing majors, including biology, business, chemistry, social work, etc. Students seeking a Health Services minor must receive approval and advisement from the School of Nursing prior to declaration.

Requirements - Minimum 18 semester hours

NURS 100, 460
PHIL 323

At least three courses from:

Diversity
ANTH 102, 380
HEED 265
NURS 365
PHED 362

Administration
ECON 322
NURS 420 and 530

Physiologic Functioning
NURS 280, 330
PHED 480

Applied Health Care
HEED 266, 281
NURS 270
PHED 381

No more than eight semester hours from any one department will be counted toward the minor.

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 (253.535.7672).

MASTER OF SCIENCE IN NURSING - ENTRY-LEVEL MSN

A cohort program designed for those who have previously earned a baccalaureate or higher degree in an academic discipline other than nursing. Those interested are strongly advised to seek early advisement from the School of Nursing at 253.535.7672 or 8872. See Graduate Studies section of this catalog for further details.

SCHOOL NURSE CERTIFICATION

Contact the School of Nursing Continuing Nursing Education office (253.535.7683).

Workshops and Short Courses

Contact the School of Nursing Continuing Nursing Education office (253.535.7683).

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

For students admitted to the nursing major, regular status of provisional, all nursing courses are sequential. Successful completion of all courses in one semester is prerequisite to enrollment in the next semester's courses. All students admitted to the nursing major must adhere to the curriculum sequence as outlined by their approved academic program contracts.

Course Offerings – NURS

All courses unless otherwise specified, are open only to accepted nursing students.

NURS 100: Medical Terminology

Provides sound basis for individuals in health care to learn important words, their origins, derivatives, and abbreviations. Focuses on utilization of terms as applied to anatomical, physiological, and pharmacological topics. Pronunciation of terms emphasized. Knowledge from this course can be applied to any health care profession. Open to non-nursing majors, required for Health Services minor. (1 or 2)

NURS 220: Competencies I

Focuses on the core knowledge and competencies of therapeutic communication, and technical skills associated with health management. *Prerequisite:* Admission to the School of Nursing. (4)

NURS 260: Professional Foundations I

Focuses on nursing as a profession and discipline. The nursing

process is introduced as a framework for critical thinking and caring. Open to non-nursing students with permission of instructor. *Prerequisite:* NURS 220. (4)

NURS 270: Health Assessment and Promotion

Focuses on the core knowledge and competencies necessary to perform health assessments and promote health across the life span. *Prerequisites:* prior or concurrent with NURS 260 and 280. (4)

NURS 280: Human Pathological Processes

Focuses on human responses to major forms of pathophysiology. *Prerequisite for majors:* BIOL 201, 206 and CHEM 105. Non-majors must receive permission from the instructor. (4)

NURS 312: Perioperative Nursing

Focuses on the theory and practice related to pre-surgical, surgical, and post-surgical nursing care as well as the role of the perioperative surgical nurse. (4)

NURS 320: Competencies II

Focuses on the core knowledge and competencies of advanced technical skills associated with health management.

Prerequisites: NURS 260, 270, 280, Junior I. (2)

NURS 330: Pharmacology and Therapeutic Modalities for Nursing

Focuses on pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacological interventions. *Prerequisite for majors:* NURS 280, Junior I. Non-majors must receive permission from the instructor. (4)

NURS 340: Nursing Situations with Individuals: Adult Health I

Focuses on the core knowledge and competencies necessary to apply the nursing process to situations with individuals experiencing selected alterations in health. *Prerequisites:* prior or concurrent enrollment in NURS 320 and 330, Junior I. (4)

NURS 350: Nursing Situations with Individuals: Mental Health

Focuses on the core knowledge and competencies necessary to apply the nursing process to situations with individuals experiencing mental health issues. *Prerequisite:* prior or concurrent enrollment in NURS 330, Junior I. (4)

NURS 360: Nursing Research and Informatics

Examines principles of nursing and health care research, technologies, and databases that support evidence-based nursing practice. *Prerequisites:* prior or concurrent with NURS 340 or 350 and STAT 231, Junior II. (4)

NURS 365: Culturally Congruent Health Care – A

Focuses on core knowledge and competencies necessary to give culturally congruent care to people from diverse populations. Compares beliefs, values, and practices pertaining to health, care expressions, and well-being. Open to non-nursing students with instructor permission. *Prerequisite for majors:* NURS 270, Junior II. (4)

NURS 370: Nursing Situations with Families: Childbearing

Focuses on the core knowledge and competencies necessary to

apply the nursing process to situations with childbearing families. Prerequisites: NURS 320, 330, 340, 350, Junior II. (4)

NURS 380: Nursing Situations with Families: Childrearing
Focuses on the core knowledge and competencies necessary to apply the nursing process to situations with infants, children, adolescents and their families. Prerequisites: NURS 320, 330, 340, 350, Junior II. (4)

NURS 399: Nursing Portfolio Workshop
Portfolio writing designated to prepare registered nurses to complete a portfolio documenting prior experiential learning acquired in nursing practice. Open to ADN to BSN students only. (4)

NURS 420: Introduction to Leadership and Resource Management in Nursing
Focuses on core knowledge and competencies related to beginning leadership and resource management skills. Prerequisites: NURS 360, 370, 380, Senior I. (4)

NURS 430: Nursing Situations with Communities
Focuses on the core knowledge and competencies necessary to apply the nursing process to situations with the community as client. Prior or concurrent enrollment in NURS 420, Senior I. (5)

NURS 440: Nursing Situations with Individuals: Adult Health II
Focuses on the core knowledge and competencies necessary to apply the nursing process to situations with individuals experiencing complex alterations in health. Prerequisites: NURS 360, 370, and 380, Senior I. (4)

NURS 460: Health Care Systems and Policy
Analysis of the social, political, legal, and economic factors that influence health care including trends in health policy and ethical issues relevant to health care delivery. Open to non-nursing students with permission of the instructor. Prerequisite for majors: NURS 260, Senior II. (2)

NURS 478: Elective Clinical Experience
An exploration and application of nursing knowledge and roles in a selected clinical environment. Pass/fail option. Open to students who have completed their junior-level nursing courses or permission of the faculty. (1-4)

NURS 480: Professional Foundations II
Critical evaluation of role transition into professional nursing. Prerequisite: concurrent enrollment in NURS 499, Senior II. (2)

NURS 491: Independent Studies
Prerequisite: permission of the dean. (1-4)

NURS 493: Internship Abroad (1-4)

NURS 499: Capstone: Nursing Synthesis - SR
Synthesis of core knowledge, competencies, professional values, and leadership skills in nursing situations mentored by a professional nurse preceptor. Prerequisites: NURS 420, 430, 440, 441, prior or concurrent enrollment in NURS 460 and 480. (6)

See the Graduate School of Nursing for graduate level courses.

Philosophy

253.535.7213
www.plu.edu/~phil

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; Cooper, Hogan, G. Johnson, Kaurin, Menzel.

Uses of Philosophy

Courses in philosophy help students who (1) recognize philosophy as a central element in a quality liberal arts education; (2) wish to support their undergraduate work in other fields, such as literature, history, political science, religion, the sciences, education, or business; (3) plan to use their study of philosophy in preparation for graduate study in law, theology, or medicine; or (4) are considering graduate work in philosophy itself, usually with the intention of teaching in the field.

Undergraduate study in philosophy is not meant to train specifically for a first job. Instead, it serves to sharpen basic skills in critical thinking, problem solving, research, analysis, interpretation, and writing. It also provides critical perspective on and a deep appreciation of ideas and issues that have intrigued humanity throughout the ages, including those central to the Western intellectual heritage. This prepares students for a great variety of positions of responsibility, especially when coupled with specialized training in other disciplines. Those with the highest potential for advancement generally have more than just specialized training; rather, they bring to their work breadth of perspective, intellectual flexibility and depth, and well-honed skills in critical thought and communication.

Why a Philosophy Requirement

Students who take philosophy engage in a systematic and sustained examination of the basic concepts of life, such as justice, knowledge, goodness, and the self. By scrutinizing methods, assumptions, and implications, they are able to explore lifelong questions of meaning, thought, and action. They acquire historical perspective on the diversity of human thought and tolerance for the considered opinions of others. Through the collective exploration of, and reasoned argument over, difficult ideas, students develop autonomy in their decision-making. Philosophy is vital to the formation of meaning and purpose in students' lives and provides an indispensable framework for developing a sense of vocation - Who am I? What values should we hold? What really is the common good to which I might contribute? What kind of life should I live? In short, the active

study of philosophy is essential "to empower students for lives of thoughtful inquiry, service, leadership and care — for other persons, for the community and for the earth."

University Core Requirement

The Core I requirement of four semester hours in philosophy may be satisfied with any course offered except for PHIL 233: Formal Logic.

The initial course in philosophy is customarily PHIL 121, PHIL 125, or a 200-level course that provides a more focused topic but is still at the introductory level (PHIL 220, 223, 228, 230, 238, 253). The 300-level courses are suited for students with particular interests who are capable of working at the upper-division level. Courses offered through correspondence, on-line, and independent studies are not accepted to meet core requirement in philosophy.

MINOR

16 semester hours of approved philosophy courses; for transfer students, at least eight 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 PHIL 233, 330, 332, and 499.
- 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 advisor.
- Students must be a declared philosophy major in order to be eligible for departmental scholarships.

HONORS MAJOR

In addition to the above requirements for the major:

- A. PHIL 493: Honors Research Project, including an honors thesis written under the supervision of one or more faculty members and presented to the department.
- B. Completion of the departmental reading program of primary sources. Honors majors in philosophy are expected to complement their regular courses by reading and discussing three or four important works under the personal supervision of department faculty. The reading list should be obtained at an early date from the department chair. It is best that the reading program not be concentrated into a single semester, but pursued at a leisurely pace over an extended period.
- C. At least a 3.3 grade point average in philosophy courses, including at least a B in PHIL 493.

Course Offerings – PHIL

PHIL 121: *The Examined Life* – PH

Introduces philosophy by considering perennial topics and issues, such as what makes an action right or wrong and whether belief in God is reasonable. Includes a focus on developing skills in critical and systematic thinking. (4)

PHIL 125: *Ethics and the Good Life* – PH

Major moral theories of Western civilization, including contemporary moral theories. Critical application to selected moral issues. (4)

PHIL 220: *Women and Philosophy* – A, PH

An examination and critique of historically important theories from Western philosophy concerning women's nature and place in society, followed by an examination and critique of the writings of women philosophers, historic and contemporary. (4)

PHIL 223: *Biomedical Ethics* – PH

An examination of significant controversies in contemporary biomedical ethics, of major moral philosophies, and of their interrelationships. (4)

PHIL 225: *Business Ethics* – PH

Application of moral theories and perspectives of relevance to business practices. Examination of underlying values and assumptions in specific business cases involving, e.g., employer-employee relations, advertising, workplace conflict, and environmental and social responsibilities. Pass/fail options do not apply to business majors either declared or intending to declare. (4)

PHIL 228: *Social and Political Philosophy* – PH

An examination of major social and political theories of Western philosophy (including Plato, Hobbes, Locke, Rousseau, Mill, Marx). Includes feminist and non-Western contributions and critiques. (4)

PHIL 230: *Philosophy, Animals, and the Environment* – PH

Examines issues such as resource distribution and consumption, obligations to future generations and the nonhuman life. Various moral theories are examined and applied to ethical issues such as preservation of endangered species, animal experimentation, factory farming, resource consumption, pollution, and population growth. Concepts such as wilderness, nature/natural, and consciousness are also addressed. (4)

PHIL 233: *Formal Logic*

Principles of sound reasoning and argument. Development and practical use of formal logical systems, with a focus on symbolic logic. Includes an introduction to inductive and abductive reasoning. Not for philosophy core requirement; counts toward Option III of the College of Arts and Sciences requirement. (4)

PHIL 238: *Existentialism and the Meaning of Life* – PH

An introduction to the philosophical movement known as Existentialism. The course will explore themes central to human experience (such as alienation, guilt, suffering, joy and boredom), with a goal of asking how existentialism engages these ideas relative to the question of human meaning. As an introductory course we will survey specifically the major thinkers of this tradition and illustrate how existentialism connects to other areas such as religion, psychology and literature. (4)

PHIL 253: *Creation and Evolution* – PH

Examination of the controversy surrounding the origin of life. Includes a historical introduction to the controversy; investigation into the nature of science, faith, evidence, and facts; and critical evaluation of three major origin theories: creationism, theistic evolution, and non-theistic evolution. (4)

PHIL 291: Directed Studies (1-4)

PHIL 328: Philosophical Issues in the Law – PH

An examination of philosophical issues in law using actual cases as well as philosophical writings. Topics may include the nature of law, judicial reasoning, rights, liberty, responsibility, and punishment. **Prerequisite:** One previous philosophy course, or POLS 170, or permission of instructor. (4)

PHIL 330: Studies in the History of Philosophy – PH

In-depth study of major figures, texts, and topics in a selected historical period. These may include: ancient, sixteenth to eighteenth century, Kant and the nineteenth century. May be repeated for credit. (4)

PHIL 332: Themes in Contemporary Philosophy – PH

In-depth study of selected themes and issues in 20th- and 21st-century philosophy. These may include: Analytic, Pragmatism, and Continental. May be repeated for credit. (4)

PHIL 350: God, Faith, and Reason – PH

Classical and contemporary views of traditional issues regarding the nature and rationality of religious belief, with a focus on monotheistic religions and a unit on religious pluralism. **Prerequisite:** one course in philosophy or religion. (4)

PHIL 353: Topics in Philosophy – PH

Study of selected topics in philosophy, such as value theory, science, metaphysics, epistemology, feminism, film or health care. May be repeated for credit. (2-4)

PHIL 491: Independent Reading and Research

Prerequisite: departmental consent. (1-4)

PHIL 493: Honors Research Project

The writing of an honors thesis and final completion of the reading program in primary sources required for the honors major. Presentation of thesis to department majors and faculty. (4)

PHIL 499: Capstone: Advanced Seminar in Philosophy – SR

Exploration in a seminar format of an important philosophical issue, thinker, or movement. Topic to be announced at the time course is offered. **Prerequisite:** three philosophy courses or consent of instructor. May be repeated once for credit. (4)

Physical Education, School of

253.535.7350

www.plu.edu/~phed

Physical Education Program

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, exercise science, health & fitness management, pre-physical therapy, pre-athletic training, and recreation.

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 AstroTurf field house.

FACULTY: Evans, *Interim Dean*; Hacker, Kerr, McConnell, Moore, Tannehill, Wells; and Turner, *Athletic Director, Assisted by* Girrard, Harshman, J. Johnson, Keim, Kreier, Loomis, McCord, Nicholson, Noren, Rigell, Thomas, Scott Westering, Susan Westering.

General University Requirement

Four one-semester hour courses (PHED 100-259), which must include PHED 100, are required for graduation.

No more than eight one-semester hour PE activity courses may be counted toward graduation. Students are encouraged to select a variety of activities at appropriate skill levels. All physical education activity courses are graded on the basis of A, Pass, or Fail and are taught on a coeducational basis.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (BSPE)

Four concentrations are available under the BSPE Degree

A. Exercise Science Concentration - 62 semester hours

- BIOL 161, 205, 206
- CHEM 105
- HEED 366
- MATH 128 or 140
- PHED 277, 324, 326, 344, 383, 384, 478, 480, 486
- PHED 495 (four semester hours required)
- PHED 499 (four semester hours required)
- STAT 231

B. Health and Fitness Management Concentration - 63 semester hours

- BIOL 205, 206
- CHEM 105
- HEED 266, 327, 366
- PHED 277, 293, 324, 326, 344, 383, 384, 386, 480, 486
- PHED 495 (four semester hours required)
- PHED 499 (four semester hours required)
- RECR 330, 483

C. Pre-Physical Therapy Concentration - 75 to 76 semester hours

- BIOL 161, 162, 205, 206, 323 or approved alternate (four semester hours)
- Two from CHEM 105, 120, 232/234 (eight to nine semester hours)
- HEED 281, 382 (four semester hours)
- MATH 128 or 140 (four semester hours)
- PHED 277, 480, 486 (12 semester hours)
- PHED 495 (four semester hours)
- PHED 499 (four semester hours)
- PHYS 125/126, 135/136 (ten semester hours)
- PSYC 101, 320 or 415 (eight semester hours)

D. Pre-Athletic Training Concentration - 52 semester hours

BIOL 161, 205, 206
 CHEM 105
 HEED 266, 281, 327, 382
 PHED 277, 326, 480, 486
 PHED 495 (four semester hours)
 PHED 499 (four semester hours)
 PSYC 101
 STAT 231

In addition to the requirements listed above, candidates for the BSPE degree must meet the College of Arts and Sciences foreign language requirement.

BACHELOR OF ARTS IN RECREATION (BAREC)**- 45 semester hours**

BUSA 305 or approved alternate
 COMA 336
 PHED 277, 279, 324, 326, 344, 386
 RECR 296, 330, 360 (two semester hours), 483
 PHED 495 (four semester hours)
 PHED 499 (four semester hours)
 Plus two semester 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 BA Recreation (BARec) degree must meet the College of Arts and Sciences foreign language requirement.

BACHELOR OF ARTS IN PHYSICAL EDUCATION (BAPE) WITH CERTIFICATION**- 61 semester hours required to meet the state endorsement in Health and Fitness**

Biology 205, 206 (eight semester hours)
 HEED 266, 295, 327, 366, 367 (12 semester hours)
 PHED 275 or 298 (two semester hours)
 PHED 277, 279, 293, 294, 297, (ten semester hours)
 PHED 322 (four semester hours)
 PHED 326, 386, 478, 480, 486, 490 (23 semester hours)
 RECR 296 (two semester hours)

ADDITIONAL REQUIREMENTS FOR K-12 TEACHER CERTIFICATION**- 35 semester hours**

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 BAPE with certification.

ANTH 102 or 210
 EDUC 390, 392
 EDUC/PHED 468, 450
 PSYC 101
 SPED 320
 WRIT 101

Plus a valid first aid card

Students receiving a BAPE with certification are not required to fulfill the College of Arts and Sciences foreign language requirements. All courses in the major and minor fields are used for teacher certification must have grades of C or higher.

BACHELOR OF ARTS IN PHYSICAL EDUCATION (BAPE) WITHOUT CERTIFICATION

Biology 205, 206 (eight semester hours)
 HEED 266, 295, 327, 366, 367 (12 semester hours)
 PHED 275 or 298 (two semester hours)
 PHED 277, 279, 293, 294, 297, (ten semester hours)
 PHED 322 (four semester hours)
 PHED 326, 386, 478, 480, 486, 490 (23 semester hours)
 RECR 296 (two semester hours)

In addition to the requirements listed above, candidates for the BAPE degree without teacher certification must meet the College of Arts and Sciences foreign language requirements and a Senior Seminar (PHED 499 - four semester hours).

MINORS**Aquatics Minor - 17 semester hours**

PHED 216, 275, 331, 344
 PHED 495 (four semester hours)
 RECR 483

Plus two semester hours from the following:
 PHED 200-219 or 360 (two semester hours)
 First aid and CPR certificate required.

Coaching Minor - 17 to 19 semester hours

PHED 279, 334, 344, 361 (two semester hours), 390, 410
 HEED 281

Plus two to four semester hours from the following:
 PHED 308, 361 (two semester hours) or PHED 370-379, 386, 414, or 478
 First aid and CPR certificate required.

Dance Minor - 17 or 18 semester hours

PHED 222, 225, 232, 250, 462
 THEA 356
 MUSI 120

Electives: (three or four semester hours)
 PHED 223, 360 (one or two semester hours)
 PHED 362 or 491 (one to four hours)
 First aid and CPR certificate required

Exercise Science Minor - 19 semester hours

PHED 360 (two semester hours)
 PHED 383, 384, 480, 486 (13 semester hours)
 PHED 495 (four semester hours)

Designed primarily for biology majors and BAPE students. Not designed for education or BSPE majors. First aid and CPR certificate required.

Health Education Minor - 18 semester hours

HEED 266, 327, 366, and 367
 Electives: eight semester hours from following:
 PHED 315, 324, 362

HEED 190, or other courses approved by program coordinator (selected from anthropology, nursing, psychology, philosophy, or sociology).

Health and Fitness Management Minor - 19 semester hours

PHED 293, 334, 344
 PHED 360 (two semester hours)
 PHED 383, 384
 PHED 495 (four semester hours)
 RECR 296

Designed primarily for business, biology, BAPE, and BAR students. First aid and CPR certificate required.

Physical Activity Minor - 17 or 18 semester hours

PHED 279, 324, 334, 386 478

Select from the following (two or three semester hours):

PHED 275, 293, 294, 297, 298, 322, 326 or RECR 296

Recreation Minor - 17 semester hours

PHED 279, 344

RECR 296, 330, 483

PHED 495 (four semester hours)

First aid and CPR certificate required.

Sport Psychology Minor - 19 semester hours

PHED 234, 366, 386, 390

PSYC 310, 320, 330 (four semester hours required)

PSYC 101 is a prerequisite to 310, 320 and 330

Select from the following: (four semester hours):

HEED 262, 365,

PHED 308, 315, 324, 362, 410

Sports Management Minor - 18 to 19 semester hours

PHED 344, 386

PHED 495 (eight semester hours)

RECR 483

Select from the following: (two or three hours):

PHED 326, 331, 384, 410

First Aid and CPR certificate required

Designed primarily for students with a major in business, communication, or economics

Course Offerings: Health Education (HEED)

HEED 262: Big Fat Lies – AN

Investigation of body weight as both a source of social prejudice and as a health issue. Issues of body image, social expectations and ideals, and discrimination are addressed in the first half and topics such as metabolism, dieting, heart disease, diabetes and cancer are addressed as they relate to obesity in the second half. (4)

HEED 266: Food and Health

Examination of the role of dietary choices in the maintenance of health and prevention of disease. Topics covered include: basic nutritional science, food selection/menu planning, lifespan nutrition, energy balance, sports nutrition, and nutritional analysis tools. (2)

HEED 281: Injury Prevention and Therapeutic Care

Prevention, treatment, and rehabilitation of all common injuries sustained in athletics; physical therapy by employment of electricity, massage, exercise, light, ice, and mechanical devices. (2)

HEED 292: First Aid

Meets requirements for the American Red Cross Standard First Aid and Personal Safety. (2)

HEED 295: School Health

Examination of the integrated nature of comprehensive school health programs. Attention is given to curriculum development and teaching strategies for health content, as well as the importance of creating a healthy school environment for learning. (2)

HEED 327: Substance Use and Abuse

Evaluation of the impact of substance use and abuse on

individual health and performance. Substances addressed include alcohol, nicotine, ergogenic aids, prescription medications and illegal drugs. (2)

HEED 360: Professional Practicum

Students work under the supervision of a coach, teacher, recreation supervisor, or health care provider. Prerequisite: departmental approval. (1 or 2)

HEED 365: The Aging Experience: Worlds of Difference – A

The way in which people's location in the social system, the historical periods they live during, and their personal biographies shape the aging experience. Students will learn how these influences may affect their lives and those with whom they work. (4)

HEED 366: Health Psychology

Integration of the study of biological functioning of the human body with the psychology of human behavior. Topics to be covered include: stress and illness, pain perception and management, emotional factors in the prevention, development and treatment of chronic disease, mental health, and death and dying. (3)

HEED 367: Health and Society

Examination of how individual health choices are made within a social context. Topics to be covered include: interpersonal relationships/conflict resolution, sexual and reproductive health, environmental health, and health care utilization/ consumer health issues. (3)

HEED 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:** HEED 281. (2)

HEED 425: Health Promotion/Wellness Intervention Strategies

Examination of strategies for improving the state of wellness through healthier lifestyles. (2)

HEED 491: Independent Studies

Prerequisite: consent of the dean. (1-4)

HEED 495: Internship – SR

Pre-professional experiences closely related to student's career and academic interests. **Prerequisites:** declaration of major, sophomore status, and 10 hours in the major. (2-8)

HEED 499: Capstone: Senior Seminar – SR (2-4)

Course Offerings: Physical Education (PHED)

PHED 100: Personalized Fitness Programs – PE

To stimulate student interest in functional personally designed programs of physical activity; assessment of physical condition and skills; recommendation of specific programs for maintaining and improving physical health. Should be taken as a first-year student. (1)

PHED 150: Adaptive Physical Activity – PE

An individualized activity program designed to meet the needs

interests, limitations, and capacities of students who have had restrictions placed on their physical activity. (1)

PHED 151-199: Individual and Dual Activities – PE

151 (Beginning Golf), 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). (1 each)

PHED 200-219: Aquatics – PE

200 (Individualized Swim Instruction), 201 (Swimming for Non-swimmers), 203 (Synchronized Swimming), 205 (Skin and Scuba Diving), 207 (Basic Sailing), 210 (Intermediate Swimming), 212 (Conditioning Swimming), 214 (Advanced Swimming), 216 (Lifeguard Training, 2 credits), 218 (Kayaking). (1 each)

PHED 220-240: Rhythms – PE

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). (1 each)

PHED 241-259: Team Activities – PE

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). (1 each)

PHED 275: Water Safety Instruction – PE

The American Red Cross Water Safety Instructor's course. Prerequisite: swim test required. (Fulfills 1 credit towards PE GUR.) (2)

PHED 277: Foundations of Physical Education

The relationship of physical education to education; the biological, sociological, psychological, and mechanical principles underlying physical education and athletics. Should be the initial professional course taken in the School of Physical Education. (2)

PHED 279: Teaching Physical Activity

Generic teaching and management strategies, design of instructional materials and techniques for implementing them, and strategies for working with diverse learners in physical activity settings. This course is a prerequisite for all teaching methods courses and should be taken prior to or in conjunction with the Education Hub. (2)

PHED 293: Teaching Methods: Fitness Activities

Overview, application and evaluation of fitness activities, such as: aerobics (water, high- and low-impact, step, slide), weight training, calisthenics circuits, continuous interval training. Prerequisite: PHED 279. (2)

PHED 294: Teaching Methods: Invasion Games

Games in which a team tries to invade the other team's side or territory by putting an implement into a goal. Activities will

include: basketball, soccer, lacrosse, hockey, and football.

Prerequisite: PHED 279. (2)

PHED 297: Teaching Methods: Net Games

Players attempt to send an object into the playing area on the other side of a net or barrier. Activities include volleyball, tennis, badminton, pickleball, and racquetball. Prerequisite: PHED 279. (2)

PHED 298: Teaching Methods: Target and Fielding Games

Participants strike, hit, kick, or throw at targets or objects. Activities include golf, bowling, archery, softball, kickball, and track and field. Prerequisite: PHED 279. (2)

PHED 308: Sports Motivation

Concepts include: models of winning, closing the potential performance gap, building winning attitudes, and setting goals. Fulfills coaching minor requirement. (2)

PHED 310: Socioeconomic Influences on Health in America – A

Examination of the culture, social environment, and pressures that create a health vulnerability with the American population. (4)

PHED 314: Team Building for High Performance Teams

Activities designed to facilitate the development of team camaraderie and effectiveness. Creative, fun, challenging, and applied team building activities, combined with traditional training tools to help create learning experiences for students to actively enhance team cohesion and group productivity. (4)

PHED 315: Body Image – A

Topics include: the connection between women and food, cultural definitions of beauty, eating disorders, nutrition, and biosocial factors affecting weight control. (4)

PHED 319: Tramping the Tracks of New Zealand – PE

Backpacking several of New Zealand's world renowned tracks and hiking up ancient volcano craters, to glacial mountain lakes, and along sandy ocean beaches. (Fulfills 1 credit towards PE GUR.) (4)

PHED 322: Physical Education in the Elementary School

Organization and administration of a developmental program for grades K-6; sequential and progressive programming; large repertoire of activities. Observation and/or practicum in public schools required. (2 or 4)

PHED 324: Physical Activity and Lifespan

The emphasis in this course will be on the role that physical activity plays in successful aging. An understanding of the influence of social learning on physical activity behavior through the lifespan and effective strategies for health promotion and activity programming with adult populations will be addressed. (4)

PHED 326: Adapted Physical Activity

Emphasizes the theory and practice of adaptation in teaching strategies, curriculum, and service delivery for all persons with psychomotor problems, not just those labeled "disabled." (3)

PHED 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. (2)

PHED 334: Scientific Basis for Training

Presents physiologic and kinesiology 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. (2)

PHED 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. (1)

PHED 360: Professional Practicum

Students work under the supervision of a coach, teacher, recreation supervisor, or health care provider. Prerequisite: departmental approval. (1 or 2)

PHED 361: Coaching Practicum

Students work under the supervision of a coach. Prerequisite: departmental approval. (1 or 2)

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

Designed to introduce alternative therapies of mind-body processes. History, roots, practice, and cultural significances of several therapies and practices. (Fulfills 1 semester hour towards PE GUR.) (4)

PHED 370-378: Coaching Theory

Techniques, systems, training methods, strategy, and psychology of coaching; PHED 370 (Basketball), 371 (Football), 372 (Cross Country/Track and Field), 374 (Soccer), 378 (Softball/Baseball). (2 each)

PHED 383: Exercise Testing and Prescription

Provides students involved in the promotion of physical activity with the basic knowledge necessary to safely conduct exercise, health and fitness assessments in a variety of community settings. Topics will include: history of assessment and its role in physical activity promotion; purpose and methods for pre-evaluation and screening; assessment and evaluation techniques; prescriptive program development for health and fitness; bio-psycho-social implications of assessment and evaluation. (3)

PHED 384: Foundations of Health and Fitness Management

Provides students involved in the promotion of physical activity with the basic knowledge necessary to understand how health and fitness are managed in a variety of community settings. Topics will include: historical and philosophical basis of community-based health and fitness management; organizational assessment and evaluation issues; strategies for behavioral change; marketing for program development, implementation and marketing; specific examples of different community-based health and fitness management programs. (3)

PHED 386: Social Psychology of Sport and Physical Activity

Questions of how social psychological variables influence motor behavior and how physical activity affects the psychological make up of an individual will be explored. (3)

PHED 390: Applied Exercise and Sports Psychology

A practical, individually-oriented course designed to teach athletes, trainers, coaches, and teachers a comprehensive variety of skills and techniques aimed at enhancing sport performance. Psychological topics include: managing anxiety, imagery, goal setting, self-confidence, attention control, injury interventions, self-talk strategies, and team building. (4)

PHED 401: Workshop

Workshops in special fields for varying periods. (1-4)

PHED 410: Coaching—the Person and the Profession

Personal and professional requisites of successful sports programs. (2)

PHED 462: Dance Production

An advanced choreography course combining choreography, costume design, staging, and publicity techniques for producing a major dance concert. (2)

PHED 478: Motor Learning and Human Performance

Provides basic theories, research, and practical implications for motor learning, motor control, and variables affecting skill acquisition. (4)

PHED 480: Exercise Physiology

Scientific basis for training and physiological effect of exercise on the human body. Lab required. Prerequisite: BIOL 205, 206. (4)

PHED 486: Applied Biomechanics/Kinesiology

Opportunity to increase knowledge and understanding about the human body and how the basic laws of mechanics are integrated in efficient motor performance. (3)

PHED 490: Curriculum, Assessment, and Instruction

An integrated and instructionally aligned approach to curriculum design, assessment, development and implementing instructional strategies consistent with Washington Essential Academic Learning Requirements. Intended as the final course prior to a culminating internship, a practicum in the school setting is required in conjunction with this 6-semester hour course. (6)

PHED 491: Independent Studies

Prerequisite: consent of the dean. (1-4)

PHED 495: Internship – SR

Pre-professional experiences closely related to student's career and academic interests. Prerequisites: declaration of major, junior status, and ten hours in the major. (2-8)

PHED 499: Capstone: Senior Seminar – SR (2-4)

PHED 501: Workshops (1-4)

PHED 560: Practicum (1 or 2)

PHED 591: Independent Studies (1-4)

PHED 595: Internship (1-4)

Course Offerings: Recreation – RECR

RECR 296: Teaching Methods: Recreation Activities

Learning to plan and implement a variety of recreational

activities, including outdoor education. Prerequisite: PHED 279. (2)

RECR 330: Programming and Leadership in Sport and Recreation

Examines the principles, procedures, techniques, and strategies essential to successfully program and lead experiences for diverse populations in sport, fitness, recreation and leisure service organizations. (4)

RECR 360: Professional Practicum

Students work under the supervision of a coach, teacher, recreation supervisor, or health care provider. Prerequisite: departmental approval. (1-2)

RECR 483: Management in Sport and Recreation

Examines the principles, procedures, techniques, and strategies essential to successfully manage human resources, finances and marketing in sport, fitness, recreation and leisure service organizations. (4)

RECR 491: Independent Studies

Prerequisite: consent of the dean. (1-4)

RECR 495: Internship - SR

Pre-professional experiences closely related to student's career and academic interests. Prerequisites: declaration of major, sophomore status, and ten hours in the major. (2-8)

RECR 499: Capstone: Senior Seminar - SR (2-8)

Physics

253.535.7534
www.nsci.plu.edu/phys

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: Starkovich, *Chair*; Greenwood, Louie, Tang.

PHYSICS MAJOR

The physics major offers a challenging program emphasizing a low student-teacher ratio and the opportunity to engage in independent research projects. There are two introductory course sequences, College Physics and General Physics; the General Physics sequence incorporates calculus and is required for the Bachelor of Science major.

BACHELOR OF SCIENCE MAJOR

PHYS 153, 154, 163, 164, 223, 331, 332, 333, 336, 354, 356, 499A, 499B.

Strongly recommended: PHYS 401 and 406

Chemistry 341 may be substituted for PHYS 333

Required supporting courses: CHEM 120 or 125; MATH 151, 152, 253

A typical BS physics major program is as follows:

First-year	PHYS 153, 163 MATH 151, 152
Sophomore	PHYS 154, 164, 223, 354 MATH 253
Junior	PHYS 331, 332, 336, 356 CHEM 120
Senior	PHYS 333, 401, 406, 499A, 499B

BACHELOR OF ARTS MAJOR

PHYS 153 or 125; 154 or 126; 163 or 135; 164 or 136; 223, 499A, 499B

Plus eight additional, upper-division semester hours in physics.

Required supporting courses: MATH 151, 152, 253.

MINOR

PHYS 153 or 125; 154 or 126; 163 or 135; 164 or 136

Plus 12 additional semester hours in physics (excluding PHYS 110), of which at least eight 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

PHYS 153, 154, 163, 164, 223, 331, 334, 354, 356, 499A, 499B

CSCS 131

Plus four courses, one of which must be upper division, selected from:

CSCS 245, 345, 346

PHYS 233, 234, 333; PHYS 336 may be substituted for PHYS 234

CHEM 341 may be substituted for Physics 333

Required supporting courses:

CHEM 120 or 125

CSCS 144 or 240

MATH 151, 152, 253.

A typical applied physics program is as follows:

<i>First-year</i>	PHYS 153, 163 CSCE 131 MATH 151, 152
<i>Sophomore</i>	PHYS 154, 164, 233, 234, 354 MATH 253
<i>Junior</i>	PHYS 223, 333, 356 CHEM 120 Computer Science 144
<i>Senior</i>	PHYS 331, 334, 499A, 499B CSCE 245

Course Offerings – PHYS

<i>Fall</i>	PHYS 110, 125, 135, 154, 164, 233, 331, 333, 336, 356, 401, 499A
<i>Spring</i>	PHYS 126, 136, 153, 163, 223, 234, 321, 332, 334, 354, 406, 499B
<i>Summer</i>	PHYS 110, 125, 126, 135, 136,
<i>Alternate Years</i>	PHYS 321, 332, 406,

PHYS 110: Astronomy – NS, SM

Stars and their evolution, galaxies and larger structures, cosmology, and the solar system. Emphasis on observational evidence. Evening observing sessions. *Prerequisite:* MATH 111. (4)

PHYS 125: College Physics I – NS, SM

An introduction to the fundamental topics of physics. It is a non-calculus sequence, involving only the use of trigonometry and college algebra. Concurrent registration in (or previous completion of) PHYS 135 is required. *Prerequisite:* MATH 140 (or equivalent by placement exam). (4)

PHYS 126: College Physics II – NS, SM

An introduction to fundamental topics of physics. It is a non-calculus sequence, involving only the use of trigonometry and college algebra. Concurrent registration in (or previous completion of) PHYS 136 is required. *Prerequisite:* PHYS 125. (4)

PHYS 135: College Physics I Laboratory

Basic laboratory experiments are performed in conjunction with the College Physics sequence. Concurrent registration in PHYS 125 is required. (1)

PHYS 136: College Physics II Laboratory

Basic laboratory experiments are performed in conjunction with the College Physics sequence. Concurrent registration in PHYS 126 is required. (1)

PHYS 153: General Physics I – NS, SM

A calculus-level survey of the general fields of physics, including classical mechanics, wave motion, electricity and magnetism, and optics. Concurrent registration in (or previous completion of) PHYS 163 is required. *Prerequisite:* MATH 151. (4)

PHYS 154: General Physics II – NS, SM

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) PHYS 164 is required. *Prerequisites:* MATH 152, PHYS 153. (4)

PHYS 163: General Physics I Laboratory

Basic laboratory experiments are performed in conjunction with the General Physics sequence. Concurrent registration in PHYS 153 is required. (1)

PHYS 164: General Physics II Laboratory

Basic laboratory experiments are performed in conjunction with the General Physics sequence. Concurrent registration in PHYS 154 is required. (1)

PHYS 223: Elementary Modern Physics – NS

A selected treatment of various physical phenomena which are inadequately described by classical methods of physics. Interpretations which have been developed for these phenomena since approximately 1900 are presented at an elementary level. *Prerequisites:* PHYS 154 and MATH 253. (4)

PHYS 233: Engineering Statics – NS

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:* PHYS 153. (2)

PHYS 234: Engineering Mechanics of Solids – NS

Mechanics of deformable solid bodies, deformation, stress, constitutive equations for elastic materials, thermoelasticity, tension, flexure, torsion, stability of equilibrium. *Prerequisites:* PHYS 154, 233. (4)

PHYS 321: Introduction to Astrophysics – NS

Application of physics to the study of stellar structure, galactic astronomy, and cosmology. Introduction to observational techniques. Qualified students may wish to combine this course with observational work at PLU's W.M. Keck Observatory. *Prerequisites:* PHYS 154 and MATH 253. Concurrent enrollment in PHYS 223 is recommended. (4)

PHYS 331: Electromagnetic Theory – NS

Electrostatics, dipole fields, fields in dielectric materials, electromagnetic induction, and magnetic properties of matter, in conjunction with the development of Maxwell's equations. *Prerequisites:* PHYS 153, 154 and MATH 253. (4)

PHYS 332: Electromagnetic Waves and Physical Optics – NS

Proceeding from Maxwell's equations, the generation and propagation of electromagnetic waves is developed with particular emphasis on their application to physical optics. *Prerequisite:* PHYS 331. (4)

PHYS 333: Engineering Thermodynamics – NS

Classical, macroscopic thermodynamics with applications to physics, engineering, and chemistry. Thermodynamic state variables, cycles, and potentials; flow and non-flow systems; pure substances, mixtures, and solutions; phase transitions; introduction to statistical thermodynamics. *Prerequisites:* PHYS 153 and MATH 253. (4)

PHYS 334: Engineering Materials Science – NS

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:* PHYS 154; CHEM 120 or 125. (4)

PHYS 336: Classical Mechanics – NS

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:** PHYS 154, 354 or MATH 351 (or consent of instructor). (4)

PHYS 354: Mathematical Physics I – NS

Ordinary differential equations, Laplace transforms, functions of a complex variable, and contour integration are developed in the context of examples from the fields of electromagnetism, waves, transport, vibrations, and mechanics. **Prerequisites:** PHYS 154 and MATH 253. (4)

PHYS 356: Mathematical Physics II – NS

Fourier analysis, boundary-value problems, special functions, and eigenvalue problems are developed and illustrated through applications in physics. **Prerequisite:** PHYS 354. (4)

PHYS 401: Introduction to Quantum Mechanics – NS

The ideas and techniques of quantum mechanics are developed. **Corequisite:** PHYS 356. (4)

PHYS 406: Advanced Modern Physics – NS

Modern theories are used to describe topics of contemporary importance such as atomic and sub-atomic phenomena, plasmas, solid-state, and astrophysical events. **Prerequisite:** PHYS 401. (4)

PHYS 491: Independent Studies (1–4)**PHYS 497: Research (1–4)****PHYS 498: Research (1–4)****PHYS 499A: Advanced Laboratory I – SR**

Selected experiments from both classical and modern physics are performed using state of the art instrumentation. With 499B meets the senior seminar/project requirement. **Corequisite:** PHYS 331. (1)

PHYS 499B: Advanced Laboratory II – SR

Continuation of PHYS 499A with emphasis on design and implementation of a project under the guidance of the physics staff. With PHYS 499A meets the senior seminar/project requirement. **Prerequisite:** PHYS 499A. (1)

Political Science

253.535.7595

www.plu.edu/~pols

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. Since political activity may embody and reflect the full range of human values, the study of politics includes 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 needed in a democratic society.

FACULTY: Kelleher, *Chair*; Dwyer-Shick, Grosvenor, Olufs, 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 Democrats and the Young Republicans.

There are no prerequisites for political science courses, except as noted. Prior consultation with the instructor of any advanced course is invited. Students wishing to pursue a major or minor in political science are requested to declare the major or minor with the department chair as soon as possible.

BACHELOR OF ARTS MAJOR

36 semester hours

Required courses: POLS 101, 151, 325, 499 (16 semester hours)

Distributional requirement: One course from each of Group A and Group B (eight semester hours)

Group A - American Government and Public Policy
POLS 345, 346, 354, 361, 363, 364, 368, 371, 372, 373

Group B - International Relations, Comparative Government, and Political Thought
POLS 326, 331, 332, 338, 347, 380, 381, 382, 383, 385, 386

Electives: Minimum of 12 semester hours selected from the Political Science curriculum.

Major programs should be planned in consultation with a departmental advisor. In some instances, an internship (POLS 450, 458, 464, or 471) may be substituted for POLS 499. However, students must pre-plan this option with the appropriate faculty intern supervisor, in consultation with the departmental chair.

MINOR

Minimum of 20 semester hours including POLS 101 and POLS 151. Minor programs should be planned in consultation with the departmental chair or a designated adviser.

Concurrent Attainment

No more than eight semester hours taken to satisfy other major or minor requirements may also be applied to the political science major. No more than four such semester hours may also be applied to the political science minor.

Residency

A minimum of 12 semester hours for the major and eight semester hours for the minor must be taken in residence at PLU.

MINOR IN PUBLIC AFFAIRS

24 semester hours, including POLS 345 (required) and 20 from economics, political science, sociology, or statistics.

This minor offers an interdisciplinary study designed to support many major programs whose content has implications for public affairs and is particularly useful to students contemplating careers in public service or graduate study in public administration, public affairs, and related programs.

The Public Affairs minor includes the following requirements:

- A. POLS 345: Government and Public Policy
- B. At least five additional courses from three of the following groups (courses which are taken as part of a major program may not also count toward the Public Affairs minor):

Political Science - minimum of eight semester hours if this minor is selected

POLS 151: American Government
 POLS 354: State and Local Government
 POLS 363: Politics and the Media
 POLS 364: The Legislative Process

Economics - minimum of eight semester hours if this minor is selected

ECON 101, 102: Principles of Macroeconomics and Microeconomics
 (or ECON 111: Principles of Microeconomics: Global and Environmental)
 ECON 321: Labor Economics
 ECON 327: Public Finance
 ECON 325: Industrial Organization and Public Policy

Sociology - minimum of 4 semester hours if this minor is selected

SOCI 240: Social Problem
 SOCI 413: Crime and Society

Statistics - minimum of 4 semester hours if this minor is selected

STAT 231: Introductory Statistics

On approval by the Public Affairs advisor, up to eight semester hours may be earned through participation in an internship program as a substitute for courses listed above (except POLS 345). Internship opportunities are offered through several departments, and through the Cooperative Education Program, and provide students with actual work experience in diverse

public and private agencies. Students interested in internships are urged to consult with their academic advisors and with intern faculty advisors at an early date.

Students interested in the Public Affairs minor should declare the minor in the Department of Political Science and consult with the department's Public Affairs advisor.

MINOR IN 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 – POLS**POLS 101: Introduction to Political Science – S1**

An introduction to the major concepts, theories, ideas, and fields of study relating to politics and governmental systems. (4)

POLS 151: American Government – S1

A survey of the constitutional foundations of the American political system and of institutions, processes, and practices relating to participation, decision-making, and public policy in American national government. (4)

POLS 170: Introduction to Legal Studies – S1

An examination of the nature of law, judicial process, and participant roles in the legal system. (4)

POLS 210: Global Perspectives: The World in Change – C, S1

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-listed with ANTH 210 and HIST 210.) (4)

POLS 231: Current International Issues – S1

A survey course in international relations with emphasis on current events. (4)

POLS 325: Political Thought – S1

A survey of the origin and evolution of major political concepts in ancient, medieval, and early modern times. (4)

POLS 326: Recent Political Thought – S1

A critical examination of the major ideologies of the modern world. (4)

POLS 331: International Relations – S1

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

POLS 332: International Conflict Resolution – S1

This course will study several examples of peace processes and compare them with conflict reduction/resolution models. At any given time in recent years, over thirty violent conflicts, most of them internal but some also external, tear apart societies, produce extensive suffering, and threaten regional stability. Several strategies have been tried, some relatively successfully, to end such violence and begin the long, difficult process of achieving peace. (4)

POLS 338: American Foreign Policy – SI

The role of the United States in international affairs. An analysis of the major factors in the formulation and execution of the United States foreign policy and its impact on other powers. (4)

POLS 345: Government and Public Policy – SI

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)

POLS 346: Environmental Politics and Policy – SI

An examination of environmental problems from political perspectives, including international and domestic political contexts and methods of evaluating policies. (4)

POLS 347 Political Economy – SI

An examination of the ways that politics and economics coincide. Topics include the development of capitalism, socialist approaches, international issues, regional examples, and methods of study. *Prerequisite:* POLS 101; ECON 101, 102; (or ECON 111). (4)

POLS 354: State and Local Government – SI

Governmental structures, processes, and policy at state, local, and regional levels of the American system. (4)

POLS 361: Political Parties and Elections – SI

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)

POLS 363: Politics and the Media – SI

The role of mass media in American government, politics, and policy. Attention to political culture, public opinion, polls and surveys, press freedom and responsibility, and governmental regulation, secrecy, and manipulation. (4)

POLS 364: The Legislative Process – SI

A study of theory, organization, and procedure of the Congress and other legislative bodies in the United States. (4)

POLS 368: The American Presidency – SI

Study of the nation's highest political office in terms of the roles and expectations of the office, styles of leadership, presidential decision-making, powers and limitations, and the interaction of personality and institution. (4)

POLS 371: Judicial Process – SI

An examination of legal processes in various adjudicatory settings. Primary attention given to judicial processes focusing on American civil and criminal law. (4)

POLS 372: Constitutional Law – SI

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)

POLS 373: Civil Rights and Civil Liberties – SI

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)

POLS 374: Legal Studies Research – SI

Introduction to various methods of legal analysis, research, and writing. (4)

POLS 380: Politics of Global Development

Designed to provide information, concepts, and alternative perspectives needed to study development as a global issue within the international political context. Examples of how general world trends manifest themselves in specific countries will be covered as well as case studies of successful development projects. (4)

POLS 381: Comparative Legal Systems – C, SI

Study of legal systems around the world as they actually work within their respective political, economic, social, and cultural contexts. (4)

POLS 383: Modern European Politics – SI

A study of the origins and development of the European Union and an examination of the governmental systems and political cultures of key European states, including France, Germany, Italy, and the United Kingdom. (4)

POLS 385: Canadian Government and Politics – SI

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)

POLS 386: The Middle East – C, SI

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)

POLS 401: Workshops and Special Topics – SI (1–4)**POLS 431: Advanced International Relations – SI**

Examines various theories of international conflict management, including in-depth analysis of historical examples. The development of international law and international governmental organizations are also considered. *Prerequisite:* POLS 331. (4)

POLS 450: Internship in Politics – SI

Internship in the political dimensions of non-governmental organizations. By departmental consent only. (4–12)

POLS 458: Internship in Public Administration – SI

An internship with a government department or agency. By departmental consent only. (4–12)

POLS 464: Internship in the Legislative Process – SI

An opportunity to study the process from the inside by working directly with legislative participants at the national, state or local level. By department consent only. (Internships with the Washington State Legislature are open only to juniors and seniors with at least one year at PLU.) (4–12)

POLS 471: Internship in Legal Studies – SI

An internship with a private or public sector agency or office engaged in legal research, litigation, or law enforcement. By departmental consent only. (4)

POLS 491: Independent Studies

By department consent only. (1–4)

POLS 499: Capstone: Senior Seminar – SR

Intensive study into topics, concepts, issues, and methods of inquiry in political science. Emphasis on student research, writing, and presentation. By departmental consent only. (4)

Pre-Professional Studies

The following pre-professional studies do not constitute academic majors, but are programs of study designed to facilitate further graduate or professional work after completion of a disciplinary major at PLU.

HEALTH SCIENCES

www.nsci.plu.edu/bsc

The Division of Natural Sciences health sciences committee advises students aspiring to careers in the health sciences. Students having such interests are encouraged to obtain a health sciences advisor early in their program. Summarized below are pre-professional requirements for many health science areas; additional information is available through the health science committee. Catalogs and brochures for many schools and programs are available 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 for medicine, dentistry or veterinary medicine at PLU; rather students should select the major which best matches their interests and which best prepares them for alternative careers. In addition to the general university requirements and the courses needed to complete the student's major, the following are generally required for admission to the professional program:

BIOL 161, 162, 323
 CHEM 120 (or 125), 232, 332, and 338
 (all with laboratories)
 MATH 140
 PHYS 125 and 126 or PHYS 153 and 154
 (with appropriate laboratories)

Check with a health science advisor for exceptions or for additions suggested by specific professional schools.

Medical Technology

The university no longer offers a medical technology degree, but continues to provide academic preparation suitable for admission to medical technology, hematology, and clinical chemistry programs. Minimal requirements include:

BIOL 161, 162, 323, 328, 407, 448
 CHEM 120, 232, 234, 332, 334, 338
 MATH 140
 Recommended courses include: BIOL 332, 348, 441;
 CHEM 403; PHYS 125, 126, 135, 136.

Optometry

Although two years of pre-optometry study is the minimum

required, most students accepted by a school of optometry have completed at least three years of undergraduate work. A large percentage of students accepted by schools of optometry have earned a baccalaureate degree. For those students who have not completed a baccalaureate degree, completion of such a degree must be done in conjunction with optometry professional studies.

The requirements for admission to the schools of optometry vary. However, the basic science and mathematics requirements are generally uniform and include:

BIOL 161, 162, 323
 CHEM 120 (or 125), 232, 332, and 338
 (all with laboratories)
 One year of college mathematics, including calculus
 (at least through MATH 151)
 PHYS 125 and 126 or PHYS 153 and 154
 (with appropriate laboratories)
 In addition, each school of optometry has its own specific requirements; check with a health science advisor.

Pharmacy

Although the pre-pharmacy requirements for individual schools vary (check with a health science advisor), the following courses are usually required: one year of general chemistry with laboratory; one year of organic chemistry, with laboratory; college-level mathematics (often including calculus); one year of English composition. Other courses often required include microbiology, analytical chemistry, statistics and introductory courses in communication, economics, and political science. For example, the University of Washington School of Pharmacy has approved the following courses as being equivalent to the first two years of its program leading to the Doctor of Pharmacy degree:

BIOL 161, 162, 201 or 328
 CHEM 120 (or 125), 232 (with laboratory 234), 332
 (with laboratory 334), and 338
 MATH 128 or 151; STAT 231
 WRIT 101
 A second course in writing; electives from humanities
 and social sciences.
 Total credits should not be fewer than 60 semester hours.

Physical Therapy

Acceptance to schools of physical therapy has become increasingly competitive in recent years, and students interested in physical therapy are strongly encouraged to meet with a health science advisor as early as possible to determine prerequisites for specific schools. All physical therapy programs are doctoral programs. Therefore, potential applicants should plan on completing a baccalaureate degree in conjunction with satisfying admission requirements. The School of Physical Education offers a Bachelor of Science degree in Physical Education with a pre-physical therapy track.

The requirements for admission to schools of physical therapy vary. However the basic science and mathematics requirements are generally uniform and include: BIOL 161, 162, 323; CHEM 120, 232; MATH 140; PHYS 125 and 126 (with laboratories).

In addition to the principles of biology sequence, applicants must complete courses in anatomy and physiology.

This admission requirement is met by either the combination of BIOL 205 and 206 or the combination BIOL 361 and 441.

Biology majors should take BIOL 361 and 441, the clear preference of several schools of physical therapy.

In addition to the science and mathematics requirements, the various schools have specific social science and humanities requirements.

Check with a health science advisor regarding these requirements.

LAW

253.535.7595

www.plu.edu/legalstd

Preparation for law school at PLU is an advising system rather than a curriculum of prescribed major/minor or otherwise organized courses. The primary reason for such an approach is that the admissions committees of U.S. law schools generally recommend that applicants be well and broadly educated. They tend to seek applicants who are literate and numerate, who are critical thinkers and articulate communicators. In essence, they value exactly what a sound liberal arts education provides—indeed, requires.

Therefore, regardless of their declared majors and minors, students considering law school are encouraged to demonstrate proficiency in courses selected from across the disciplines and schools while undergraduates at PLU. An appropriate curricular program should be structured from a mix of the students' personal academic interests, their professional inclinations, and coursework aimed at developing intellectual skills and resources apt to generate success in legal study and practice.

Recent successful PLU applicants to law schools have taken such diverse courses as those in the anthropology of contemporary America, social science research methods, American popular culture, English Renaissance literature, newswriting and argumentation, recent political thought, international relations, free-lance writing, intermediate German, animal behavior, neuropsychology, public finance, logic, and moral philosophy. Diversity and challenge are crucial to preparation for the study of law.

However, pre-law students are also advised to take courses, chosen in consultation with the pre-law advisor, that will help them to identify, develop, and explore perspectives on the character of U.S. law. Courses in U.S. government and history, judicial and legislative processes, research materials and methods, and internships may be particularly useful in this regard. Finally, students with an interest in the law are encouraged to participate in the activities of PLU's chapter of Phi Alpha Delta Fraternity International, a professional service organization composed of law and pre-law students, legal educators, attorneys, judges, and government officials.

Regardless of their major or minors, students interested in pre-law advising and activities are invited to register with the Pre-Law Center in the Department of Political Science.

MILITARY SCIENCE (ARMY ROTC)

253.535.8740

www.plu.edu/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 Military Science Department for details.

Participation in the introductory Military Science courses at PLU is open to all students. Students may choose to continue in the advanced courses with the goal of receiving a commission after successful completion of the program and receiving a university degree. Students seeking a commission are often recipients of an ROTC scholarship. Being commissioned in the military and/or receiving a scholarship involves meeting requirements established by the United States military. For specific requirements in contracting or scholarship eligibility, students may contact the Military Science Department.

Financial assistance in the form of two-, three-, and four-year scholarships is available to qualified applicants. Scholarships awarded are for \$20,000 for tuition plus a book allowance of \$900 and a monthly stipend of \$250-\$400. Students in upper-division courses not on scholarship also receive a \$350-\$400 stipend. To be commissioned an officer in the United States Army, a graduate must complete the military science curriculum including successful completion of a four-week advanced camp during the summer before the senior year. Additional information on the Army ROTC program may be obtained by writing Army ROTC, Pacific Lutheran University, Tacoma, WA 98447.

FACULTY: Major Boice, Chair

The basic course consists of two hours of academic instruction and military training per week each semester of the first 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 four-week advanced summer training at the Leader Development and Assessment Course (LDAC) at Fort Lewis, Washington. Students are furnished with uniforms and selected textbooks for military science courses.

Course Offerings: Basic Course – MILS

MILS 111, 112: Introduction to Military Science

An introduction to the United States Army. Includes an introduction to military science and its organization, leadership, land navigation, map reading, operation orders, and the traditions of the United States Army. Provides a look at the military as a profession and its ethical base. Course includes Army Physical Fitness Test and training. (2, 2)

MILS 211, 212: Introduction to Leadership

A continuation of basic officer skills. Areas of emphasis are team building, squad tactics, operations orders, land navigation, ethics and professionalism, total fitness and military first aid. (2, 2)

Course Offerings: Advanced Course – MILS

MILS 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, 3)

MILS 411, 412: Professionalism and Ethics

Covers Army values, ethics, and professionalism, responsibilities to subordinates, self, and country, law of land warfare, and the resolution of ethical/value dilemmas. Also covers logistic and justice systems and the interaction of special staff and command functions. (3, 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:

HIST 231: World War Two in China and Japan, 1931-1945 - C, S1 (4)

HIST 329: Europe and the World Wars, 1914-1945 - S1 (4)

HIST 352: The American Revolution - S1 (4)

HIST 356: American Diplomatic History - S1 (4)

HIST 381: The Vietnam War and American Society - S1 (4)

INTC 221: The Experience of War - I2 (4)

INTC 222: Prospects for War and Peace - I2 (4)

PHIL 125: Ethics and the Good Life - PH (4)

PHIL 353: Special Topics: Focus on Military Ethics or War - PH (4)

RELI 365: Christian Moral Issues - R2 (4)

THEOLOGICAL STUDIES

Students intending to attend seminary should complete the requirements for the Bachelor of Arts degree. Besides the general degree requirements, the Association of Theological Schools recommends the following:

English: literature, composition, speech, and related studies. At least six semester-long courses.

History: ancient, modern European, and American. At least three semester-long courses.

Philosophy: orientation in history, content, and methods. At least three semester-long courses.

Natural Sciences: preferably physics, chemistry, and biology. At least two semester-long courses.

Social Sciences: psychology, sociology, economics, political science, and education. At least six semesters, including at least one semester of psychology.

Foreign Languages - one or more of the following: Latin, Greek, Hebrew, German, French. Students who anticipate post-graduate studies are urged to undertake these disciplines as early as possible (at least four semesters).

Religion: a thorough knowledge of Biblical content together with an introduction to major religious traditions and theological problems in the context of the principal aspects of human culture as outlined above. At least three 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 advisor will assist students in the selection of courses necessary to meet the requirements of the theological school of their choice. Consult the Religion Department chair for further information.

Psychology

253.535.7294

www.plu.edu/~psyc

Psychology is a scientific discipline that seeks to understand human and nonhuman behavior. Psychology is also a profession that seeks to change behavior for the betterment of humankind. Through its curriculum, research activities, and use of community resources, the Department of Psychology provides students with a balanced exposure to psychology as a scientific discipline and profession.

The major in psychology (a) introduces students to scientific methods of psychology, to theories and research findings from the core areas of psychology, and to the history of psychology; (b) provides students with opportunities to explore advanced topics in scientific and professional psychology, conduct psychological research, and gain exposure to the practice of psychology in community settings; and (c) helps prepare students for postgraduate work in psychology or in related professions, such as social work, education, medicine, law, and business. The major is an excellent general preparation for employment in a variety of settings.

The psychology program is designed to meet the needs of a variety of students. To this end, two degrees are offered: the Bachelor of Arts and the Bachelor of Science. Either degree provides a solid foundation in psychology, and either can serve as preparation for postgraduate study or employment. However, for those students who intend to pursue the doctorate in psychology following graduation from PLU, the Bachelor of Science degree is likely to provide an especially strong preparation. The Bachelor of Science degree is also an excellent pre-professional degree for those students who plan to enter the fields of dentistry, medicine (all branches, including psychiatry), public health, or veterinary medicine. Many in business, education, nursing, and social work find a double major with psychology to be a valuable addition to their training.

FACULTY: Ceynar, *Chair*; Anderson, R.M. Brown, Grahe, Hansvick, Moon, Moritsugu, Shore, Taylor, Toyokawa.

BACHELOR OF ARTS MAJOR

36 credit hours in psychology including:

- PSYC 101, 242, 499
- One of PSYC 310, 320, or 330
- One of PSYC 440, 442, 446 or 448
- At least two semester hours from PSYC 495, 496, or 497
- 16 semester hours of elective psychology courses.
- STAT 232 (psychology class) and accompanying lab are required.

BACHELOR OF SCIENCE MAJOR

40 semester hours in psychology including:

- PSYC 101, 242, 481
- One of PSYC 310, 320, 330
- Two of PSYC 440, 442, 446, 448
- One lab section selected from PSYC 441, 443, 447, 449
- At least two semester hours from PSYC 495, 496, or 497
- 14 semester hours of elective psychology courses
- STAT 232 (psychology class) and accompanying lab

20 semester hours in mathematics and natural science are required. Of the 20 hours, at least four semester hours must be in mathematics and at least eight semester hours in biology.

Those students who, after graduating from PLU, plan to enter schools of dentistry, medicine, public health, or veterinary medicine should note the specific pre-professional mathematics and science requirements in the appropriate sections of this catalog.

MINOR

20 semester hours, of which:

At least 12 semester hours must be taken in residence. If a statistics course is used as part of the 20-hour requirement, then it must be STAT 232 (psychology class) taught by a member of the psychology department.

The minor in psychology is designed to supplement another major in the liberal arts or a degree program in a professional school, such as business, education, or nursing.

PSYC 110, 111, 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. And to apply towards the major.

Experiential Learning

All Psychology majors are required to take a minimum of two semester hours of PSYC 495, 496 or 497.

Capstone

Psychology majors are required to complete a capstone project and present this project as part of PSYC 499 (for BA majors) or PSYC 481 (for BS majors) at the Psychology Research Conference held every term.

Course Offerings - PSYC

PSYC 101: Introduction to Psychology – S2

An introduction to the scientific study of behavior and mental processes. Topics include learning, memory, perception, thinking, development, emotion, personality, mental illness, and social behavior. (4)

PSYC 110: Study Skills

Effective techniques for college study. Note-making, study methods, examination skills, time management, educational planning. Class work supplemented by individual counseling. (May not be applied to core, language, or psychology major or minor requirements.) (1)

PSYC 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.) (1)

PSYC 113: Career and Educational Planning: Finding Your Way

Personal decision-making process applied to career and educational choices, self-assessment, exploration of the world of work, educational planning, reality testing, and building career-related experience. Does not meet general university requirements or psychology major or minor requirements. (1)

PSYC 221: The Psychology of Adjustment – S2

Problems in personal adjustment to everyday issues. Exploration of possible coping solutions. *Prerequisite:* PSYC 101. (2)

PSYC 242: Advanced Statistics and Research Design

A continuation of Statistics 231 and accompanying lab taught by members of the psychology department. Topics include single- and multi-factor experimental designs and analyses of variance, multiple regression, quasi-experiments, surveys, and non-parametric statistical techniques. Students will learn to use computer programs to carry out statistical analyses and will have the opportunity to design and conduct their own research study. Lecture and laboratory. *Prerequisite:* STAT 232 and accompanying lab taught by members of the psychology department. (4)

PSYC 310: Personality Theories – S2

Strategies for the study of personality. Review of theories and research. Discussion of implications for counseling. *Prerequisite:* PSYC 101. (4)

PSYC 320: Development Across the Lifespan – S2

Biological, cognitive, social, and emotional development from conception through adulthood to death. *Prerequisite:* PSYC 101. (4)

PSYC 330: Social Psychology – S2

The study of how an individual's thoughts and behaviors are influenced by the presence of others. Research and theory concerning topics such as person perception, attitudes, group processes, prejudice, aggression and helping behaviors are discussed. *Prerequisite:* PSYC 101. (4)

PSYC 335: Cultural Psychology – S2

The study of the relation between culture and human behavior. Topics include cognition, language, intelligence, emotion,

development, social behavior, and mental health. *Prerequisite:* PSYC 101. (4)

PSYC 345: Community Psychology – S2

Intervention strategies that focus primarily on communities and social systems. Particular stress on alternatives to traditional clinical styles for promoting the well-being of communities and groups. *Prerequisite:* PSYC 101. (4)

PSYC 360: Psychology of Language – S2

The study of language as a means of communication and structured human behavior. Topics include: biological foundations of language, psycholinguistics, speech perception and production, sentence and discourse comprehension, nonverbal communication, language acquisition, bilingualism, language disorders. *Prerequisite:* PSYC 101. (4)

PSYC 370: Gender and Sexuality – S2

Study of the social, biological and cultural factors that contribute to human sexuality and gender-related behavior. Topics include sexual identity, typical and atypical sexual behavior, reproduction, communication, intimate relationships, masculinity and femininity. *Prerequisite:* PSYC 101. (4)

PSYC 375: Psychology of Women – A, S2

Exploration of psychological issues pertinent to women. Includes such topics as sex differences; psychological ramifications of menarche, child bearing, menopause, sexual harassment, and rape; women's experiences with work and achievement, love and sexuality, and psychological disorders. *Prerequisite:* PSYC 101. (4)

PSYC 380: Psychology of Work – S2

Integrating career planning into the study of human behavior in work settings. Application and extension of psychological principles to the individual operating within an organization context - including measuring and facilitating job performance, worker motivation, human factors, and group processes. *Prerequisite:* PSYC 101. (4)

PSYC 385: Consumer Psychology – S2

Social psychological principles applied to consumer attitude-formation and decision-making - e.g., perception of advertisements, influence of reference groups and opinion leaders, and learning effects upon repeat purchasing. Emphasis on audience, message and media factors. *Prerequisite:* PSYC 101. (4)

PSYC 395: Research Laboratory

Experience in evaluating and conducting research in a designated area of psychology; may be offered from time to time as an elective to accompany various 300-level courses. *Prerequisite:* consent of instructor. (2)

PSYC 401: Workshop

Selected topics in psychology as announced. (1-4)

PSYC 405: Workshop on Alternative Perspectives – A, S2

Selected topics in psychology as announced which help fulfill the university requirement in alternative perspectives. (2 or 4)

PSYC 410: Psychological Testing – S2

Survey of standardized tests; methods of development,

standardization; limitations and interpretations of tests.

Prerequisites: PSYC 101, STAT 232 or consent of instructor. (4)

PSYC 415: Abnormal Psychology – S2

Models of psychopathology. Diagnosis and treatment of abnormal behaviors. *Prerequisite:* PSYC 101; STAT 232 or consent of instructor. (4)

PSYC 420: Adolescent Psychology – S2

Physical development, mental traits, social characteristics, and interests of adolescents; adjustments in home, school, and community. *Prerequisite:* PSYC 320. (4)

PSYC 430: Peace Psychology – S2

Theories and practices for development of sustainable societies through the prevention of destructive conflict and violence. Focus upon nonviolent management of conflict and pursuit of social justice by empowering individuals and building cultures of peace. *Prerequisite:* PSYC 330 or consent of instructor. (4)

PSYC 435: Theories and Methods of Counseling and Psychotherapy – S2

Introduction to basic methods of counseling and psychotherapy, and examination of the theories from which these methods derive. *Prerequisites:* PSYC 310, 345, 410, or PSYC 415; or consent of instructor. (4)

PSYC 440: Human Neuropsychology – S2

Study of the neuroanatomical and neurophysiological mechanisms of behavior and mental function. Topics include perception, voluntary action, spatial processing, language, memory, emotion, social behavior, and consciousness. *Prerequisite:* PSYC 101, 242. (4)

PSYC 441: Experimental Research Laboratory in Neuropsychology

Experiments and demonstrations related to neuropsychological phenomena. Emphasis on methodology in research on the brain and behavior. *Prerequisite:* PSYC 440 (or concurrent enrollment in PSYC 440). (2)

PSYC 442: Learning: Research and Theory – S2

A critical overview of the research data on human and animal learning, and of the theoretical attempts to understand those data. *Prerequisite:* PSYC 101, 242. (4)

PSYC 443: Experimental Research Laboratory in Learning

Experiments and demonstrations related to conditioning and learning in humans and animals. Emphasis on methodology in learning research. *Prerequisite:* PSYC 442 (or concurrent enrollment in PSYC 442). (2)

PSYC 446: Perception – S2

The study of our interactions with the physical world and the nature of our understanding of it. Includes such topics as color vision, dark adaptation, hearing music and speech, taste, smell, pain, and sensory physiology. *Prerequisites:* PSYC 101, 242. (4)

PSYC 447: Experimental Research Laboratory in Perception

Experiments and demonstrations of perceptual events. Emphasis on methodology in perception research. *Prerequisite:* PSYC 446 (or concurrent enrollment in PSYC 446). (2)

PSYC 448: Cognitive Psychology – S2

The study of human thought. Topics include attention, perception, memory, knowledge and concept formation, language, problem-solving, and reasoning. *Prerequisites:* PSYC 101, 242. (4)

PSYC 449: Experimental Research Laboratory in Cognition

Experiments and demonstrations related to human cognition. Emphasis on methodology in research on cognition.

Prerequisite: PSYC 448 (or concurrent enrollment in PSYC 448). (2)

PSYC 481: Psychology Research Seminar – SR

An advanced course providing students the opportunity to design and conduct ongoing research and review current re-search 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:* PSYC 101, 242, and consent of instructor. (2)

PSYC 483: Seminar – S2

Selected topics in psychology as announced. *Prerequisite:* consent of instructor. May be repeated for credit. (2-4)

PSYC 491: Independent Study

A supervised reading, field, or research project of special interest for advanced undergraduate students. *Prerequisite:* consent of supervising faculty. (1-4)

PSYC 493: History and Systems of Psychology

Historical development, contemporary forms, and basic assumptions of the major psychological theories and traditions. *Prerequisites:* one of PSYC 440, 442, 446, or PSYC 448; and one of PSYC 310, 320, 330. (4)

PSYC 495: Internship

A practicum experience in the community in the clinical, social, and/or experimental areas. Classroom focus on case conceptualization and presentation. *Prerequisite:* sophomore standing plus one course in psychology and consent of the department. (1-6)

PSYC 496: Research Practicum

Research experience under the direct supervision of a faculty member, students may design and/or conduct research in a designated area of psychology. *Prerequisite:* consent of instructor. May be repeated for up to 8 credits. *Prerequisite:* PSYC 101. (1-4)

PSYC 497: Teaching Apprenticeship

Teaching experience under the direct supervision of a faculty member. Course provides the opportunity to learn how to effectively communicate information, understand classroom management, and develop teaching skills. Students will serve as a teaching assistant for a psychology course. *Prerequisite:* Grade of B or better in class you will be a TA for, a minimum 3.0 overall G.P.A., junior standing at time the course is offered, consent of instructor. May be repeated for up to 4 credits. (1-4)

PSYC 499: Capstone Seminar – SR

Required for Psychology majors earning the B.A. degree. Students will complete and present a project at an on-campus

Psychology Research Conference held fall and spring terms. The project may be adapted from an upper-division psychology course, or as advanced research or internship project, completed by the student (see the Department's handout on the capstone for more details and project options). (2)

Publishing and Printing Arts

253.535.7241

www.plu.edu/~ppa

For 30 years Pacific Lutheran University's Department of English has offered a way to help students translate a love of books into an exciting professional career in publishing. One of only a few such programs in the country, the distinctive interdisciplinary curriculum in Publishing and Printing Arts (PPA) is highly respected by employers because it combines pre-professional skills and experience with the solid foundation of a liberal arts education. This six-course minor is designed to give students with talents and interests in writing, graphic design, communications, or business a head start into the world of publishing and a broad variety of related professions.

The PPA program readily complements majors concerned with language and the written word, such as English, languages, education, public relations, journalism, marketing, and graphic design. But students majoring in a wide spectrum of disciplines—from biology to music to anthropology—have discovered the value of a PPA minor, too. It both helps to connect them to publishing career opportunities in those fields and provides a richer understanding of the complex roles that written communications of all sorts play in our lives and in our modern world.

FACULTY: S. Robinson, *Director.*

PUBLISHING AND PRINTING ARTS MINOR

Three core courses are required - 12 semester hours

- ENGL 311/COMA 321: The Book in Society
- ENGL 312/COMA 322: Publishing Procedures
- ENGL 313/ARTD 331: The Art of the Book I

In addition to the above 12 semester hour core, students take three elective courses (12 semester hours) selected from at least two of the following categories:

Writing/Editing

- All English writing courses beyond WRIT 101, including ENGL 403
- Approved courses in Communication: COMA 213, 311, 320, 323, 329, 360, and 420

Marketing/Management

- Approved courses in Business; BUSA 203, 308, 309, 310, 363, 365, 378, 467, 468)*
- or in Communication: COMA 361, 421, 422, 461
- *Business course numbers reflect the new curriculum effective Fall 2006.

Design/Production

- Approved courses in Art: ARTD 226, 326, 370, 396, 398, 426, 470, 496)
- ENGL 314 or COMA 323

Up to two courses (eight semester hours) can be counted toward both a PPA minor and other requirements, such as general university requirements, another minor, or a major.

To earn a minor in Publishing and Printing Arts, students must acquire practical experience in publishing-related work outside the classroom.

Religion

253.535.7776

www.plu.edu/~reli

Religion is an attempt to understand the meaning of human existence. Different religious and cultural communities express that meaning in many ways. For Christians meaning is revealed in the love of God in Jesus Christ. Located within an ELCA-related university, the Department of Religion stands within 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 that all too often neglects these questions.

FACULTY: Killen, *Chair*; Batten, Breazeale, Chalmers, Chilson, Crawford, Ihssen, Nissen, Oakman, Peterson, Torvend, Trelstad.

University Core Requirements

Eight semester hours are required for students entering as first-year students or sophomores. Four lower-division hours should be taken before the end of the sophomore year. The second four semester 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 four semester hours from religion lines 1 or 2 only, unless presenting eight transfer hours of religion from other regionally accredited colleges or universities. Courses offered through correspondence, on-line, and independent studies are not accepted to meet the core requirement in Religious Studies.

The Core I requirement in Religious Studies (eight semester hours) specifies that four semester hours must be taken from each of three lines, as follows:

- A. *Biblical Studies (R1)* - RELI 211, 212, 330, 331, 332
- B. *Christian Thought, History, and Experience (R2)* -

RELI 121, 221, 222, 223, 224, 225, 226, 227, 360, 361, 362, 364, 365, 367, 368

- C. *Integrative and Comparative Religious Studies (R3)* - RELI 131, 132, 230, 231, 232, 233, 234, 235, 237, 239, 390, 391, 392, 393

Perspectives on Diversity Requirement

- A. *Cross-Cultural:* RELI 131, 132, 232, 233, 234, 235, 237, 247, 341, 344, 347, and 392
- B. *Alternative Perspectives:* RELI 257, 351, 354, 357, 368 and 393

BACHELOR OF ARTS MAJOR

- 32 semester hours with at least four semester hours in each of the three lines, plus 499. Sixteen of the 32 semester hours for the major must be taken in upper-division courses (numbered 300 or higher).
- Transfer majors will normally take 20 semester hours in residence.
- Majors should plan their program early in consultation with departmental faculty. Closely related courses taught in other departments may be considered to apply toward the religion major in consultation with the chair of the department.

MINOR

(Teacher Education Option)

24 semester hours; at least four hours in each of the three lines. Transfer minors under this option normally take 16 semester hours in residence. Intended primarily for parochial school teachers enrolled in the School of Education.

MINOR

16 semester hours with no more than eight in one of the lines listed above. Transfer minors under this option must take at least eight semester hours in residence.

Course Offerings - RELI

RELI 121: *The Christian Tradition - R2*

The study of selected theological questions and formulations examined in their social and historical contexts. (4)

RELI 131: *The Religions of South Asia - C, R3*

Hinduism, Buddhism, Jainism, and Sikhism — their origins and development, expansion, and contemporary issues. (4)

RELI 132: *The Religions of East Asia - C, R3*

Confucianism, Taoism, Chinese and Japanese Buddhism, Shinto, and the "new religions" of Japan — their origins, development, and contemporary issues. (4)

RELI 211: *Religion and Literature of the Old Testament - R1*

Literary, historical, and theological dimensions of the Old Testament, including perspectives on contemporary issues. (4)

RELI 212: *Religion and Literature of the New Testament - R1*

Literary, historical, and theological dimensions of the New Testament, including perspectives on contemporary issues. (4)

RELI 221: *Ancient Church History - R2*

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 CE). (4)

RELI 222: Modern Church History – R2

Beginning with the Peace of Westphalia (1648), interaction of the Christian faith with modern politics, science, and philosophy; expansion in the world, modern movements. (4)

RELI 223: American Church History – R2

Interaction of religious and social forces in American history, especially their impact on religious communities. (4)

RELI 224: The Lutheran Heritage – R2

Lutheranism as a movement within the church catholic: its history, doctrine, and worship in the context of today's pluralistic and secular world. (4)

RELI 225: Faith and Spirituality – R2

Reflection on Christian lifestyles, beliefs, and commitments. (4)

RELI 226: Christian Ethics – R2

Introduction to the personal and social ethical dimensions of Christian life and thought with attention to primary theological positions and specific problem areas. (4)

RELI 227 (247, 257): Christian Theology – R2

Survey of selected topics or movements in Christian theology designed to introduce the themes and methodologies of the discipline. (RELI 247 for cross-cultural GUR and RELI 257 for alternative perspective GUR) (4)

RELI 230: Religion and Culture – R3

Explores the interrelation and interaction of religion and culture in a variety of world religious traditions. Incorporates recognized methodologies in academic religious studies. (4)

RELI 231: Myth, Ritual, and Symbol – R3

The nature of myth and its expression through symbol and ritual. (4)

RELI 232: The Buddhist Tradition – C, R3

Introduction to the history and practice of Buddhist tradition in its South Asian, East Asian, and Western cultural contexts. (4)

RELI 233: The Religions of China – C, R3

Introduction to the major religious movements of China. (4)

RELI 234: The Religions of Japan – C, R3

Introduction to the religious traditions of Japan. (4)

RELI 235: Islamic Traditions – C, R3

An introduction to the history, teachings, and practices of Islam. (4)

RELI 237: Judaism – C, R3

Historical development of Judaism's faith and commitment from early Biblical times to the present. (4)

RELI 239: Environment and Culture – R3

Study of the ways in which environmental issues are shaped by human culture and values. Major conceptions of nature, including non-western perspectives and issues in eco-justice. Critical evaluations of literature, arts, ethics, conceptual

frameworks, history, and spirituality. (Cross-listed with ENGL 239.) (4)

RELI 330: Old Testament Studies – R1

Major areas of inquiry: the prophets, psalms, wisdom literature, mythology, theology, or biblical archeology. (4)

RELI 331: New Testament Studies – R1

Major areas of inquiry: intertestamental, synoptic, Johannine, or Pauline literature, or New Testament theology. (4)

RELI 332: The Life of Jesus – R1

Historical survey of "Life of Jesus" research; form and redaction criticism of the gospel tradition; the religious dimensions of Jesus' life and thought. Prerequisite: one lower-division RELI course or consent of instructor. (4)

RELI 360: Studies in Church Ministry – R2

The church in human service: the congregation, the church-related college, contemporary contexts of world mission. (4)

RELI 361 (341, 351): Church History Studies – R2

Selected area of inquiry, such as American-Scandinavian church history, religious experience among American minority communities, and the ecumenical movement. (RELI 341 for cross-cultural GUR and RELI 351 for alternative perspective GUR)(4)

RELI 362: Luther – R2

The man and his times, with major emphasis on his writing and creative theology. (4)

RELI 364 (344, 354): Theological Studies – R2

Selected topic or movement within Christian theology. (RELI 344 for cross-cultural GUR and RELI 354 for alternative perspective GUR) (4)

RELI 365: Christian Moral Issues – R2

In-depth exploration from the perspective of Christian ethics of selected moral issues such as peace and violence, the environment, sexuality, political and economic systems, hunger, and poverty. (4)

RELI 367 (347, 357): Major Religious Thinkers, Texts, and Genres – R2

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. (RELI 347 for cross-cultural GUR and RELI 357 for alternative perspective GUR) Prerequisite: consent of instructor. (4)

RELI 368: Feminist and Womanist Theologies – A, R2

A study of major theological themes and issues through global women's perspectives on gender. (4)

RELI 390 (393): Studies in History of Religions – R3

Historical study of specific non-Christian religions such as the traditions of India and China, Judaism, and Islam. (RELI 393 for alternative perspective GUR) (4)

RELI 391: Sociology of Religion – R3

Multi-cultural investigation of religious experience, belief, and ritual in relation to their social settings with particular attention to new forms of religion in America. (Cross-listed with SOCI 391.) (4)

RELI 392: God, Magic, and Morals – C, R3
Anthropology of religion. (Cross-listed with ANTH 392). (4)

RELI 491: Independent Studies

Intended for religion majors, advanced and graduate students; consent of the department is required. (1–4)

RELI 499: Capstone: Research Seminar – SR

Discussion of common readings and a major research and writing project with public presentation around the student's area of interest. (4)

Scandinavian Area Studies

253.535.7314

www.plu.edu/~scan

Scandinavian Area Studies is an interdisciplinary program that offers a unique perspective on Scandinavia past and present, while developing useful analytical, cross-cultural and communicative skills. Students can easily combine their study of Scandinavia with other majors drawn from disciplines from many university departments. The program reflects both the Scandinavian heritage of the university and the dynamic profile of the Scandinavian cultures within the world community today.

Scandinavian Studies Committee: Berguson, *Chair and Program Director*; Hegstad, Kelleher, Reiman, Ronning, Storfjell, Trelstad.

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 semester hours)
- Eight semester hours in Scandinavian cultural history
- Four semester hours in Scandinavian literature

MAJORS

A total of 40 semester hours

Students will choose from an approved list of additional Scandinavian and cross-disciplinary courses in accordance with personal interests and goals and in consultation with the program director.

- Four semester hours in cross-disciplinary course
- Two semester hours in a senior project
- Eight semester hours of electives

With the approval of the Scandinavian Studies director, selected January-term, summer, experimental courses and an internship may be included in the major program.

No more than eight 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.

Financial aid applies to PLU's partnership program, "Democracy, Development, and Peace: The Norwegian Approach," that takes place each fall semester at Hedmark University College in Norway. Study opportunities are also available at a variety of other 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 and literature 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:

NORW 101, 102: Elementary (4, 4)

NORW 201, 202: Intermediate (4, 4)

NORW 301: Conversation and Composition (4)

NORW 302: Advanced Conversation and Composition (4)

Cultural History:

SCAN 150 Introduction to Scandinavia (4)

SCAN 321: Topics in Scandinavian Culture and Society - S1 (4)

SCAN/POLS 322: Scandinavia and World Issues (4)

SCAN 327: The Vikings (4)

Literature:

SCAN 241: Scandinavian Folklore – LT (4)

SCAN 341: Topics in Scandinavian Literature - LT (4)

SCAN 422: Scandinavian Literature in the 19th and 20th Centuries - LT (4)

Cross-disciplinary Courses Sometimes Applicable to the Scandinavian Area Studies Major

Consult with the program director to determine applicability.

ECON 335: European Economics Integration (4)

ENGL 334: Special Topics in Children's Literature (4)

HIST 325: Reformation – S1 (4)

MUSI 106: Music of Scandinavia – AR, C (4)

POLS 331: International Relations – S1 (4)

POLS 380: Politics of Global Development - S1 (4)

RELI 361: Church History Studies – R2 (4)

Course Offering – SCAN

SCAN 150: Introduction to Scandinavia

Introduction to the cultures and societies of the Nordic region, including the countries of Denmark, Finland, Iceland, Norway, and Sweden, and the autonomous regions of Åland, the Faroe Islands, and Greenland. A brief geographic and historical overview is followed by an investigation of contemporary Scandinavian societies. Topics for reading and discussion include culture and identity construction, international peace building and development, and the perspectives of recent immigrants and the indigenous Sámi and Greenlandic peoples. Films, art, and literature supplement course readings. Taught in English. (4)

SCAN 241: Scandinavian Folklore - LT

Thorough reading of folktales, ballads and legends, the course critiques the role of folk narrative as an expression of identity and world view in traditional and contemporary Scandinavian society. Examples of folk performance in music and film supplement the readings. Course is conducted in English; readings are in translation for non-majors. (4)

SCAN 321: Topics in Scandinavian Culture and Society

This course concentrates on special topics such as the development of the Welfare State, Scandinavia and the European Union, and the role of migrations in the changing society. (4)

SCAN 322: Scandinavia and World Issues

This course traces the involvement of the Scandinavian countries in world organizations, such as the United Nations and the roles the countries have played in world politics. The focus will be on the Nordic approach to democracy, aid to developing countries and peace making, as well as initiatives, projects and activities in which Scandinavians are currently involved around the world. (4)

SCAN 327: The Vikings - SI

The world of the Vikings; territorial expansion; interaction of the Vikings with the rest of Europe. In English (cross-listed with HIST 327). (4)

SCAN 341: Topics in Scandinavian Literature - LT

Selected literary works provide an in-depth study of topics such as indigenous Sami population, women authors, nature and environment, and conflict and peace. Course is conducted in English; readings are in translation for non-majors. (4)

SCAN 422: Scandinavian Literature in the 19th and 20th Centuries - LT

Representative works are studied within their social, historical and literary contexts. Readings include drama, novels, short stories and poetry. Course is conducted in English; readings are in translation for non-majors. (4)

SCAN 491: Independent Studies (1-4)**SCAN 492: Independent Studies (1-4)****SCAN 495: Internships (2-4)****SCAN 499: Capstone: Senior Project - SR**

A research paper, internship or other approved project. Open only to Scandinavian Area Studies majors. (2)

NORWEGIAN - NORW**MAJOR IN NORWEGIAN**

A minimum of 34 semester hours, including NORW 101-102, 201-202, 301-302, and SCAN 421 or 422.

MINOR IN NORWEGIAN

20 semester hours, which may include NORW 101-102.

NORW 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. (4, 4)

NORW 201, 202: Intermediate Norwegian - C

Develops a command of the language while further acquainting students with the Norwegian cultural heritage. Reading selections introduce Norwegian folklore and daily life. (4, 4)

NORW 301: Conversation and Composition - C

Increases student ability for self-expression, both orally and in writing. Contemporary materials are selected as models of style and usage. *Prerequisite:* NORW 202. (4)

NORW 302: Advanced Conversation and Composition - C

Emphasizes the finer points of structure, style, and good taste. *Prerequisite:* NORW 301. (4)

NORW 491: Independent Studies (1-4)**NORW 492: Independent Studies (1-4)****NORW 499: Capstone: Senior Project - SR (2)****Social Sciences, Division of**

253.535.7669

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 Global Studies, Legal Studies, and Women's Studies are housed within the division. In addition, Social Sciences faculty also participate actively in other interdisciplinary programs including Chinese 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.

The Forest Foundation Severtson Undergraduate Fellowship supports students conducting research in the social sciences.

FACULTY: D. Huelbeck, *Dean*; faculty members of the Departments of Anthropology, Economics, History, Marriage and Family Therapy, Political Science, Psychology, Sociology and Social Work.

As a division within the College of Arts and Sciences, the Division of Social Sciences offers programs in each constituent department leading to the BA degree. Additionally, a BS degree is offered in psychology and an MA 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, Environmental Studies, Global Studies, Legal Studies, and Women's Studies.

Sociology and Social Work

253.535.7294

www.plu.edu/~soci

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: Leon-Guerrero, *Chair*; Biblarz; Gregson; Jobst; Keller (Social Work Program Director); McDade; Russell.

SOCIOLOGY

Sociology examines the processes and structures which shape social groups of all sizes, including friends, families, workplaces, and nations. The study of sociology provides students with unique interpretive tools for understanding themselves and others in a changing world. Sociology has broad appeal to those who are interested in developing practical skills and analytical talents. Some of the practical pursuits enabled by sociological training are in the areas of program development, counseling, research, criminal justice, management, and marketing. The academic preparation is valuable to those interested in pursuing degrees in law, administration, social work, theology, or the social sciences.

The department's curriculum offers a variety of courses in sociological analysis while permitting an optional concentration in the specialized areas of family/gender or crime/deviance. The curriculum is deliberately flexible to permit students to study individual subject areas, or to pursue majors or minors in the field. Students majoring in business, nursing, education, and computer science find the sociological minor particularly useful for broadening their understanding of social rules and relationships, programs and solutions, and continuity and change.

The faculty is attentive to the individual needs of students in their efforts to provide academic excellence to a diverse student body.

BACHELOR OF ARTS

General Major - 40 semester hours, including:

SOCI 101, 240, 330 or 362; 397, 496, 499
 12 semester hours in sociology approved by the department at the 300 and 400 level
 STAT 233, for Sociology and Social Work majors.

Major with Concentration in Family/Gender - 40 semester hours including:

SOCI 101; 330 or 362; 397, 440, 496, 499
 12 semester hours in sociology chosen in consultation with the department
 STAT 233 for Sociology and Social Work majors.

Major with Concentration in Crime/Deviance - 40 semester hours including:

SOCI 101, 336, 397, 413, 496, 499
 12 semester hours of sociology chosen in consultation with the department
 STAT 233 for Sociology and Social Work majors.

Revised requirements for those majoring in both sociology and social work - 80 semester hours including:

SOCW 245, 250, 350, 360, 460, 465, 475, 476, 485, 486, and 499
 SOCI 101, 397, 496, 499
 16 elective credits (recommended courses include SOCI 240, 296; 330 or 362; and 462)
 STAT 233 for Sociology and Social Work majors
 BIOL 111 and PSYC 101

Minor: 20 semester hours, including:

SOCI 101
 16 semester hours of sociology chosen in consultation with the department
 STAT 233 may be included in the minor.
 Sociology minors are required to attain a minimum grade of C- in sociology classes.

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 SOCI 101 (American Society or Introduction to Sociology) and SOCI 240 (Social Problems). If students wish to have additional courses considered for transfer to either their major or minor requirements, they must first meet with the department chair. The student should bring to this initial meeting the following:

- College/university transcripts
- College catalogs
- Course syllabi and other supporting materials (from the term when the course was completed)

Declared majors/minors will be required to fill out one petition per transfer course.

HONORS IN SOCIOLOGY

Departmental honors are awarded by vote of the sociology

faculty to outstanding majors. Criteria for selection include a high grade point average, election to Alpha Kappa Delta, International Sociology Honor Society, and exceptional performance in senior seminar.

Prerequisite Note: SOCI 101 or consent of instructor is prerequisite to all 300- and 400-level courses.

Course Offerings – SOCI

SOCI 101: Introduction to Sociology – A, S2

An introduction to the discipline of sociology. Features an analysis of contemporary American society with emphasis on the interconnections of race, class, and gender. Sociological concepts include socialization, social roles, stereotypes, power, and stratification. (4)

SOCI 240: Social Problems – A, S2

Critical examination of poverty, discrimination, drugs, crime, homelessness, violence, and family breakdown. Course addresses contemporary social problems, an analysis of their social roots, and an evaluation of the policies designed to eradicate them. (4)

SOCI 296: Social Stratification – S2

An examination of the forms, causes, and consequences of social stratification. The course focuses on inequality based on class, race, and gender, exploring how and why individuals have different access to society's valued resources, services, and positions, and the consequences of these opportunities (or blocked opportunities) for different groups of people.

Prerequisite: SOCI 101 or 240. (4)

SOCI 310: Jamaican Society – C, S2

This is an off-campus course offered during January term. Students spend approximately three weeks in Jamaica applying sociological principles to Jamaican society. The course focuses on Jamaican institutions such as the family, the economy, government, and education. Race, class and gender stratification are examined in a Jamaican context. Instructor consent is required. (4)

SOCI 326: Delinquency and Juvenile Justice – S2

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:** SOCI 101 or consent of instructor. (4)

SOCI 330: The Family – S2

An examination of the institution of the family from historical, multi-cultural, and contemporary perspectives, with emphasis on how families and family life are affected by social forces such as the economy, race and ethnicity, religion, and law. Topics include: relationships, love, authority, conflict, sexuality, gender issues, child rearing, communication patterns, and violence in the context of family life. **Prerequisite:** SOCI 101, PSYC 335, or consent of instructor. (4)

SOCI 336: Deviance – S2

A general introduction to a variety of nonconforming, usually secretive, and illegal behavior, such as corporate crime, drug dealing, prostitution, industrial spying, child abuse, and suicide, with emphasis on the conflict of values and life-experiences within a society. **Prerequisite:** SOCI 101 or consent of instructor. (4)

SOCI 351: Sociology of Law – S2

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: SOCI 101 or consent of instructor. (4)

SOCI 362: Families in the Americas – A, S2

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)

SOCI 387: Special Topics in Sociology – S2

Selected topics as announced by the department. **Prerequisite:** departmental consent. (1-4)

SOCI 391: Sociology of Religion – S2

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 religion course, or consent of instructor. (Cross-listed with RELI 391). (4)

SOCI 397: Research Methods – S2

An overview of the methods to explore, describe, and analyze the social world. General issues in the design and implementation of research projects, as well as specific issues that arise in conducting interviews and field observations, constructing and administering surveys, analyzing existing data, and planning program evaluations. Required for junior sociology and social work majors. **Prerequisite:** SOCI 101, junior status. Instructor consent is required. (4)

SOCI 413: Crime and Society – S2

An examination of criminal behavior in contemporary society in relation to social structure and the criminalization process with particular attention to the issues of race, gender, and class.

Prerequisite: SOCI 101, 336, or consent of instructor. (4)

SOCI 418: Advanced Data Applications – S2

An opportunity for advanced majors to conduct individual research and data analysis projects. Focus on quantitative or qualitative data collection and analysis. **Prerequisites:** SOCI 397 and STAT 233, departmental consent. (2-4)

SOCI 440: Sex, Gender, and Society – A, S2

An analysis of sexuality and gender from individual and cultural perspectives. Gender stereotypes and socialization; transsexuality and cross-gender systems; communication and relationships; sexual attitudes, behaviors, and lifestyles; work and family issues; violence; gender stratification and feminism. **Prerequisite:** SOCI 101, WMST 101, or consent of instructor. Core course for Women's Studies minors. (4)

SOCI 462: Suicide – S2

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:** SOCI 101 and consent of instructor. (4)

SOCI 491: Independent Studies

Readings or fieldwork in specific areas or issues of sociology under supervision of a faculty member. **Prerequisite:** departmental consent. (1-4)

SOCI 495: Internship

Students receive course credit for working in community organizations and integrating their experiences into an academic project. Placements are usually arranged by the student and may include the public school system, private and public social service organizations, criminal justice system agencies, local and state governmental agencies, and businesses. Departmental consent is required. (1-4)

SOCI 496: Major Theories – S2

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:** 16 hours of sociology including SOCI 101 and 397, senior status, declared major or minor. Instructor consent is required. (4)

SOCI 499: Capstone: Senior Seminar – SR

Students design and carry through an independent research project involving the collection of data and the analysis of findings. Students demonstrate their mastery of the field by relating their research to the existing body of sociological literature and knowledge. Required for senior majors.

Prerequisites: SOCI 397, 496; STAT 233; senior status; declared major or minor. (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 fieldwork experience in community settings. Social work majors have access to a rich variety of social service agencies in Tacoma and Pierce County that provide field-learning sites. Students work with experienced, caring supervisors who help make these

placements valuable learning experiences. Students are prepared to work in a variety of settings, including child welfare, health, mental health, corrections, aging, and community-based agencies.

Social work majors should consult with a departmental advisor to plan their course of study. The faculty encourage students to take advantage of learning opportunities that emphasize multicultural awareness and diversity.

The social work program is accredited by the Council on Social Work Education.

Admission to the Social Work Program: Students seeking the Bachelor of Arts degree in Social Work must first apply and be accepted into the program. The social work program welcomes diversity and invites interest and applications from persons who seek to participate in a profession committed to helping people, now and in the future. Students may begin taking social work courses before being admitted to the program, but only admitted students are allowed to take 400-level courses.

Students will be admitted to the Social Work Program for fall semester only. The priority date for applications is April 10, though applications will be accepted until available positions are filled. Enrollment is competitive based on intended graduation date.

Admission is determined by faculty evaluation of student applications on the basis of the following criteria:

- A. Transcript that documents the completion of at least 40 semester hours of prescribed course work with a minimum grade point average of 2.75. In addition, the student must show successful completion of the following prerequisites: ANTH 102, BIOL 111, PSYC 101, SOCI 101, WRIT 101, and the PLU math entrance requirement. (Note: grades below C- do not transfer);
- B. 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);
- C. A summary of work and volunteer experience; Two letters of recommendation that evaluate and document the applicant's potential for success in social work education and practice;
- D. Washington State Patrol Criminal History clearance (Applicants with a criminal record will be urged to explore their prospects for registering as a counselor or later being licensed as a social worker with the State of Washington);
- E. 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);
- F. Personal interview (may be requested).

Any falsification in the application for admission is grounds for dismissal from the program. Applicants who are not admitted to candidacy for the degree may reapply without prejudice.

Application materials are available directly from the Social Work Program in Xavier Hall, may be requested by calling 253.535.7294 or are available on the Social Work home page at the PLU website.

Continuation Policies

To remain in the program, a student must: 1) maintain a 2.75 grade point average in social work courses and a 2.50 overall grade point average; and 2) demonstrate behavior which is consistent with the NASW Code of Ethics and University Code of Conduct.

Bachelor of Arts Major - 36 semester hours in social work, including:

SOCW 245, 250, 350, 360, 460, 475, 476, 485, 486 and 499

12 semester hours in sociology, including SOCW 101, 397

Four elective credits

Additional requirements include ANTH 102 or 334, BIOL 111, PSYC 101, STAT 233 (must be completed via the sociology class at PLU).

Social Work Minor - 18 semester hours including:

SOCW 190 or 201

Eight hours from the following: SOCW 275, 323, 380, or 385

Four hours from the following: SOCI 330, 362, 397 or STAT 233 (Sociology)

Two hours of SOCW 375.

Course Offerings – SOCW**SOCW 101 (190): Introduction to Social Work – S2**

An introduction to human need and the field of social work. Provides an overview of services, models of service delivery, and professional social work values. Students visit agency settings and meet with social work practitioners. A volunteer experience in the field is a required component of this seminar-style course. (4)

SOCW 175: January on the Hill – A, S2

An intense experience of community work on Tacoma's Hilltop District and/or Tacoma's east side where students learn first hand about poverty and participate in community projects. (4)

SOCW 245: Human Behavior and the Social Environment – S2

Examination of the biological, psychological, cultural, social, and spiritual influences on human behavior and development. Provides an ecological systems perspective for applying developmental theory to individuals, families, groups, institutions, organizations, and communities and for understanding various systems in the context of their environment. Explores meaning and interpretation of development, family, and community from different perspectives, with an emphasis on ethnicity and gender. Studies impact of social and economic forces on individuals and systems from a global perspective. Volunteer experience is required. (4)

SOCW 250: Social Policy I: History of Social Welfare – S2

Social policy course required of all social work majors. Exploration of interdependence of social, cultural, political, and economic factors in the history, theory, and practice of social welfare, with special reference to the development of the social work profession in response to global social problems. Examination of the relationship among the social welfare systems, the problems and issues addressed by social services, and the role of the professional social worker. The impact of political ideology and process on service delivery is also discussed. (4)

SOCW 350: Social Policy II: Social Policy Analysis – S2

An in-depth examination of contemporary social welfare structure, functions, policy, and programs. Legislative process, social justice and strategies for political advocacy are discussed. An examination of the impact of administrative and organizational structures at various governmental levels on social policy implementation, especially as they affect services to vulnerable populations. Introduces students to applications of theoretical frameworks to social work policy in such areas as income maintenance, health, mental health, child welfare, and housing and homelessness in the U.S. and other countries.

Prerequisite: SOCW 250. (4)

SOCW 360: Social Work Practice I: Interviewing and Interpersonal Helping – S2

An introductory practice course that provides students with the conceptual framework of generalist social work practice. Application of the ecological systems perspective to direct practice. Provides students with the opportunity to learn intentional interviewing skills and apply those skills within various models of practice and across cultures. Assists students toward mastery in assessment, goal setting, contracting, development of intervention plans based on theory and assessment information, evaluation, and termination. Must register concurrently for lab. **Prerequisite:** 245. (0 or 4)

SOCW 375: Social Services in the Community

Completion of a minimum of 50 hours of work in a community setting. Through written work, students reflect on their experiences, their personal growth, and the mission of the agency. May be repeated for credit up to 2 semester hours. **Prerequisites:** SOCW 175, 245, or 360. (1)

SOCW 387: Special Topics in Social Work

Selected topics as announced by the department. Topics relevant to current trends and issues in the field of social work. (2-4)

SOCW 460: Social Work Practice II: Families and Groups – S2

Grounded in the framework of generalist social work practice, the second social work practice course examines theoretical models and practice skills for assessment and intervention with families and groups. Emphasizes the importance of culturally sensitive practice. Explores how the meaning and definition of family differs across cultures. Introduces students to group dynamics and group development. **Prerequisites:** SOCW 245, 360. (4)

SOCW 465: Social Work Practice III: Macropractice – S2

Grounded in the framework of generalist social work practice, this course develops skills for practice with groups, organizations, and communities. Emphasis on macropractice assessment, intervention, and change strategies at organizational, community, institutional and global levels. Students complete a community assessment and examine community development from a global perspective. **Prerequisites:** SOCW 245, 250, 350, 360, 460. (4)

SOCW 475: Field Experience I

Students are assigned to a social service agency and participate, under supervision, in the delivery of social work services. **Prerequisites:** SOCW 245, 350, 360; to be taken concurrently with SOCW 460 and 485; requires consent of instructor. (3)

SOCW 476: Field Experience II

Continuation of SOCW 475. Students receive more advanced

field assignments in a social service agency setting. Must be taken concurrently with SOCW 465 and 486. (3)

SOCW 485: Field Experience Seminar I

This seminar provides students with the opportunity to learn about the intake and assessment process at various social service agencies. Students develop a plan to monitor and evaluate their practice in their field experience setting. Must be taken concurrently with SOCW 475. (1)

SOCW 486: Field Experience Seminar II

Students learn about the strengths perspective as it relates to social work practice and present a case from their field setting. Students implement a plan evaluating their own practice and learn about the applicability of research to social work practice. Must be taken concurrently with SOCW 476. (1)

SOCW 491: Independent Studies

Prerequisite: Consent of instructor. (1 to 4)

SOCW 499: Capstone: Senior Seminar – SR

Students examine the evolution of their own personal style of social work practice, the theories and models for practice which they have developed, the ethical and value foundation which underlies social work, and how these are integrated with their personal and professional experiences and prior coursework. The product of this final synthesis is presented to the class and is open to others within the university community. **Prerequisites:** SOCW 460, and 475. (4)

Statistics

253.535.7598

Statistics (STAT), a branch of applied mathematics, studies the methodology for the collection and analysis of data and the use of data to make inferences under conditions of uncertainty. Statistics plays a fundamental role in the social and natural sciences, as well as in business, industry, and government.

The statistics program is offered cooperatively by the Departments of Economics, Mathematics, Psychology, and Sociology. The program is administered by an Interdisciplinary Statistics Committee headed by the Statistics Program director, who is appointed by the dean of the Division of Social Sciences. The statistics minor is administered by the Department of Mathematics. Students interested in a statistics minor are encouraged to discuss course selection with a statistics faculty member from any discipline.

FACULTY: Selected faculty from the Departments of Economics, Mathematics, Psychology, and Sociology.

MINOR

minimum of 16 semester hours

STAT 341

At least eight semester hours from the other statistic courses
CSCE 120 or 144

Typical Programs for a Minor

The statistics courses chosen for a statistics minor will vary with

the interests of the student. Some typical programs leading to a statistics minor are listed below:

For students interested in mathematics, graduate or professional work in statistics, or an actuarial career:

STAT 341, 342, 348
CSCE 120 or 144

For students interested in economics or business:

STAT 231; 341
ECON 344
CSCE 120 or 144

For students interested in other social sciences:

STAT 233; 341
ECON 344 or STAT 232 (Psychology students should choose STAT 232)
CSCE 120 or 144

For students interested in natural sciences:

STAT 341, 342, 348
CSCE 120 or 144

Course Offerings – STAT

STAT 231: Introductory Statistics – MR

Descriptive statistics: measures of central tendency and dispersion. Inferential statistics: generalizations about populations from samples by parametric and nonparametric techniques. Methods covered will include estimation, hypothesis testing, correlation analysis, regression, chi square, and ANOVA analysis. Includes a required computer lab. Students should register for the lab corresponding to their lecture section. (May not be taken for credit after STAT 341 has been taken.) (4)

STAT 232: Introductory Statistics for Psychology Majors - MR

Descriptive statistics: measures of central tendency and dispersion. Inferential statistics: generalizations about populations from samples by parametric and nonparametric techniques. Methods covered will include estimation, hypothesis testing, correlation analysis, regression, chi square, and ANOVA analysis. Includes a required computer lab. Students should register for the lab corresponding to their lecture section. This section is intended for Psychology majors. **Prerequisite:** PSYC 101 or equivalent. (4)

STAT 233: Introductory Statistics for Sociology Majors - MR

Descriptive statistics: measures of central tendency and dispersion. Inferential statistics: generalizations about populations from samples by parametric and nonparametric techniques. Methods covered will include estimation, hypothesis testing, correlation analysis, regression, chi square, and ANOVA analysis. Includes a required computer lab. Students should register for the lab corresponding to their lecture section. This section is intended for Sociology majors. **Prerequisite:** SOCI 101 or equivalent. (4)

STAT 341: Introduction to Mathematical Statistics - MR, NS

Data description, probability, discrete and continuous random variables, expectation, special distributions, statements of law of

large numbers and central limit theorem, sampling distributions, theory of point estimators, confidence intervals, hypothesis tests, regression (time permitting). **Prerequisite:** MATH 152. (Cross-listed with STAT 341) (4)

STAT 342: Probability and Statistical Theory - MR, NS

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:** STAT 341. (Cross-listed with STAT 342.) (4)

STAT 343: Operations Research - MR

Quantitative methods for decision problems. Emphasis on linear programming and other deterministic models. **Prerequisite:** 231 or equivalent. (Cross-listed with ECON 343.) (2)

STAT 344: Econometrics - MR

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. (Cross-listed with ECON 344.) (4)

STAT 348: Applied Regression and Analysis and ANOVA - MR, NS

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. (Cross-listed with MATH 348) (4)

STAT 491: Independent Studies - MR (1-4)

STAT 500: Applied Statistical Analysis

(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. (Cross-listed with ECON 500.) (4)

Women's Studies

253.535.7296

www.plu.edu/~womenstu

At the core of the Women's Studies program at PLU is a vibrant, diverse, and supportive community of feminist women and men, working to enhance and reinforce the individual goals and strengths of each student. This multiplicity of resources and talents allow our courses to draw upon many different academic areas, explore themes such as gender and sexual identity, emphasize critical examination of racism, classism, and other forms of inequity and discrimination, and focus on the pursuit of social justice.

Women's Studies courses offer critical analysis of traditional social

institutions, such as religion, arts, science, law, education, medicine, and the family, and their relationship to each person's gender, sexual identity, class, and race. Reflecting the importance of dialogue and collaboration in feminism, classroom activities include a rich mix of group-based projects, discussion, and other forms of inquiry. The multidisciplinary nature of our program invites Women's Studies students to sample many topics and learn through a variety of intellectual and life experiences, from reading the literatures of under-represented communities to creating visual artwork, visiting a prison for women, and learning how to initiate, mediate and engage in an ongoing discourse about challenging issues.

The Women's Studies senior capstone exemplifies our program's emphasis on combining inquiry with experience. For the capstone, each Women's Studies major works with faculty mentors to design an internship or service learning project that fits creatively her or his unique vocational and academic interests. One student with a background in nursing or biology, for example, might work in a program that offers pre-natal care for low-income women, while another student with expertise in social work and public policy might assist an organization working to reduce domestic violence, or a student interested in feminist theater could work with the Women's Center to shape PLU's annual production of "The Vagina Monologues"!

The Women's Studies program gives students the important tools, resources, and language needed for personal empowerment, especially useful since it is easy to feel overwhelmed and resigned in the face of injustices. Upon completion of this program, each PLU Women's Studies graduate is prepared to creatively and effectively pursue social justice in her or his own way. As teachers, scientists, volunteers, artists, writers, entrepreneurs, or family members, our graduates are making positive changes in the way gender and sexual identity are understood globally in the 21st century. We invite you to join our community of scholars and agents of social change.

FACULTY: Women's Studies Executive Committee: Kraig, Chair; Brezeale, Lisosky, Marcus, Sklar, Taylor, Trelstad.

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.

32 semester hours, including:

- WMST 101
- Completion of the WMST 499: Capstone Experience;
- Women's Studies and Vocation (eight semester hours);
- Four courses from the approved list of program core courses from two different divisions and schools (16 semester hours)
- Two elective courses from two different divisions and schools (eight semester hours).
- Students are required to complete a minimum of four upper-division courses in the program core and electives.

A. *WMST 101: Introduction to Women's Studies* - four semester hours

B. *Program Core Courses* - 16 semester 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.

- ANTH 350: Women and Men in World Cultures - C, S1 (4)
- COMA 303: Gender and Communication - A (4)
- ENGL 232: Women's Literature - A, LT (4)
- ENGL 341: Feminist Approaches to Literature - A, LT (4)
- HIST 359: History of Women in the United States - A, S1 (4)
- INTC 231: Gender, Sexuality, and Culture - A, I2 (4)
- INTC 232: Topics in Gender - I2 (4) (pending approval of topic)
- PHIL 220: Women and Philosophy - A, PH (4)
- PHED 315: Body Image - A (4)
- PSYC 474: Psychology of Women - A, S2 (4)
- RELI 368: Feminist and Womanist Theologies - A, R2 (4)
- SOCI 440: Sex, Gender, and Society - A, S2 (4)

C. *Electives* - eight semester hours

Students choose two courses from the following options. Selections must be from two different divisions or schools.

1. Additional courses from the program core courses.
2. Courses from an approved list published in the class schedule.
3. 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.

Capstone Experience: Women's Studies and Vocation (Four semester hours minimum)

This requirement can be satisfied in three ways:

A. *WMST Service Learning (Four semester hours total of WMST 491: Independent Study: Service Learning- SR)*

Service learning refers to those broad or introductory experiences with groups, in agencies or organization that enable the student to gain awareness, to develop ideas, and to pursue social justice. Student identify a faculty sponsor approved by WMST, arrange for a service learning experience through the Center for Public Service or directly with the site of the service, then develop, with the approval of the WMST sponsor, a learning contract that includes learning objectives specific to women, feminism or gender.

Service learning contracts also require the approval of the agency or organization supervisor.

B1. *WMST Internship (Four semester hours total of WMST 495: Internship-SR)*

Internships are pragmatic, employer based experiences in which students apply knowledge they've already acquired, build competence, and test values in setting like those in which they may seek employment. Students identify a faculty member approved by WMST, arrange for an internship through the Center for Public Service or directly with the site of the service, then, with the approval of the WMST sponsor, develop a learning contract that includes learning objectives specific to women, feminism or gender. Internship learning contracts also require the approval of the agency or organization supervisor.

B2. *WMST Internship concurrent with another, non-WMST internship*

(Two semester hours of WMST 495, plus at least two internship semester hours from another discipline)

Some fields of study allow or require students to complete an internship in which they integrate knowledge, demonstrate skills and act upon values learned in the classroom with current practice in an agency or organizational setting. For such an internship to count toward the WMST major, students must select a faculty member approved by WMST and develop a learning contract that pertains to the internship in the other major but reflects WMST skills, knowledge, and applications. The student must then arrange for two additional internship credits in WMST 495 with the sponsoring WMST faculty member. Internship learning contracts also require the approval of the agency or organization supervisor and the PLU faculty member supervising internship within the discipline. Earning credits from both WMST and another department may not always require additional hours at the site, but the learning contract will require additional research, reading and writing to incorporate content specific to women, feminism or gender.

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 semester hours of the major and 10 semester hours of the minor must be completed at PLU.

MINOR

20 semester hours, including:

- One Women's Studies core course (Four semester hours)
- Two program core courses (eight semester hours) from departments in different divisions or schools
- Two elective courses (eight semester hours) from two different divisions or schools.

A. *Women's Studies Core Course*

four semester hours required
WMST 101: Introduction to Women's Studies (4)

B. *Program Core Courses (eight 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:

- ANTH 350: Women and Men in World Cultures – C, S1 (4)
 COMA 303: Gender and Communication – A (4)
 ENGL 232: Women's Literature – A, LT (4)
 ENGL 341: Feminist Approaches to Literature – A, LT (4)
 HIST 359: History of Women in the United States – A, S1 (4)
 INTC 231: Gender, Sexuality, and Culture – A, I2 (4)
 INTC 232: Topics in Gender (4) – I2 (pending approval of topic)
 PHIL 220: Women and Philosophy – A, PH (4)
 PHED 315: Body Image – A (4)
 PSYC 474: Psychology of Women – A, S2 (4)
 RELI 368: Feminist and Womanist Theologies – A, R2 (4)
 SOCI 440: Sex, Gender, and Society – A, S2 (4)

C. Elective Courses (eight semester hours)

Students choose two courses from the following options. Selections must be from two different divisions or schools.

1. Additional course from the program core courses.
2. Courses from an approved list published in the class schedule.
3. 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.

Course Offerings – WMST**WMST 101: Introduction to Women's Studies – A**

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. (4)

WMST 491: Independent Studies – SR

Readings, research projects, or service learning projects in areas or issues of Women's Studies, under the supervision of a faculty member. With approval of WMST chair, may be used to satisfy WMST capstone requirement. (1–4)

WMST 495: Internship – SR

A pragmatic, employer based experience in which students apply knowledge already acquired, build competence, and test values in settings like those in which they may seek employment. Internships require the approval of a WMST faculty member who will supervise the work of the agency or organization supervisor who will directly supervise the student. With approval of WMST chair, may be used to satisfy WMST capstone requirement. (2–4)

Writing

253.535-8709

FACULTY: Kaufman, Director

WRIT 101: Writing Seminar – FW, WR

See General University Requirements, The First-Year Experience. (4)

WRIT 201: Writing Seminars for International Students – WR

Organized thematically, these courses emphasize both the mechanics and process of writing. Students are placed ENGL 201 or ENGL 202 according to ability. (4)

WRIT 202: Advanced Writing Seminar for International Students – WR

Organized thematically, this advanced course emphasized both the mechanics and process of writing. Students are placed based on ability. (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.

Pacific Lutheran University offers graduate programs in advanced professional education within a context of the liberal arts tradition. Master's degree programs in business, creative writing, education, marriage and family therapy, and nursing challenge students to increase their understanding and competence in theory, research, and practice. Graduates are prepared to become thoughtful and effective leaders in their professions and communities. Graduate students have the opportunity to study in unusually close and supportive working relationships with full-time doctorally prepared faculty and professionally qualified part-time practitioners. The university Provost, who also serves as Dean of Graduate Studies, coordinates the work of the programs that provide graduate-level instruction.

The PLU Alumni Grant provides a 10 percent discount on tuition for PLU baccalaureate graduates who enroll in a PLU master's program. The discount applies to all graduate programs except ELMSN cohorts and begins immediately upon admission. University employees eligible for tuition remission benefits are not eligible for this discount.

MASTER'S DEGREES OFFERED

The *Master of Business Administration* is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

The *Master of Fine Arts in Creative Writing* is a low-residency program in the fields of poetry, fiction, and creative nonfiction intended for independent adults who wish to develop and pursue careers as writers.

The *Master of Arts in Education* is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and offers concentrations in classroom teaching and beginning certification.

The *Master of Arts (Marriage and Family Therapy)* is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy.

The *Master of Science in Nursing* is accredited by the Commission on Collegiate Nursing Education (CCNE) and offers concentrations in Care and Outcomes Management and Family Nurse Practice.

For information on Entry-Level MSN program, refer to MSN sequence for non-nursing BA/BS graduates. For information on the RN to BSN sequence (see page 114), refer to the MSN Sequence for Licensed Registered Nurses in the Nursing section of this catalog.

Admission

253.535.7151, 800.274.6758
www.plu.edu

Pacific Lutheran University welcomes applications from students who exhibit capacities for success at the graduate level. Applicants must present evidence of scholastic ability and demonstrate qualities of good character in order to be accepted for admission. The dean of graduate studies reserves the right to admit, deny or withdraw admission for any applicant/student based on an individual's meeting these criteria. Admission decisions are made by the dean of graduate studies upon recommendation by the committee responsible for graduate admissions in each academic unit. Applications for admission are evaluated without regard to race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, or sexual orientation.

Students seeking admission to any graduate program must hold a bachelor's degree from a regionally accredited college or university. For all graduate programs except Business, 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 8 semester hours of work with a cumulative grade point average of at least 3.0. For requirements in Business, see "Classification of Students" below.

At the minimum, all application evaluations are based on scholastic qualifications, a statement of professional goals, letters of recommendation, and preparation in the proposed field of study. Some graduate programs may require additional evidence for admission including, but not limited to, autobiographical statements, personal interviews, standardized tests, or other evidence of professional accomplishment. Listings for each program detail these additional admission requirements.

Students applying for admission to graduate study must submit a completed application form, a statement of goals, a résumé, two letters of recommendation, and a non-refundable application fee of \$40.00.

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 Admission at PLU.

Refer to individual programs for application deadlines.

Application packets are available from the Office of Admission.

In summary, the following items must be on file in the Office of Admission before an applicant will be considered for admission:

- A. The completed application form.
- B. A statement of professional and educational goals.
- C. A résumé.
- D. The \$40.00 non-refundable application fee.
- E. An official transcript from each institution of higher learning attended. All transcripts must be sent directly to the Office of Admission at PLU from the institution providing the transcript.
- F. Two letters of recommendation.
- G. TOEFL test scores for all international students (see international students section for details).
- H. Additionally, specific programs require the following:
 - **Master of Business Administration:** GMAT.
 - **Master of Fine Arts in Creative Writing:** see MFA section.
 - **Master of Arts in Education:** GRE, (WEST-E, WEST-B for MAE with Residency Certification) and interview with admission team.
 - **Master of Arts in Social Sciences (Marriage and Family Therapy):** Autobiographical statement; personal interview for finalists.
 - **Master of Science in Nursing:** GRE, personal interview, and goal statement.

All records become part of the applicant's official file and can be neither returned nor duplicated for any purpose.

An offer of admission is good for one year in all programs except for Marriage and Family Therapy, Master of Arts in Education, and Project Lead. Admitted students who have not enrolled in any course work for one year after the semester for which they were admitted must reapply.

Policies and Standards

Interviewing of Applicants

Before seeking admission to a graduate program, students are advised to speak with the program director. In certain programs, a personal interview is a requirement as part of the application process. See specific program requirements for details.

Classification of Students

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 (except in the MBA program, which requires a minimum of 2.75).

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 studies 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 the Provost and Dean of Graduate Studies. International students lacking adequate English skills will not be admitted conditionally.

Non-matriculated - Students holding a 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. A non-matriculated student may take an unlimited number of continuing education hours.

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

Provisional to Regular - Student status will be changed from provisional to regular after the following conditions have been met: satisfactory fulfillment of course deficiencies; satisfactory completion of eight semester hours of graduate work with a cumulative grade point average of 3.0 or higher; or satisfactory completion of departmental or school requirements.

Non-matriculated to Regular/Provisional - Student status will be changed from non-matriculated to regular/provisional after the non-matriculated student completes the normal application process and is accepted into a 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 advisor and/or program director.

International Students

To allow ample time for visa and other departure procedures, international applicants should have their application and all supporting documents on file in the Office of Admission no less than four months before a proposed date of entry. The following documents are necessary BEFORE an application can be processed.

- A. Formal application for admission and statement of goals with the \$40.00 non-refundable application fee (which cannot be waived for any reason).
- B. Official transcripts with English translation from each college or university attended in the United States, home country, or other country. All transcripts must be sent directly to the Office of Admission at PLU from the institution providing the transcript.
- C. Two letters of recommendation from school officials or persons of recognized standing. Applicants transferring from a U.S. college or university should request their international student advisor to send a recommendation.
- D. Demonstrated proficiency in the English language through attaining a minimum score of 213 on the computerized Test of English as a Foreign Language (TOEFL). Conditional acceptance will not be granted for international students lacking adequate English language skills. Students with a bachelor's degree from an English-speaking college or university are not required to take the TOEFL. The School of Business requires a TOEFL score of 230 on the computerized test.
- E. Official scores from specific tests as required for certain programs or concentrations. See individual master's programs for further information.

International students are required to submit a non-refundable \$300.00 advance payment following an offer of admission. This payment is the student's acknowledgment of acceptance and is credited to the student's account to be applied toward expenses of the first term of enrollment.

An I-20 form (Certificate of Eligibility for Non-Immigrant Student Status) will be issued only after all documents have been received, the application has been reviewed, the student has been offered admission and accepted, a certification of finances has been received, and the \$300.00 advanced payment has been received. Certification from banks and embassies is permissible. A financial statement form is available on the Web or from the Office of Admission upon request. The I-20 form should be taken to the U.S. Consulate when requesting a visa to come to the United States for a graduate program. 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 submit the appropriate medical forms to the university's Health Service. Students may also be required to have a physical exam.

Before enrolling for classes, all international students are required to have health and medical insurance, which is obtained through the university after arrival on campus.

International graduate students must also report to International Student Services at 253.535.1794, upon registration for purposes of immigration and university record-keeping.

Faculty Advising

Upon admission each student will be assigned a faculty advisor responsible for assisting the student in determining a program of study. When appropriate, the advisor will chair the student's

advisory committee. Students are encouraged to meet with their advisors early in their programs.

Hours Required for the Master's Degree

A minimum of 32 semester hours is required. Individual programs may require more than the minimum number of semester hours, depending upon prior preparation and specific degree requirements. Any prerequisite courses taken during the graduate program shall not count toward fulfillment of graduate degree requirements.

Transfer of Credit

Graduate work from another institution may be accepted for transfer upon petition by the student and approval by the program director. Eight semester hours may be transferable to a 32-semester-hour program.

In degree programs requiring work beyond 32 semester hours, more than eight semester hours may be transferred. In any case, the student must complete at least 24 semester hours of the degree program at Pacific Lutheran University.

Time Limit

All requirements for the master's degree, including credit earned before admission, must be completed within seven years. The seven-year limit covers all courses applied to the master's degree, credit transferred from another institution, comprehensive examinations, research, and final oral examination. The seven-year limit begins with beginning date of the first course applicable to the graduate degree. (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 10 years. All international students are required also to have a tuberculosis skin test. This test will be done at Health Services after arrival at the university. The cost is \$20.00. Students with questions or concerns about the immunization policy should contact Health Services at 253.535.7337.

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 four semester hours of continuing education credit may be accepted toward a master's degree. This applies to

continuing education credit taken at PLU or transferred from another university. All courses accepted for the master's degree are subject to the approval of the program director and the dean of graduate studies.

Entry Level Master of Science of Nursing

All required undergraduate level coursework in Nursing (or its equivalent in the Entry-Level Master of Science in Nursing Program) is considered part of the ELMSN graduate program.

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 graduate program advisor and/or advisory committee.

Petitions

It is the student's responsibility to formally petition the graduate program's director or School's dean for transfer credit, change of program or advisor, or any exception to policy. Petition forms may be obtained from advisors.

Standards of Work

The minimum standard acceptable for the master's degree is a grade point average of 3.00 in all graduate work. Graduate-level credit will not be given for any class in which the grade earned is lower than a C-.

A student whose grade point average falls below 3.00 is subject to dismissal from the program. In such instances, the recommendation for dismissal or continuance is made by the student's advisory committee and acted upon by the dean of graduate studies.

Academic Probation

A student pursuing the master's degree who fails to maintain a cumulative grade point average of 3.00 may be placed on academic probation. When such action is taken, the student will be notified by letter from the Director or Dean of the individual program. A graduate student on probation who fails to attain a cumulative grade point average of 3.00 in the next term of enrollment may be dismissed from the program. A graduate student cannot earn a master's degree with less than a 3.00 cumulative grade point average in all graduate-level work.

Thesis and Research Requirements

Students are required to present evidence of ability to do independent research. This can be demonstrated in three ways. See each program section for explanation of research options within each graduate program.

The first method is a thesis. Those students writing theses must

submit their original theses for binding and microfilming by ProQuest of Ann Arbor, Michigan. In addition, a Dissertation Services publishing form and an abstract of 150 words or fewer must be submitted with the publishing fee, to Office of the Provost and Dean of Graduate Studies, no later than three weeks before graduation. Fees for microfilming, publishing abstracts, and binding original theses for the permanent PLU library collection are paid by students (see Tuition and Fees section).

The second method is a research paper. If a program requires or students elect research paper options, one original paper must be submitted to the Provost and Dean of Graduate Studies with an abstract of 150 words or fewer, no later than three weeks before graduation. 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 submitted to the Office of the Provost and Dean of Graduate Studies not later than three weeks before graduation. All theses and papers presented must be clean, error-free, and follow the APA Style Manual. Details are available from the University Archivist, who reviews all manuscripts to ensure that they conform to university requirements.

The third method of fulfilling research requirements used in some programs is paper presentations or culminating projects in specific courses designed to comprehensively integrate a program's material while promoting independent research and study.

Examinations

Written comprehensive examinations and/or oral examinations are required in all School of Education graduate programs. These examinations normally will be scheduled no later than three to six weeks before commencement. In any case, the final written comprehensive examination must be passed no later than three 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 following dates:

Graduation Date	Graduation Application Due	Thesis Due
December 2005	May 1, 2005	December 1, 2005
May 2006	November 1, 2005	May 1, 2006
August 2006	March 1, 2006	August 1, 2006

Note: The thesis/research paper(s) must be signed by the major advisor and have been read by the entire committee before submission to the Office of the Provost and Dean of Graduate Studies.

Graduation Application forms are available in the Registrar's Office and outside Student Services on the information wall.

Responsibilities and Deadlines

It is the responsibility of each graduate student to know and

follow the procedures outlined in this catalog and to abide by established deadlines. See individual master's programs and concentrations for specific degree requirements.

- Upon acceptance, meet with the assigned advisor as soon as possible to establish the program of study.
- Register for thesis or research paper as required. Deadline: the last acceptable registration date is the semester in which the student expects to receive his or her degree.
- Apply for graduation. File 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.
- Take comprehensive written and/or oral examination under the direction of the major advisor or advisory committee.
- Deadline: no later than four weeks before commencement.
- Submit theses and research papers in final form to Office of the Provost and Dean of Graduate Studies three weeks prior to graduation. At this time the binding/microfilming fee must be paid.

Tuition and Fees

In some programs, tuition charges for graduate students are determined by the number of semester hours for which a student registers and are based on a semester hour rate.

Tuition per semester hour for 2005-2006	\$687.00
Thesis binding/microfilming (subject to change)	\$70.00
Thesis copyrighting	\$45.00
Research paper or project microfilming	\$10.00
Graduation fee	\$55.00

In other programs, tuition charges are determined by a cohort price rather than semester hours. Information on the tuition charges for individual programs is available from the deans or directors responsible for those programs.

Financial Aid

253.535.7134, 800.678.3243
www.plu.edu/~faid

Financial assistance for graduate students is available in the forms of Perkins (as funding permits) and Stafford Student Loans, graduate fellowships, 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.

A limited number of graduate fellowships are available. Contact the Financial Aid Office, the Office of the Provost or individual graduate program directors for applications and information. The priority date for submission of applications for the academic year beginning in September is April 15; fellowships are awarded on a rolling basis.

Satisfactory Progress Policy

Graduate and professional students must meet the same satisfactory progress requirements as undergraduate students in

order to continue receiving financial assistance, with the following exceptions:

- Minimum grade point average: Each graduate program monitors the grade point average of its students. In general, graduate students must maintain a minimum grade point average of 3.00.
- Minimum credit requirement for graduate financial assistance:

Enrollment Status	Minimum/Term	Minimum/Year
Full-time	8	16
3/4-time	6	12
1/2-time	4	8

Note: Less than half-time enrollment will cause a student loan to be cancelled and may jeopardize deferment status.

- Maximum graduate financial aid time allowed:
 1. The maximum number of full-time graduate credit hours that may be attempted is 72, and the maximum time allowed to complete a graduate degree is 4.5 years.
 2. The maximum number of part-time graduate credit hours that may be attempted is 72, and the maximum allowed to complete a graduate degree is 7 years.

School of Business

Master of Business Administration

253.535.7250
www.plu.edu/mba

James M. Clapper, PhD, *Dean*, School of Business
 Diane MacDonald, JD, *Associate Dean*, School of Business
 Abby Wigstrom-Carlson, *Director of Graduate Programs*, School of Business

MBA PROGRAM

The MBA 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 MBA 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 any term throughout the year.

AACSB Accreditation

The MBA program is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. AACSB is the premier accrediting agency for degree programs in business. AACSB accreditation assures quality and promotes excellence and continuous improvement in business education. PLU's MBA program has been accredited since 1976 and was the first AACSB-accredited MBA program in the South Puget Sound region.

MBA with Concentration in Technology and Innovation Management (MBA-TIM)

In addition to the general MBA program, PLU offers an MBA

with a concentration in Technology and Innovation Management. This program focuses on technology and innovation management issues and skills within the MBA 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. The MBA-TIM Concentration is offered in the evening and in a two-year Saturday-only format to a cohort of students who normally begin the program in the fall semester.

Post MBA-Certificate in Technology and Innovation Management

Individuals holding an MBA degree may apply for and enroll in a post-MBA certificate in Technology and Innovation Management (TIM). This certificate updates the skills and abilities of MBA degree holders. Requirements include completion of 16 semester hours in TIM coursework. There is a reduced application process and the GMAT is not required. For more information, see the following section on Degree Requirements or the School of Business MBA website.

Learning Goals of the PLU MBA Program

- A. To prepare students to advance in professional management and leadership roles by:
 - 1. Applying sophisticated, practical, discipline-based knowledge in a holistic fashion; and
 - 2. Developing competencies in critical thinking, communication and teamwork.
- B. To equip students to:
 - 1. Cope successfully with uncertainty and environmental dynamics; and
 - 2. Drive innovation and change within organizations.
- C. To imbue students with:
 - 1. A global perspective;
 - 2. An appreciation for the strength and utility of diversity; and
 - 3. A sense of integrity and ethical responsibility.

Admission

The PLU MBA program is competitive and selection is based on several criteria. The Graduate Admission Committee bases decisions on a holistic assessment of the individual merits of each applicant. For questions regarding admission to the MBA program, contact the MBA director at 253.535.7330.

Applications are evaluated on a rolling basis - students can start their studies at the beginning of any term (fall, January, spring, summer). Traditionally, students pursuing the Saturday TIM program start in the fall.

TO APPLY, SUBMIT THE FOLLOWING:

- The PLU graduate application. Print the application: www.plu.edu/admission/apply/applications.html
- A current résumé detailing work experience and community service
- All official transcripts from higher education institutions (no exceptions)
- A 300-word Statement of Professional Goals
- Official GMAT Scores (Graduate Management Assessment Test)
- Two letters of recommendation
- \$40 Application Fee

International applicants must also submit:

- TOEFL score report (minimum computer-based score of 230)
- I-20 Evaluation Documents
- Declaration of Finances

An interview with the MBA Graduate Admission Committee may be requested.

Applicants are evaluated individually, based on a presentation of factors indicating equivalence to admission standards, a promise of success in graduate school, qualities of good character, and potential contributions to the educational mission of graduate study.

The Graduate Management Admission Test

The Graduate Management Admission Test (GMAT) is a test of aptitude rather than a test of business knowledge. 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. The average student in the PLU MBA program earns a GMAT score of 530.

Information about the GMAT may be obtained by calling GMAT directly at 800.462.8669, or by visiting the web site at <http://www.mba.com/mba/TaketheGMAT>.

The MBA director advises all MBA students and should be contacted for assistance in planning course work.

MBA DEGREE REQUIREMENTS

48 semester hours

MBA Core (30 semester hours)

- 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)
- COMA 500: Effective Communications (2)
- ECON 500: Applied Statistical Analysis (4)
- ECON 520: Economic Policy Analysis (4)

Strategic Management Capstone (four semester hours)

- BUSA 590: Strategic Management in a Global Context (4)

MBA Electives (14 semester hours)

Select from the following Business courses:

- 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 555: Knowledge Management (4)
- 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 579: Technology Commercialization and Transfer (2)
- BUSA 587: or 588: Special Topics (2-4)
- BUSA 591: Independent Studies (1-4)
- BUSA 595: Internship (1-4)

MBA CONCENTRATION IN TECHNOLOGY AND INNOVATION MANAGEMENT

(TIM) Degree Requirements - 48 semester hours

MBA Core - 30 semester hours (see above for MBA Core requirements)

Strategic Management (four semester hours)

- BUSA 580: Technology Strategy and Competitiveness (4)

MBA-TIM Concentration Courses (14 semester hours)

Required Specializations Courses (eight semester hours)

- BUSA 541: Managing Innovation and Technology Change (4)
- BUSA 555: Knowledge Management (4)

Specialization Electives (six semester 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 Special Topics (BUSA 587 or 588), Independent Studies (BUSA 591), and Internships (BUSA 595), approved for TIM.

Post MBA-Certificate in Technology and Innovation Management - 16 semester hours

- BUSA 541: Managing Innovation and Technology Change (4)
- BUSA 555: Knowledge Management (4)
- BUSA 580: Technology Strategy and Competitiveness (4)
- 4-hour TIM elective from approved MBA elective list

If a student has received a PLU MBA in the past five years, previous TIM coursework may be counted toward completion of the certificate requirements. A minimum of ten post-MBA semester hours is required.

If a student has received an MBA from another AACSB institution in the past five years, equivalent previous coursework will be considered toward completion of the certificate

requirements. A minimum of ten post-MBA semester hours is required.

Course Offerings (BUSA)

BUSA 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)

BUSA 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)

BUSA 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)

BUSA 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:** 503, ECON 500. (2)

BUSA 512: Value Creation: Operations and 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:** 503, ECON 500. (4)

BUSA 513: Marketing and 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:** 503, ECON 500. (2)

BUSA 535: Financial Investments

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

BUSA 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. **Prerequisites:** 503, ECON 500. (4)

BUSA 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:** 505. (4)

BUSA 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:** 505. (4)

BUSA 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:* 505. (2)

BUSA 549: Contemporary Human Resource Management

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

BUSA 553: Transnational Management

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

BUSA 555: Knowledge Management

Strategies and systems to develop and leverage organizational knowledge. Knowledge management addresses the creation, acquisition, processing, transfer, and integration of knowledge to improve operational effectiveness and competitive advantage. *Prerequisite:* 505. (4)

BUSA 558: New Venture Management

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

BUSA 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:* 503, ECON 500. (4)

BUSA 566: Developing New Products and Services

Study of the process required for developing a new product or service. *Prerequisite:* 512. (4)

BUSA 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)

BUSA 577: Project Management

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

BUSA 579: Technology Commercialization and 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:* 505 and ECON 500, 520. (2)

BUSA 580: Technology Strategy and Competitiveness

Concepts and methods for competitive strategy for organizations in hypercompetitive environments, with short product life cycles and short time to market. Emphasis on strategic choices that create sustainable advantage. *Prerequisites:* 503, 504, 505, 511, 512, 513; ECON 500, 520. (4)

BUSA 587: Special Topics

Selected advanced topics. (2–4)

BUSA 588: Special Topics

Selected advanced topics. (2–4)

BUSA 590: Strategic Management in a Global Context

An integrated study of business strategy formulation and implementation under conditions of continuing economic, technological, and competitive change in the global marketplace. Explores industry, competitive, and company analysis. *Prerequisites:* 503, 504, 505, 511, 512, 513; ECON 500, 520. (4)

Division of Humanities

Master of Fine Arts

in Creative Writing (Low-Residency)

253.535.7317

www.plu.edu/~mfa

Douglas Oakman, PhD, *Dean, Division of Humanities*

Stanley S. Rubin, PhD, *Program Director*

Judith Kitchen, MFA, *Assistant Program Director*

Purpose

An innovative process-oriented program in the fields of poetry, fiction, and creative nonfiction intended for independent adults who wish to develop and pursue careers as writers. The program offers a substantial range of on- and off-campus experiences, including the mentorship of nationally known writers and editors. The three-year course of study is collaboratively structured to fit the student's own needs and experience. It is designed to be well suited to a lifestyle of professional and/or family responsibilities. Participants will attend four intensive 10-day Summer Residencies consisting of workshops, lectures, and mini-courses and will design a personal course of study with a chosen mentor for the following academic year. The program includes three years of one-on-one work with mentors in chosen genres. The emphasis will be on the creative process in all its phases, as well as on critical understanding. By the time of graduation, students will be expected to have produced a collection of work in one or more genres of a quality worthy of publication.

Prerequisites

Bachelor's degree, or equivalent professional certification. For students with backgrounds in fields other than English or writing, further study of literature may be required.

Admission

Applicants for admission to the Master of Fine Arts in Creative Writing will:

- A. Hold a bachelor's degree or equivalent professional certification (Students who already have an MA in writing or literature may be allowed to complete the program in two years and three residencies.)
- B. Send a portfolio representing your best work (15 pages of poetry, 30–40 pages of prose)

- C. Send a one-page review of a book you have recently read
- D. Send a two-page statement of your background in writing, your reasons for wanting to enroll in the program, and what you hope to accomplish
- E. Send two letters of recommendation attesting to your ability to complete such a course of study, your ability to work independently, and/or your character and achievement
- F. Upon acceptance, furnish a transcript of undergraduate work

Application Deadline

Program enrollment is small and selective. Prospective participants are encouraged to apply as early as possible. Applicants will be considered on a year-round basis, with the following cycle:

- Early Admission - November 30 (Decision by January 30)
- Regular Admission - February 15 (Decision by April 15)
- Late Admission - There will be ongoing consideration of applicants for any remaining places. When all places have been filled, subsequent applicants will be considered for admission to the next year's class. Selected applicants may be offered admission to the earlier year residency as non-matriculated workshop participants.

Application Fee

\$40.00 (nonrefundable)

Program Requirements

Successful completion of three years of creative mentorship, four summer residencies, a successful off-campus field experience, and submission of an acceptable thesis consisting of a critical paper as well as an original portfolio of fiction, nonfiction, or poetry (work may be in more than one genre). The critical paper should arise from the areas of study and will usually be completed during the third year. It should serve as the basis for a class to be taught by the graduating student during the final residency. Each thesis will be read two faculty members and the director. Graduating students will also give a public reading from their work.

MFA Degree Requirements: (36 semester hours)

Course Offerings

MFA Summer Residency

An intensive ten-day residency during which students attend workshops, lectures, mini-courses in writing and design an independent course of study with a mentor for the upcoming year. Workshop - 18 hours. Topics in Genre/Craft - 20 hours. Faculty will include distinguished writers, editors and literary agents. (Three credits per residency, 12 semester hours required for graduation)

MFA Writing Mentorship

One-on-one correspondence with a professional mentor in a genre or genres of choice. Each student spends approximately 15 hours per week on creative and critical writing. At the completion of the program, the students will produce a critical paper plus a book-length thesis. First year - 8 mailings. Second year - 5 mailings plus field experience. Third year - 6 mailings, critical paper, plus thesis. (Four to eight semester hours per year, total of 24 semester hours required for graduation)

Field Experience

An outside experience to introduce students to varied aspects of the writing life, to ongoing opportunities for community service and professional development, to voices and approaches other than those of our faculty, to an independent writing life. May include residencies at arts colonies and summer workshops, study abroad, community service projects, teaching or appropriate internships. (100 hours. Required for graduation)

Graduation Residency

Special pre-graduation session leading to awarding of degree. Zero credit hours. Required.

ENGL 504: Summer Residency #1

16 hours of required workshops. 20 additional hours of lectures and mini-courses (topics in genre/topics in craft), readings. Design an independent course of study with a mentor for the upcoming year. (4)

ENGL 505: Summer Residency #2

16 hours of required workshops. 20 additional hours of lectures and mini-courses (topics in genre/topics in craft), readings. Design an independent course of study with a mentor for the upcoming year. (4)

ENGL 506: Summer Residency #3

16 hours of required workshops. 20 additional hours of lectures and mini-courses (topics in genre/topics in craft), readings. Design an independent course of study with a mentor for the upcoming year. (4)

ENGL 507: Summer Residency #4

Teaching a class based on critical paper or outside experience. Public reading from creative thesis. Participation in workshops and classes. Graduation. (0)

ENGL 511: Writing Mentorship I

One-on-one correspondence with a professional mentor in a genre or genres of choice. Approximately 15 hours of work per week on creative and critical writing. 8 mailings. Emphasis on original work. 24 required texts with approximately 40 pages of critical writing. (4 credits fall, 4 credits spring)

ENGL 512: Writing Mentorship II

One-on-one correspondence with a professional mentor in a genre or genres of choice. Approximately 15 hours of work per week on creative and critical writing. 5 mailings. Continued emphasis on original work. 15 required texts with approximately 25 pages of critical writing. Implementation of a field experience (approximately 100 hours) to be set up in collaboration with the Director of the program, who will act as advisor on the project. (4 credits fall, 4 credits spring)

ENGL 513: Writing Mentorship III

One-on-one correspondence with a professional mentor in a genre or genres of choice. Approximately 15 hours of work per week on creative and critical writing. 3 mailings. Emphasis on critical paper (20-40 pages). (4)

ENGL 599: Thesis

One-on-one correspondence with a professional mentor in a genre or genres of choice. 3 mailings. Emphasis on organization of creative thesis (book-length manuscript), final revision, planning for public presentation (class or lecture). (4)

Master of Arts in Education

253.535.8342

www.plu.edu/~educ

C. Douglas Lamoreaux, PhD, *Director of Graduate Studies, School of Education*

Purpose

The purpose of the graduate programs in education is to provide qualified persons with opportunities to develop their skills in teaching and prepare themselves for educational leadership and service roles requiring advanced preparation. The major fields of concentration are designed to provide maximum flexibility in an experience-oriented environment. Graduate concentrations are offered in Classroom Teaching, Residency Certification, Educational Leadership, and Literacy Education. Requirements for each concentration are listed separately following this section.

Accreditation

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Coordinating Master's Degree with Continuing and Professional Certification Program

Students holding an Initial or Residency Certificate may coordinate the Master of Arts in Education degree with the requirements for Continuing or Professional Certification. Graduate students pursuing the Continuing or Professional Certificate should discuss their programs with the program coordinator or their advisor in the 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 BA or BS degree from a regionally accredited institution of higher education and must submit recommendations and test scores from appropriate screening tests. Students may be required to have a personal interview with the 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: completion of 12 hours of graduate course work with a minimum grade point average of 3.0.

Examinations

Students must take a comprehensive examination over course work. Comprehensive examinations are arranged by each program's coordinator. 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 AND EDUCATIONAL LEADERSHIP

- 32 semester hours

*Offered as Project Lead***FACULTY COORDINATOR:** C. Douglas Lamoreaux, PhD**Concentration Objective**

Recognizing that all educators in today's schools, both teachers and administrators, must work together as education leaders, PLU faculty have designed an innovative program to enhance the skills of 21st century educators with a focus on leadership. Project Lead is for practicing educators who are committed to enhancing their leadership and instructional roles. During the program, PLU faculty and MA students collaborate in the investigation of five important themes:

- Inquiry and Action, Ambiguity and Knowledge
- Power, Privilege, and Difference
- Advanced Cognition, Development, and Learning
- Individuals, Communities, and Organizations
- Leadership

These themes guide the creation of a personalized professional project and provide the basis for grappling with important questions that frame the work of educators in today's classrooms, schools, and communities. Candidates for the degree will work side by side with candidates seeking certification as principals. All candidates completing the program will be eligible to apply during the initial five years following the 13-month program for a one-year program leading to certification as a principal.

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 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.

Required Courses - 28 semester hours

EDUC 545: Inquiry and Action, Ambiguity and Knowledge (2)
 EDUC 550: Leadership I (1-4)
 EDUC 551: Leadership II (1-4)
 EDUC 552: Leadership III (1-4)
 EDUC 553: Leadership IV (1-4)
 EDUC 586: Sociology of Education (3)
 EDUC 599: Thesis (3 or 4)

Educational Psychology

EPSY 512: Group Process and the Individual (2)
 EPSY 563: Practicum in Group Process and Leadership (2)
 EPSY 565: Advanced Human Development (4)

Elective Courses - four semester hours

Candidates may take/transfer in an approved elective.

Principal Certification Program

The principal and program administrator program educates creative, energetic, reform-minded administrators for the leadership positions in Washington schools. Candidates in the

certificate only program work side by side with candidates seeking master's degrees in classroom teaching and educational leadership. As part of the program all candidates will investigate five themes:

- Inquiry and Action, Ambiguity and Knowledge
- Power, Privilege, and Difference
- Advanced Cognition, Development, and Learning
- Individuals, Communities, and Organizations
- Leadership

These themes frame the focus of study each semester.

Required Courses:

EDUC 550 Leadership I (1-4)
 EDUC 551 Leadership II (1-4)
 EDUC 552 Leadership III (1-4)
 EDUC 553 Leadership IV (1-4)
 EDUC 554 Leadership V (1-4)
 EDUC 598 Internship (2)

MA WITH CERTIFICATION (RESIDENCY)

DIRECTOR: C. Douglas Lamoreaux, PhD

The MA with 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 Washington State Residency 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 MA with Certification Program begin studies in mid-June and complete program requirements the following August. In addition to course work required for the residency certificate, students complete an inquiry project culminating in a thesis as well as comprehensive examinations

that allow MA candidates to demonstrate mastery of the program's core values.

The inquiry project, an empirical study grounded in the internship experience, is designed to assist MA 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) 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 MA with Residency Certification Program is limited and admission to the program is competitive. Application and admission procedures include:

- A. Completed application will consist of the following:
 1. Graduate Application Form including:
 - Two recommendations with at least one academic reference
 - Statement of Goals
 - Resume
 2. A passing score on all three sections of the Washington Educator Skills Test Basic. Six test dates are available during the year; check the School of Education website for the dates.
 3. Transcripts from all colleges attended
 4. Official copies of GRE or MAT scores
- B. Applications will be reviewed by a committee in the School of Education.
- C. Selected applicants will be invited to the campus for a group interview where they will also complete a writing sample.
- D. Applicants will be notified of the committee's decision.
- E. 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)

EDUC Course Offerings

EDUC 501: Workshops

Graduate workshops in special fields for varying lengths of time. (1-4)

EDUC 503: On-Campus Workshops in Education

On-campus graduate workshops in education for varying lengths of time; enrollment subject to advisor's approval.

EDUC 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)

EDUC 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)

EDUC 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)

EDUC 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)

EDUC 509: Foundations of Collection Development

The philosophical bases and parameters of collection development in the school library media center. (2)

EDUC 510: The Acquisition and Development of Language and Literacy

Investigation of how young children acquire their first language and what they know as a result of this learning. (2)

EDUC 511: Strategies for Language/Literacy Development

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)

EDUC 513: Language/Literacy Development: Assessment and Instruction

Understanding of a wide variety of strategies and tools for

assessing and facilitating students' development in reading, writing, listening, and speaking. Prerequisite: 510; highly recommended to be taken at the end of the track sequence. (Crosslisted with SPED 513.) (4)

EDUC 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)

EDUC 516: Teacher Supervision

Identification and development of supervisory skills for teachers who work with other adults in the classroom. (1)

EDUC 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)

EDUC 527: Multicultural Children's Literature

Exploration of multi-cultural issues in the context of children's literature. (2)

EDUC 528: Children's Literature in K-8 Curriculum

Investigation of genres of contemporary children's literature and development of a personal repertoire for classroom use. (2)

EDUC 529: Adolescent Literature in the Secondary Curriculum

Genres in adolescent literature and exploration of strategies for integration of young adult materials across the middle and secondary school curriculum. (2)

EDUC 530: Children's Writing

Current theory and practice in the teaching and learning of writing in elementary classrooms. (2)

EDUC 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)

EDUC 538: Strategies for Whole Literary 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)

EDUC 544: Inquiry in Communities, Schools, and Classrooms

Knowledge of evaluation techniques, including portfolios, and of research design; ability to interpret educational research; to identify, locate, and acquire typical research and related literature; to use the results of research or evaluation to propose program changes and write grants. (2)

EDUC 545: Inquiry and Action into Social Issues and Problems

Seminar synthesizing inquiry into social problems in educational and community settings. Critical examination of contemporary social issues that affect the success of youth and adults. (2)

EDUC 550: Leadership I

Introduction to the role and function of the principalship with emphasis on team building and interpersonal professional relationships and ethical decision-making. Prerequisite: Admission to the graduate program or permission of graduate advisor. (1-4)

EDUC 551: Leadership II

The principal as an instructional leader who oversees curriculum, student achievement, and assessment, and supervises teachers in their work. (1-4)

EDUC 552: Leadership 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. (1-4)

EDUC 553: Leadership 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. (1-4)

EDUC 554: Leadership V

The principal as a change agent. Study of current issues in administration. (1-4)

EDUC 556: Secondary and Middle School Curriculum

A variety of facets of secondary and middle school programs: finance, curriculum, discipline, evaluation, classroom management, the basic education bill, legislative changes and special education. Critical issues in the education scene today. (3)

EDUC 560: Practicum

Guided instructional assistance and tutoring in schools. Designed for MA/Cert Program. (2)

EDUC 562: Schools and Society

Individual and cooperative study of the socio-cultural and cultural, political, legal, historical, and philosophical foundations of current practices of schooling in America. Prerequisite: Admission to the MA/Cert Program or consent of instructor. (3)

EDUC 563: Integrating Seminar

Students work cooperatively and individually to integrate education course work, field experience, and individual perspective during graduate degree programs. May be repeated for credit. (1-4)

EDUC 564: The Arts, Mind, and Body

An exploration of methods to facilitate creativity and meaning-making in the classroom through visual, musical, non-verbal/physical movement, and dramatic arts. (2)

EDUC 565: The Art and Practice of Teaching

Through application projects, micro-teaching experiences, and reading representing different perspectives, participants will practice and assess a variety of options for designing, implementing, and assessing lessons and units that integrate mathematics, science, social science, language arts, and physical education in K-8 classrooms. (6)

EDUC 568: Internship in Teaching

Internship in classroom settings. Fourteen weeks of teaching under the direct supervision of cooperating teachers and university supervisors. Designed for students in the MA/Cert program. (6)

EDUC 585: Comparative Education

Comparison and investigation of materials and cultural systems of education throughout the world. Emphasis on applying knowledge for greater understanding of the diverse populations in the K-12 educational system. (3)

EDUC 586: Sociology of Education

Viewing the educational system as a complex and changing social institution. Emphasis on value orientations from diverse human populations and their impact on K-12 education and educational issues. (3)

EDUC 587: History of Education

A study of great men and women whose lives and writings have shaped and continue to shape the character of American education. (3)

EDUC 589: Philosophy of Education

Philosophical and theoretical foundations of American education as well as the social philosophy of growing diverse populations in the K-12 schools. (3)

EDUC 590: Graduate Seminar

A workshop for all Master of Arts candidates in the School of Education. Candidates should register for this seminar for assistance in fulfilling requirements. No credit is given, nor is tuition assessed.

EDUC 595: Internship in Educational Administration

Students will register for 2 semester hours in each of two semesters. Internship in educational administration jointly planned and supervised by the School of Education and public and/or private school administrators in full compliance with state requirements. Prerequisites: Admission to the graduate program or to the credentialing program; completion of educational administration concentration; consultation with advisor. (2, 2)

EDUC 596: Graduate Seminar

Students register for 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. (1,1)

EDUC 597: Independent Study

Projects of varying length related to educational issues or concerns of the individual participant and approved by an appropriate faculty member and the dean. (1-4)

EDUC 598: Studies in Education

A research paper or project on an educational issue selected jointly by the student and the graduate advisor. Prerequisites: Admission to the graduate program; 544, 545; minimum of 26 hours of coursework leading to the MA; consultation with the student's advisor. (2)

EDUC 599: Thesis

The thesis problem will be chosen from the candidate's major field of concentration and must be approved by the candidate's graduate committee. Candidates are expected to defend their thesis in a final oral examination conducted by their committee. (3 or 4)

EPSY Course Offerings**EPSY 501: Workshops**

Graduate workshops in special fields for varying lengths of time. (1-4)

EPSY 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. (2)

EPSY 535: Foundations of Guidance

The focus is on developing an understanding of the services and processes available to assist individuals in making plans and decisions according to their own life pattern. (4)

EPSY 536: Affective Classroom Techniques

Exploration of various techniques designed to facilitate understanding of self and others; methods for working with students. Prerequisite: student teaching or graduate status. Laboratory experience as arranged. (2)

EPSY 550: Beginning Practicum

Learn and practice the basic counseling skills in a structured and closely supervised environment. Clients used in this practicum will be relatively high functioning and will usually be seen in an observation room. (3)

EPSY 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: EDUC 550 and EDUC 561. (3)

EPSY 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)

EPSY 561: Basic Relationships in Counseling

A study of the theory, process, techniques, and characteristics of the counseling relationship. (4)

EPSY 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: EDUC 512. (2)

EPSY 565: Advanced Human Development

Consideration of the implications of the theory, concepts, and research from psychology on development, motivation, learning, and instruction. Emphasis will be on exploring ideas and processes that are directly related to classroom teaching. This course will help teachers understand the skills needed for teaching and become more aware of the complexities of learning and instruction. (4)

EPSY 566: Advanced Cognition, Development, and Learning

The study of principles and current thought and research in cognition, development, and learning. Prerequisite: Admission to the MA/Cert program or consent of instructor. (3)

EPSY 569: Career Guidance

A study of careers, theories of choice, and guidance techniques. (4)

EPSY 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)

EPSY 575: Mental Health

Basic mental health principles as related to interpersonal relationships. Focus on self-understanding. Laboratory experiences as arranged. (4)

EPSY 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)

EPSY 583: Current Issues in Exceptionality

The characteristics of exceptional students and current issues involving the educator's role in dealing with their special needs. (2-4)

EPSY 597: Independent Study

Projects of varying length related to educational issues or concerns of the individual participant and approved by an appropriate faculty member and the dean. (1-4)

EPSY 598: Studies in Education

A research paper or project on an educational issue selected jointly by the student and the graduate advisor. It will be reviewed by the student's graduate committee. (2)

EPSY 599: Thesis

The thesis problem will be chosen from the candidate's major field of concentration and must be approved by the candidate's graduate committee. Candidates are expected to defend their thesis in a final oral examination conducted by their committee. (3 or 4)

SPED Course Offerings**SPED 501: Off-Campus Workshops in Special Education**

Off-campus graduate workshops in special education for varying lengths of time. (1-4)

SPED 503: On-Campus Workshops in Special Education
On-campus graduate workshops in special education for varying lengths of time. (1-4)

SPED 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. (Crosslisted with EDUC 513.) (4)

SPED 520: Teaching Students with Special Needs in Elementary Programs

Introduction and overview of services for students with special needs in elementary programs. Includes procedural and substantive legal issues in special education, program modification, and classroom management. (2)

SPED 521: Teaching Students with Special Needs in Secondary Programs

Introduction and overview of services for students with special needs in secondary programs. Includes procedural and substantive legal issues in special education, program modification, and classroom management. (2)

SPED 522: The Role of Health Professionals in Special Education

Introduction of health professionals in the school to learners with special needs. Topics include roles of parents as well as medical concerns, early intervention, teaming, substance abuse, and suicide prevention. (3)

SPED 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)

SPED 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)

SPED 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)

SPED 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, SPED 521 or equivalent. (2)

SPED 530: Assessment of Students with Special Needs

Examines the use of assessment information for making educational decisions about students. Prerequisite: SPED 301. (2)

SPED 531: Severe and Profound Disabilities

Introduction to the physical, social, and education needs of individuals with severe and profound disabilities. (2)

SPED 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)

SPED 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)

SPED 534: Inclusion and Students with Behavior Disorders

A focus on management procedures for students with behavioral disorders in inclusive classrooms. (2)

SPED 535: Inclusion and Students with Mild Disabilities

A focus on instructional procedures for students with mild disabilities in the inclusive classroom. (2)

SPED 537: Issues in Language Acquisition and Disorders

Current issues and approaches in assessing and remediating children's language disorders. (2)

SPED 538: Issues in Early Childhood Special Education

Current issues related to young children with special needs. (Cross-listed with 338.) (2)

SPED 539: Administration of Early Childhood/Special Education Programs

In-depth study of the administration of early childhood programs. (2)

SPED 540: Advanced Strategies and Techniques for Teaching in P-3 Grade Settings

Current practices in educational strategies and curriculum modifications to meet the needs of the early learner.

Prerequisite: SPED 399, SPED 490, 492. (Cross-listed with 340.) (2)

SPED 541: Assessment of Infants and Preschoolers

Formal and informal assessment techniques used to meet the needs of children and their families in integrated settings.

Prerequisites: 399, 490, 492. (Cross-listed with 341) (2)

SPED 555: Supervising Paraeducators in School Settings

Examines the roles and responsibilities of supervisors of paraeducators and support staff. Emphasis on ethical, professional, and legal responsibilities of the supervisor.

Discussion of administrative practices that improve teamwork and staff development. (2)

SPED 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 masters with certification program. (6)

SPED 575: Collaboration and Team Building

Examines the communication skills necessary for effective collaboration in regular and special education. Topics include professional teams, co-teaching concepts, staff development, scheduling, coordinating, problem solving, and conflict management in educational settings. (2)

SPED 576: Communication Skills for Collaborative Consultation in Special Education

Emphasis on the interpersonal skills necessary for the consulting teacher in special education. Exploration of the variables involved in developing cooperation between professional educators. (2)

SPED 577: The Inclusive Classroom

Introduction to the principles and practices of inclusive education. (2)

SPED 583: Current Issues in Exceptionality

The characteristics of exceptional students and current issues involving the educator's role in dealing with their special needs. (2-4)

SPED 588: Legal, Ethical, and Administrative Issues in Special Education

Investigation of special education administrative practices, pupil placement procedures, student staffing, program reimbursement procedures, and federal funding models. (2)

SPED 590: Research in Special Education

Review of current research on selected topics in special education. (1)

SPED 595: Special Education: Internship

Projects of varying length related to issues in special education. (1-4)

SPED 596: Technology and Special Education

Examines technological advancements as they apply to the education of learners with special needs. (2)

SPED 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)

SPED 598: Studies in Education

A research paper or project on an educational issue selected jointly by the student and the graduate advisor. It will be reviewed by the student's graduate committee. (2)

SPED 599: Thesis

The thesis problem will be chosen from the candidate's major field of concentration and must be approved by the candidate's graduate committee. Candidates are expected to defend their thesis in a final oral examination conducted by their committee. (3 or 4)

*Division of Social Sciences***Marriage and Family Therapy**

253.535.8782

www.plu.edu/~mficntr

FACULTY: David Huelsbeck, PhD, *Dean*, Division of Social Sciences, Charles York, PhD, *Chair*, Department of Marriage and Family Therapy; David Ward, *Clinic Director*, Cheryl Storm, *Faculty*; Callison, Concanon, Fitzpatrick, Lewis, Lundbeck, Tschimperle, *Practica Supervisors*

"As I visit with interns from MFTH 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 Marriage and Family Therapy (MFTH) program is to train clinicians interested in counseling children, adults, couples, or families with a wide range of mental

health problems, ranging from the chronically mentally ill to troubled children, from a marriage and family therapy perspective. Students participate in an intensive 20-hour-per-week, four or five semester clinical experience which includes 500 hours of therapy under close supervision in an on-campus clinic and in a community placement. The on-campus clinic and four off-campus sites offer all students a managed care clinical experience. Academic courses are scheduled at 3:00 p.m. to allow students to work full-time during their first academic year while they prepare for their clinical experience. Because faculty recognize that adult students bring expertise with them, students are highly involved in learning via exercises, classroom discussion, and real-life activities. The program is secular in nature and emphasizes the application of theory to practice, rigorous evaluation, and direct supervision of one's clinical competency.

Accreditation

The program is 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 licensure requirements for marriage and family therapists.

Prerequisites

Applicants who have a degree in family studies, human services, psychology, sociology, social work, or the equivalent 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 MFTH program is looking for individuals who have professional goals consistent with the program, volunteer or professional experience in the social services, the ability to handle the academic rigor of the program, and the personal qualities required of couple and family therapists. Our goal is to have a student body highly diverse in spirituality, age, race, ethnicity, gender, sexual orientation, and also inclusive of international students. To be considered for admission, applicants must: have a bachelor's degree, submit transcripts of all undergraduate work, have a specific interest in MFT, provide a current resume, obtain two letters of recommendation, complete an application, and prepare a career statement.

The comprehensive career statement (maximum of five double-spaced typed pages) should address the following questions:

- What significant life events have most influenced your present development and your *desire* to be a couple and family therapist?
- What are your professional career goals after completing your degree?
- What are your strengths that will help you achieve your professional goals?
- What do you consider to be areas for personal growth that may need the most attention during your training as a therapist at Pacific Lutheran University?

This statement replaces the required goal statement on the application form.

Based on a committee review of applicants' written materials, a pool of applicants to be interviewed is established. The primary

purpose of the interview is to determine the fit between the applicants' professional goals and the purpose and mission of the MFT program.

Application Deadline for Fall

Application file completed in Office of 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 526: Development of a Personal Integrated Theory (2)
- MFTH 525: Practicum IV (4)

Elective:

- MFTH 527: Extended Practicum V (2)
- MFTH 599: Thesis (4)

Course Offerings – MFTH

MFTH 500: Human Development

Individual personality development, normal and abnormal manifestations, over the life span. (4)

MFTH 501: Graduate Workshop

Graduate workshops in special fields for varying lengths of time (1-4)

MFTH 503: Systems Approach to Marriage and Family Therapy

An introduction to the systems paradigm and post-modern ideas for treatment strategy and intervention. (4)

MFTH 504: Family Development

Exploration of how family life cycle stages are affected by divorce, remarriage, ethnicity, feminist issues, and other unplanned events. (4)

MFTH 505: Research Methods in Marriage and Family Therapy

Basic research concepts including formulating research questions, research design, analysis of data, and theory construction. Emphasis on understanding and evaluating rather than conducting research. (4)

MFTH 507: Comparative Marriage and Family Therapy

Intensive comparative study of the theoretical rationale of the prominent schools of thought within the field of marriage and family therapy. Prerequisite: MFTH 503. (4)

MFTH 510: Human Sexuality and Sex Therapy

An overview of the nature of sexual health and the treatment of common sexual dysfunctions. Prerequisite or co-requisite: MFTH 503. (2)

MFTH 511: Psychosocial Pathology: Relationship to Marriage and the Family

Exploration of the treatment techniques and assumptions of leading family therapists regarding such psychosocial dysfunctions as divorce, family violence, delinquency, psychosomatic symptoms, drug addiction, and disturbed adolescents. Prerequisite: MFTH 503. (4)

MFTH 512: Professional Studies in Marriage and Family Therapy

Study of professional ethics and Washington State laws which affect clinical practice, including family law, legal responsibilities, and interprofessional cooperation. (3)

MFTH 519 Practicum I (2)

Prerequisite: MFTH 507 and 512; may be taken concurrently when schedule allows.

MFTH 521: Practicum II (2)

MFTH 523: Practicum III (2)

MFTH 525: Practicum IV (2)

The four semesters of practica are part of a continuous process toward developing specific therapeutic competencies in work with individuals, couples, and families. The practica present a competency-based program in which each student is evaluated regarding: 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 or the equivalent and use live supervision and video tapes of student sessions as the primary methods of clinical supervision.

MFTH 527: Extended Practicum V

For students who wish to complete their required practica in five rather than four semesters. This course is an extension of the previously described practica courses. (2)

MFTH 520: Theory I (2)

MFTH 522: Theory II (2)

MFTH 524: Theory III (2)

The three semesters of theory taken in conjunction with MFTH 519, 521, and 523 constitute an in-depth study of one approach toward marriage and family therapy with an emphasis on applying theory in practice.

MFTH 526: Development of a Personal Integrated Theory

The fourth semester of theory taken in conjunction with MFTH 525 is an in-depth study of the student's preferred ideas, style,

methods, and values. Students develop an integrated personal approach to marriage and family therapy that synthesizes their learning in the program. (2)

MFTH 590: Graduate Seminar

Selected topics as announced. Prerequisite: consent of instructor. (1-4)

MFTH 591: Directed Studies (1-4)

MFTH 595: Graduate Readings

Independent study card required. (1-4)

MFTH 598: Research Project (1-4)

MFTH 599: Thesis (4)

School of Nursing

Master of Science in Nursing

253.535.7672

www.plu.edu/~nurs

Terry W. Miller, RN, PhD, *Dean and Professor*, School of Nursing

The purpose of the Master's of Science in Nursing (MSN) degree is to prepare professional nurses in advanced practice roles such as family nurse practitioner, clinical nurse specialist and clinical nurse educator, as well as clinical nurse leader. The program also prepares the graduate for doctoral studies. The MSN curriculum consists of a common core (theory, advanced practice roles, evaluation and outcomes research, leadership, and advanced health promotion) with a capstone course (scholarly inquiry/thesis). Every student contractually follows a concentration for Family Nurse Practitioner or Care and Outcomes Manager. The latter is further differentiated through tracts (Clinical Nurse Specialist, Clinical Nurse Educator or Clinical Nurse Leader). The graduate program is designed to facilitate full-time (four semesters) or part-time study and is evidence-based and practice-oriented. Classes are structured for working nurses with greater time commitment required for two practica.

Accreditation

The program is fully accredited by the Commission on Collegiate Nursing (CCNE). Both the Family Nurse Practitioner and the Clinical Nurse Specialist curricula meet the requirements for their respective national certification examinations.

MSN Prerequisites for BSN Prepared Registered Nurses

Registered nurses who have successfully completed a BSN degree must meet the following admission criteria to be considered for placement in the MSN program:

Admission

Applicants to be considered for admission to the Master of Science in Nursing programs must:

- A. Hold a current unrestricted license to practice as a registered nurse in the State of Washington.
- B. Hold a baccalaureate degree in nursing from a nationally accredited school of nursing.

- C. Have successfully completed a college-level statistics course that includes inferential statistics.
- D. Submit a graduate application to include:
 - 1. Official transcripts for each college or university attended.
 - 2. Official Graduate Record Examination (GRE) scores taken within the last five years with scores of 450 or better in the Verbal and Quantitative sections, and a score of 4.0 or better in the Analytical Writing Section.
 - 3. Professional Resume.
 - 4. Professional Goal Statement.
 - 5. Two professional letters of recommendation.
- E. Fluency in speaking, reading, writing, and comprehending graduate-level English.
 - 1. International and ESL students must submit official TOEFL and Michigan English Placement Test scores.
 - 2. Completion of a preadmission interview.
- F. Civil, administrative and criminal history clearance in all states, as well as any other applicable territory or country.

Application Deadline for Fall

The priority application deadline is March 1st for fall admission. Students admitted to the MSN program typically begin classes in the fall of each year. Candidates may apply for admission at any time during the year; however, application and admission well in advance of the fall entry date will enhance the applicant's potential for arranging financial assistance. Students may take up to nine semester credits on a non-matriculated basis with School of Nursing approval. Non-matriculated students are not guaranteed admission into any of the School of Nursing's programs.

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 \$300.00 advance tuition payment to confirm their acceptance of an offer of admission within two weeks of their acceptance date.

Advising

The Graduate Admissions Coordinator typically completes initial advising and program planning with each student.

Program Requirements

All admitted students must provide valid documentation of the following by designated dates and before enrollment in any practicum/clinical course:

- A. Immunization and health status;
- B. CPR certification;
- C. Unrestricted licensure as a registered nurse in the state of Washington;
- D. Professional liability insurance;
- E. Comprehensive personal health insurance; and
- F. Civil, administrative, and criminal history clearance in all states, as well as any other applicable territory or country.

MSN FOR NON-NURSING BA/BS GRADUATES (Entry-Level MSN)

The Entry-Level MSN (ELMSN) is a cohort program designed to prepare candidates with a previous bachelor's or higher degree

to take the NCLEX-RN for RN licensure and to advance on to completion of the MSN degree. The sequence of study recognizes the academic success of the non-nursing graduate by providing a focused immersion into nursing followed by graduate study. Students do not receive a BSN degree, but following the 15-month immersion they take the licensure exam in Washington State and continue in the MSN program.

The deadline for applications to start in June is January 15 with decisions made in February. A limited cohort will be admitted and admission is competitive.

The program is clinically and academically intensive to assure the student of adequate exposure to the RN role and responsibilities, as well as to develop an advanced practice role (clinical leader, clinical educator, family nurse practitioner or clinical specialist) at completion of the ELMSN program. Students are expected to complete the entire 36 month program with their cohort.

Note: Students withdrawing from the ELMSN program after RN licensure, but before completing the graduate degree may not be able to sustain licensure in the State of Washington and other states.

Criteria for Consideration of Admission to Entry-Level MSN

- A. Submission of PLU graduate application packet as well as:
 - 1. School of Nursing Addendum to Application
 - 2. Washington State Background Disclosure Affidavit
- B. Completion of a baccalaureate degree from a fully accredited college or university
- C. Submission of official transcripts from each college or university attended.
- D. Submission of official Graduate Record Exam (GRE) results from within the last five years, with a score of 500 in both the verbal and quantitative areas and a score of 4.0 or higher in the analytical writing area
- E. Submission of professional resume
- F. Submission of professional goal statement
- G. A 3.0 cumulative GPA and 3.0 GPA or better on a 4.0 scale on each prerequisite

Prerequisites for Entry-Level MSN

- Introductory Statistics - Descriptive and Inferential
- Human Anatomy and Physiology I & II or (two course sequence)
- Introductory Microbiology
- Developmental Psychology – Lifespan

Entry-Level MSN Pre-Licensure Curriculum - 55 semester hours

<i>Summer - Year One</i>	<i>Fall - Year One</i>
NURS 220: Nursing Competencies I (4)	NURS 260: Professional Foundations I (4)
NURS 270: Health Assessment and Promotion (4)	NURS 330: Pharmacology and Therapeutic Modalities (4)
NURS 320: Nursing Competencies II (2)	NURS 340: Situations with Individuals: Adult Health I (4)
NURS 580: Advanced Pathophysiology (3)	NURS 350: Situations with Individuals: Mental Health (4)

January - Year One

NURS 380: Situations with Families: Childrearing (4)

<i>Spring - Year One</i>	<i>Summer - Year Two</i>
NURS 370: Situations with Families: Childrearing (4)	NURS 480: Professional Foundations II (2)
NURS 430: Situations with Communities (5)	NURS 499: Nursing Synthesis (6)
NURS 440: Situations with Individuals: Adult Health II (4)	
NURS 441: Situations Seminar (1)	

After completing the pre-licensure curriculum and upon successfully obtaining RN licensure in Washington State, students continue the Entry-Level MSN curriculum with specialization in one of two MSN concentrations. Admission to the ELMSN program does not guarantee progression into either the FNP or the COM concentration. The advanced practice portion of the curriculum is structured for the student to be able to work part-time as a registered nurse while completing the remaining credits required for the MSN degree.

MSN DEGREE CONCENTRATIONS

Care and Outcomes Manager (COM)

This course of study allows students to focus on care management using outcomes approach skill set necessary for being responsive in a continually changing health care environment. The program prepares the student for an advanced practice role as a clinical nurse specialist (CNS), clinical nurse educator (CNE) for schools or agencies, or clinical nurse leader (CNL)/administrator at the systems level (e.g., case managers, utilization review coordinators, risk managers, and nursing informaticists).

This concentration prepares students to provide quality, cost effective care in a defined context, participate in the design and implementation of an evaluation and outcomes model, assume a leadership role in managing health care resources, and integrate clinical and evaluation competencies for care and outcomes management.

Care and Outcomes Manager: Clinical Nurse Leader/Nurse Educator - 35 to 37 semester hours

<i>Fall - Year One</i>	<i>Fall - Year Two</i>
NURS 523: Role of the Advanced Practice Nurse (3)	NURS 530: Resource Outcomes Management (3)
NURS 525: Theoretical Foundations (3)	NURS 531: Care and Outcomes Manager Practicum I (5)
NURS 526: Nursing Leadership and Management (3)	

January - Year One

NURS 524: Advanced Health Promotion

<i>Spring - Year One</i>	<i>Spring - Year Two</i>
NURS 527: Evaluation and (2) Research (3)	NURS 532: Care and Outcomes Manager Practicum II (3)
NURS 533: Informatics in Nursing (2)	NURS 538: Program Development (3)
NURS XXX: Approved Cognate Related to One's Focus (3)	NURS 596: Scholarly Inquiry OR NURS 599: Thesis (4)

Care and Outcomes Manager: Clinical Nurse Specialist - 39 to 41 semester hours

Fall - Year One	Fall - Year Two
NURS 523: Role of the Advanced Practice Nurse (3)	NURS 530: Resource Management (3)
NURS 525: Theoretical Foundations (3)	NURS 531: Care & Outcomes Practicum I (5)
NURS 526: Nursing Leadership and Management (3)	NURS 583: Clinical Pharmacotherapeutics (2)

January - Year One

NURS 524: Advanced Health Promotion (2)

Spring - Year One	Spring - Year Two
NURS 527: Evaluation and Outcomes Research (3)	NURS 532: Care and Outcomes Manager Practicum II (3)
NURS 533: Informatics in Nursing (2)	NURS 538: Program Manager Development (3)
NURS 582 or 501: Advanced Health Assessment for CNS (2)	NURS 596: Scholarly Inquiry OR NURS 599: Thesis (4)

Summer - Year One

NURS 580: Advanced Pathophysiology (3)

FAMILY NURSE PRACTITIONER (FNP)

This course of study focuses on client-centered clinical practice. This primary care program prepares nurses to: respond to the needs of today's and tomorrow's health care consumers; manage direct care based on advanced assessment and diagnostic reasoning; incorporate health promotion and disease prevention interventions into health care delivery; and recognize their potential for professional growth, responsibility and autonomy. Successful completion of the Family Nurse Practitioner program will qualify students to sit for the certifying examination, which makes them eligible under Washington state law for ARNP licensure.

Family Nurse Practitioner Concentration - 37 to 39 semester hours

Fall - Year One	Fall - Year Two
NURS 523: Role of the Advanced Practice Nurse (3)	NURS 583: Clinical Pharmacotherapeutics (2)
NURS 525: Theoretical Foundations (3)	NURS 584: Family Nurse Practitioner I (6)
NURS 526: Nursing Leadership and Management (3)	

January - Year One

NURS 524: Advanced Health Promotion (2)

Spring - Year One	Spring - Year Two
NURS 527: Evaluation and Outcomes Research (3)	NURS 585: Family Nurse Practitioner III (6)
NURS 582: Advanced Health Assessment (4)	NURS 596: Scholarly Inquiry OR NURS 599: Thesis (4)

Summer - Year One

NURS 580: Advanced Pathophysiology (3)

Note: A minimum number of students may be required before a class is offered.

Course Offerings (NURS)

NURS 523: Role of the Advanced Practice Nurse

Facilitates the development and transition into the advanced practice role through the analysis of legal, ethical, professional, social and practice perspectives. Roles of consultant, researcher, administrator, and expert clinician are explored. (3)

NURS 524: Health Promotion

Identification of health risks and protective strategies for diverse populations. (2)

NURS 525: Theoretical Foundations

Preparation for critique, evaluation, and use of a range of relevant theories that provide guiding perspectives for the provision of client-centered, clinically measurable advanced nursing practice. (3)

NURS 526: Nursing Leadership and Management

Introduction to policy, organization, and financing of health care. Preparation for provision of quality cost-effective care, participation in the design and implementation of care, and assumption of the leadership role in managing resources. (3)

NURS 527: Evaluation and Outcomes Research

Preparation for the critique and use of new knowledge to provide, change, and evaluate advanced nursing practice focused on client-centered, clinically demonstrable care. (3)

NURS 530: Resource Management

Management of resources in the planning, coordination, and/or delivery of health care with an outcome perspective at the system level. Financial and human resources and systems management will be examined from a quality perspective. (3)

NURS 531: Care and Outcomes Practicum I

Direct and/or indirect care given in a defined specialty setting with focus on evaluation and outcomes. Prerequisite: 523. Variable credit with School of Nursing approval. (5)

NURS 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 method. Pre- or co-requisite: 538. Variable credit with School of Nursing approval. (3)

NURS 533: Informatics in Nursing

Enhancing clinical practice, research and education through the integration of computer science, information science and nursing science. (2)

NURS 538: Program Development

Integrate theoretical models, clinical parameters, and program planning principles through the construction of a detailed program for care and outcomes management. Clinical component present. Pre- or co-requisite: NURS 530 and prerequisite 531. (3)

NURS 550: Curriculum and Instruction

Examination of the theory and practice of curriculum planning, development, implementation, and evaluation. Theoretical and philosophical principles of the teaching/learning process. Analysis of adult teaching strategies and the process of self and student evaluations. (3)

NURS 580: Advanced Pathophysiology

Focuses on normal physiologic and pathologic mechanisms of disease. Primary components of the foundation for clinical assessment, decision making, and management. (3)

NURS 582: Advanced Health Assessment

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. *Prerequisites:* Basic health assessment skills. (2-4)

NURS 583: Clinical Pharmacotherapeutics

Focuses on the pharmacokinetic basis for and pharmacotherapeutic management of simple and complex disease processes. Includes ethical, legal, and procedural aspects of prescriptive authority. *Pre- or co-requisite:* NURS 580. (2)

NURS 584: Family Nurse Practitioner I

Application of theory and research in the management of health problems across the lifespan. Demonstration of diagnostic reasoning related to health care conditions. Seminar and clinical. *Prerequisites:* NURS 582 and 583. (6)

NURS 585: Family Nurse Practitioner II

Application of theory and research in the management of

increasingly complex health problems across the lifespan.

Demonstration of diagnostic reasoning for a wide range of acute and chronic conditions. Seminar and clinical. *Prerequisite:* NURS 584. (6)

NURS 591: Independent Study

Opportunities for advanced study in selected topic related to student's area of interest. Consent of dean required. (1-4)

NURS 593: Advanced Specialty Practice

Application of advanced practice nursing in clinical specialty practice. *Prerequisite:* completion of all core requirements. (1-6)

NURS 596: Scholarly Inquiry in Nursing Practice

Development and submission of professional paper or project related to one's area of specialization based on an evaluation and outcomes model. Capstone course. (2)

NURS 599: Thesis

Faculty-guided application of the research process. May involve replication of previous study, secondary analysis of research data, an evaluation project, or an original investigation. *Prerequisites:* completion of core courses, approval by School of Nursing. Minimum program requirement is four credits. Once enrolled, must continue to enroll for at least one credit each semester of the academic year until thesis is completed. Capstone course. (1-4)



ADMINISTRATION / FACULTY

Board of Regents

Ownership, Support, Government: The university is owned and operated by Pacific Lutheran University, Inc., a Washington corporation whose purpose is higher learning. The PLU corporation meets annually on the PLU campus to elect regents and to conduct other business. The corporation consists of 125 delegates from the six synods of Region I of the Evangelical Lutheran Church in America. The 33-member Board of Regents includes members of ELCA congregations, representatives from the Alumni Association, at-large members, bishops from the synods of Region I, and the university president.

The policy making and governing body of

the University is the Board of Regents. On the basis of recommendations made by the president, it charts a course for the university and strives to provide essential funds. The student body and the faculty have non-voting representatives who meet with the board.

Officers

- Cynthia Edwards*, Chair
- Robert Gomulkiewicz*, Vice Chair
- James Husbagen*, Secretary

Ex-Officio

- Loren J. Anderson*, President, PLU, Tacoma, WA

2003-2006 Term

- Cynthia Edwards*, University Place, WA, ELCA (Chair)

- William Foege*, Vashon Island, WA, Regent-at-Large
- Roe Hatlen*, Apple Valley, MN, Regent-at-Large
- Darcy Johnson*, Mercer Island, WA, ELCA
- Anne Long*, Bellevue, WA, ELCA
- Karen Phillips*, Mercer Island, WA, ELCA
- Martin Pibbl*, Ketchikan, AK, ELCA
- James Stauffer*, Missoula, MT, ELCA
- Susan Stringer*, Bellevue, WA, Alumni
- Andrew Turner*, Seattle, WA, Regent-at-Large
- Peter Wang*, Pebble Beach, CA, Regent-at-Large
- Bishop Martin Wells*, Spokane, WA, Bishop ELCA

2004-2007 Term

- Robert Gomulkiewicz*, Redmond, WA, Regent-at-Large (Vice Chair)

Roberta Goodnow, Medina, WA, Regent-at- Large
Bishop Robert Hofstad, Tacoma, WA, Bishop ELCA
James Husbagen, Puyallup, WA, ELCA (Secretary)
Kathleen Jacobson, Bend, OR, ELCA
Katherine Johnson, Shoreline, WA, ELCA
Michelle Y. Long, Castro Valley, CA, Regent-at- Large
Kathleen McCallum Sachse, Coeur d'Alene, ID, ELCA
Larry Neeb, Fenton, MO, At-Large
Kim Nesselquist, Kenmore, WA, ELCA
Lisa Ottoson, Spanaway, WA, Alumni
Eileen Tellefson, Gig Harbor, WA, ELCA

2005-2008 Term

Dale Benson, Portland, OR, ELCA
Bruce Bjerke, Seattle, WA, At-Large
David Greenwood, Monte Sereno, CA, At-Large
Richard Hildahl, Longbranch, WA, ELCA
Estelle Kelley, Portland, OR, At-Large
Michael Keys, Anchorage, AK, ELCA
Donald Morken, Bellevue, WA, At-Large
Knut Olson, Lakewood, WA, ELCA
Bishop Richard Omland, Great Falls, MT, Bishop ELCA
Carol Quigg, Spokane, WA, ELCA
Jeffrey Rippey, Portland, OR, Alumni
Andrew Yee, Bellingham, WA, ELCA

Advisory - PLU

Laura F. Majovski, Vice President for Student Life and Admission
James L. Pence, Provost and Dean of Graduate Studies
Stephen J. Cornils, Vice President for Development and University Relations
Laura J. Polcyn, Assistant to the President
Richard W. Rouse, Executive Director of Church Relations
Sheri J. Tonn, Vice President for Finance and Operations

Charles Bergman, English, Faculty
Elizabeth Brusco, Anthropology, Faculty
Erin McKenna, Philosophy, Faculty

William Painter, ASPLU President, Student
Mark Oliver, ASPLU Vice President, Student
Ashley Sigafos, ASPLU Director of Finance, Student

Church Officials

Evangelical Lutheran Church in America
Bishop Mark S. Hanson
Carlos Peña, Vice-President
Rev. Lowell G. Almen, Secretary
Christina Jackson-Skelton, Treasurer

Division for Higher Education and Schools
Sue Rothmeyer, Interim Executive Director
Arne Selbyg, Director for Colleges and Universities
Marilyn Olson, Assistant Director for Colleges and Universities

Administrative Offices

President

Loren J. Anderson, President
Laura J. Polcyn, Assistant to the President
Vicky L. Winters, Executive Associate to the President

Campus Ministry

Nancy J. Connor, Campus Pastor
Dennis G. Sepper, Campus Pastor

Academic Leadership

Office of the Provost

James L. Pence, Provost and Dean of Graduate Studies
LeAnn D. Evey, Administrative Associate
Michael D. Bartanen, Director of Academic Planning and Summer Sessions
Marie J. Wutzke, Institutional Research Analyst
Carol A. Bautista, Systems and Assessment Coordinator

Wang Center for International Programs

Neal W. Sobania, Executive Director
Susan M. Mann, Associate Director, Student Advising
Cherry L. Benston, Assistant Director, Program Administration
Amy E. Fox, International Internship Coordinator

Multi-disciplinary Programs

Roberta S. Brown, Chair, International Core Program
Paul Manfredi, Chair, Chinese Studies Program
Solveig C. Robinson, Chair, Publishing and Printing Arts Program
Claudia Berguson, Chair, Scandinavian Area Studies Program
Duane D. Swank, Chair, Environmental Studies Program

Priscilla A. St. Clair, Chair, Global Studies Program
Richard J. Jobst, Chair, Legal Studies Program
Beth M. Kraig, Chair, Women's Studies Program
Lisa S. Marcus, Director, First-Year Experience Program

College of Arts and Sciences

Division of Humanities

Douglas E. Oakman, Dean
James M. Albrecht, Chair of English
Tamara R. Williams, Chair of Languages and Literatures
Erin McKenna, Chair of Philosophy
Patricia O. Killen, Chair of Religion
Susan E. Young, Director of the Scandinavian Cultural Center
Bridget E. Yaden, Director of Learning Resource Center
Rona D. Kaufman, Director, Writing Center

Division of Natural Sciences

Angelia G. Alexander, Dean
Tom Carlson, Chair of Biology
Craig B. Fryble, Chair of Chemistry
Kenneth D. Blaha, Chair of Computer Science and Computer Engineering
Jill M. Whitman, Chair of Geosciences
Bryan C. Dorner, Chair of Mathematics
Steve Starkovich, Chair of Physics
Ann F. Tolo, Administrative Associate
Matthew W. Hacker, Network Systems Administrator
Terrence D. Nicksic, Laboratory Supervisor, Chemistry

Division of Social Sciences

David R. Huelsbeck, Dean
Laura F. Klein, Chair of Anthropology
Karen Travis, Chair of Economics
Robert P. Ericksen, Chair of History
Charles York, Chair of Marriage and Family Therapy
Ann Kelleher, Chair of Political Science
Michelle Ceynar, Chair of Psychology
Anna Y. Leon-Guerrero, Chair of Sociology and Social Work

School of Arts and Communication

Edward S. Inch, Acting Dean, and Chair of Communication and Theatre
John Hallam, Chair of Art
David P. Robbins, Chair of Music
Linda C. Miller, Administrative Associate, Music
Pamela A. Deacon, Manager of Music Performance and Outreach

School of Business

James M. Clapper, Dean

Diane MacDonald, Associate Dean
Abby Wigstrom-Carlson, Director of Graduate Program and External Relations
Deanna Steiner, Coordinator of Undergraduate Programs

School of Education

Paula H. Leitz, Associate Dean
C. Douglas Lamoreaux, Director of Graduate Studies
Tony T. Abo, Administrative Manager

School of Nursing

Terry W. Miller, Dean
Patsy L. Maloney, Director of the Center for Continued Nursing Learning
Dana L. Zaichkin, Director of the Wellness Center
Audrey E. Cox, Advisor, Admissions Coordinator
Kathleen M. Moisis, Learning Resource Center Coordinator

School of Physical Education

Anthony Evans, Acting Dean
Colleen M. Hacker, Assistant Dean
Deborah L. Tannehill, Assistant Dean

Department of Athletics

Laurie L. Turner, Director of Athletics
Jennifer L. Thomas, Assistant Athletic Trainer; Senior Woman Athletic Administrator
David B. Harshbarn, Head Men's Basketball Coach
James A. Johnson, Head Men's and Women's Swimming Coach, Director of Aquatics and Summer Swim Program
Craig L. McCord, Assistant Football Coach
Geoff S. Loomis, Head Baseball Coach, Assistant Athletic Director
Gary W. Nicholson, Head Athletic Trainer
Gilbert J. Rigell, Head Women's Basketball Coach
Scott E. Westering, Head Football Coach
Rick E. Norss, Head Softball Coach, Athletic Facilities Director
Michael J. Keim, Assistant Football Coach, Director of Intramurals and Club Sports
David L. Girard, Sports Information Director

Information and Technology Services

Chris D. Ferguson, Associate Provost for Academic and Information Services

Margaret E. Crayton, Director, Academic User Support
Gail L. Egbers, Instructional Librarian, Associate Professor
Keith E. Folsom, Director, Systems and Communications
Diane F. Harris, Director, Circulation and Building Services
Kirk Isakson, Director, Multimedia Systems
Francesca Lane Rasmus, Director, Technical Services
Layne E. Nordgren, Director, Instructional Technologies
Kerstin E. Ringdahl, Curator of Special Library Collections, Archivist
Chris D. Sanders, Director, Computing
David P. Allen, Assistant Director, Network and Communication Systems
Erik E. DeBower, Systems Analyst
David J. Grimberg, Systems Analyst
Gordon E. Hait, Windows LAN Analyst
Robert H. Holden, Associate Director, Multimedia Services
Jonathan L. Johnson, Software Support Specialist
Susan J. McDonald, Reference Librarian, Assistant Professor
Mark R. Noll, Senior Systems Analyst
Holly A. Senn, Reference Librarian, Visiting Assistant Professor
Lennie W. Sutton, Systems Analyst
Ardys E. Curtis, Banner Programmer/Analyst
Richard H. Anderson, Multimedia Engineer
David M. Rebar, Lab Manager, Software Support Specialist
James G. Braund, Telecommunications Infrastructure Manager

Registrar

Kristin H. Plaehn, Registrar
Kelly Gaspar, Graduation Coordinator
Jean M. Summers, Senior Evaluations Administrator
Kevin Berg, Evaluations Administrator

Ramstad Commons and Advising

Patricia E. Roundy, Director, Academic Advising and Dean for Student Academic Success
Alison M. Navarette, Assistant Director, Academic Advising
Leslie J. Foley, Director, Academic Assistance
Alina J. Urbanec, Director of Student Employment and Career Development
Aubree A. Robinson, Advising/Career Advisor
A. Maxine Herbert-Hill, Director, Academic Internships/Cooperative Education

Ione S. Crandall, Director, Center for Public Service
Richard A. Seeger, Senior Advisor, Student Academic Success
Erin M. Dana, Transfer Student Advisor
Cynthia L. Riley, Academic Advisor
Olivia M. Jackson, Academic Assistance Coordinator
Kelly A. David, Career Counselor

Admission and Enrollment Services

Laura F. Majovski, Vice President for Admission and Student Life

Admission

Karl A. Stumo, Dean of Admission and Financial Aid
Jen S. Olsen Krenkel, Director of Admission
Cheryl A. Hansen, Associate Director, International Admission
Brian D. Miller, Associate Director, Transfer Students
David P. Gerry, Associate Director, International Student Services
Heather L. Melver, Assistant Director
Christopher E. Anderson, Senior Admission Counselor
Nicole A. Melius, Senior Admission Counselor
Jedd S. Chang, Admission Counselor
Dan J. Donoboue, Admission Counselor
Morgan E. Forrey, Admission Counselor
Corey M. Kantorowicz, Admission Counselor
Tamara L. Schaps, Admission Counselor
Nova A. Schauss, Admission Counselor
Erika M. Anderson, Information Specialist/Office Manager

Financial Aid

Kay W. Soltis, Director
Ronald M. Noborikawa, Senior Associate Director
Joan M. Riley, Associate Director, Systems
Lorie J. Staab, Associate Director, Operations
Cynthia L. Simpson, Financial Aid Administrator
Sean L. Gurnes, Financial Aid Administrator
Katherine W. Loffer, Financial Aid Administrator
Barbara L. Zettel, Senior Financial Aid Administrator

Student Services Center

Susan M. Drake, Director
Bonney L. Atwood, Student Services Counselor

Lissa K. Hendrix, Student Services
Counselor
Jacki F. Lantz, Student Services
Counselor
Marcia E. Pecchia, Student Services
Counselor
Neshell D. Henkel Chabot, Veterans
Coordinator, Student Services
Counselor

Development and University Relations

Stephen J. Cornils, Vice President for
Development and University Relations

Advancement Services

Allison S. Roberts, Director

Alumni and Parent Relations

Lauralee Hagen, Director
Erik L. Melver, Assistant Director of
Programs and Services
Lorraine M. Ralston, Assistant Director
of Special Events and Outreach

Church Relations

Richard W. Rouse, Executive Director

Development

James A. Plourde, Executive Director
Heather N. Dewey, Development
Director, Annual Giving
David E. Gunovich, Development
Director, Major Gifts
Monica R. Hurley, Development
Director, Major Gifts
Edgar Larson, Executive Director –
Charitable Estate Planning
Teri A. Moore, Development Director,
Major Gifts/Corporations and
Foundations
Douglas L. Page, Senior Development
Director, Gift Planning
Laura E. Hunter, Assistant Director,
Annual Giving
Janet C. Goehren, Administrative
Associate, Assistant to the Vice
President

KPLU-FM

Martin J. Neeb, General Manager
Joseph T. Cohn, Assistant Station
Manager, Programming
Nancy K. Knudsen, Director of
Development
Erin A. Hennessey, Assistant
Programming Director, News Director
Ernest T. Hollins, Financial Analyst
Carl N. Morrison, Music Director
Kerry A. Swanson, Chief Operations
Officer

Lowell E. Kiesow, Chief Engineer
Jeff A. Bauman, Assistant Station
Manager, Finance and Operations
Paul A. Rasmussen, Computer Support
Specialist
Brenda J. Goldstein Young, Promotions
Director
BrieAnna R. Bales, Major Gifts
Coordinator

University Communications

Gregory W. Brewis, Executive Director
Debbie J. Jenkins, Director of Printing
Katherine D. Hansen, Director, News
and Information
Simon K. Sung, Art Director
Jordan P. Hartman, University
Photographer
Steve E. Hansen, Print Publications
Manager
Toby R. Beal, Web Content Manager

Finance and Operations

Sheri J. Tonn, Vice President
Ginger J. Peck, Assistant to the Vice
President
Jennifer M. Wamboldt, Environmental
Health and Safety Manager

Business Office

Robert K. Riley, Controller
Patricia A. O'Donnell, Assistant
Controller
Karla D. Jones, Bursar
Erika L. Borrell, Senior Loans and
Collections Supervisor
Gemma Dulay, Accountant
Terri L. Mitchell, Accounts Receivable,
Cash Manager

Facilities Management

David L. Kohler, Director of Facilities
Management
Bruce C. Broussard, Maintenance
Manager
Lori Prall, Cleaning Services Manager
Sara J. Paz, Grounds Maintenance
Manager

Dining Services

Erin M. McGinnis, Director
Wendy S. Robins, Manager, Cash
Operations
Jeffrey M. Smith, PM Operations
Manager
Nancy M. Rahn, Manager of
Production
Jennifer J. Stolz, AM Operations
Manager
Linda L. Nyland, Manager, Catering
Training

Human Resource Services

Teri Phillips, Director
Gretchen Cosgrove, Assistant Director

Auxiliary Services

Mark R. Mulder, Director
Angie R. Zurcher, Director, Bookstore
Gary L. Cinotto, Golf Course Manager
Valerie J. Seely, Manager, Concierge
and Card Operations

Student Life

Laura F. Majovski, Vice President for
Admission and Student Life
Phyllis L. Meyerhoff, Administrative
Associate

Student Academic Success

Patricia Roundy, Dean of Student
Academic Success, Director of
Academic Advising
Richard A. Seeger, Senior Advisor,
Student Academic Success

Campus Safety and Information

Marsha K. Stril, Director
Warren J. Weasler, Operations Supervisor
Thomas W. Higdon, Operations Supervisor
Jeffrey S. Wilgus, Operations Supervisor
Michael T. Moore, Operations Supervisor

Career Development

Alina J. Urbanec, Director of Student
Employment and Career Development
Kelly A. David, Career Counselor
Aubree A. Robinson, Advising/Career Advisor

Counseling and Testing Services

C. Mark Anderson, Director
Carrie S. McMullin, Clinical Psychologist
Joanne R. Ito, Clinical Psychologist

Health Services Center

Susan A. Mkrtichian, Director,
Physician's Assistant
Laurie M. Rogers, Physician's Assistant
Rosalie A. Burmester, Licensed Practical
Nurse
Rick Cooley, Licensed Practical Nurse

Residential Life

Tom A. Huelsbeck, Assistant Dean of
Campus Life; Director, Residential life
Matthew J. Lamsma, Associate Director
Shelley L. Griffiths, Resident Director
Julie A. Bulow, Resident Director
Stephanie A. Serventi, Operations
Manager
Sumerlin C. Larsen, Resident Director
Joey Weber, Resident Director

Services for Students with Disabilities

Alene L. Klein Minetti, Director

Student Employment

Alina J. Urbane, Director of Student Employment and Career Development

Student Involvement and Leadership

Eva R. Johnson, Director for Student Involvement and Leadership, Director of the Diversity Center

Frederick E. Eastman, Associate Director

Allison B. Stephens, Assistant Director of Orientation and Student Involvement

Jeff Olsen Krengel, Assistant Director of SII, Conduct and Leadership

Faculty

Shirley E. Aikin, 1974-, Associate Professor of Nursing; BSN, BA, MA, MSN, Pacific Lutheran University, 1971, 1971, 1978, 1996.

James A. Albers, 1997-1998, 1999-2000, Visiting Assistant Professor; 2000-, Faculty Fellow in Business; BS, St. Louis University, 1962; MS, University of Toledo, 1968; MA, Golden Gate University, 1980; PhD, Michigan State University, 1971.

James M. Albrecht, 1997-, Associate Professor of English; BA, Amherst College, 1985; MA, PhD, Rutgers University, 1989, 1995.

Angelia G. Alexander, 1971-, Professor of Biology; Dean, Division of Natural Science; BS, Juniata College, 1962; MA, University of California, Davis, 1966; PhD, University of Washington, 1979.

Dana D. Anderson, 1984-, Professor of Psychology; BA, Antioch College, 1971; MA, PhD, Ohio State University, 1974, 1981.

Kathleen W. Anderson, 2005-, Visiting Assistant Professor of Theatre; AA, South Puget Sound Community College, 1995; BFA, Pacific Lutheran University, 1998; MFA Northwestern University, 2004.

Loren J. Anderson, 1992-, President; BA, Concordia College, Moorhead, 1967; MA, Michigan State University, 1968; PhD, University of Michigan, 1971.

Bradford W. Andrews, 2005-, Visiting Assistant Professor of Anthropology; BA, Ft. Lewis College, 1986; MA, PhD, The Pennsylvania State University, 1995, 1999.

Ann J. Auman, 2002-, Assistant Professor of Biology; BS, Pennsylvania State University, 1996; PhD, University of Washington, 2001.

John Paul G. Avila, 2004-, Visiting Assistant Professor of Art; BA, Valparaiso University, 2000; MFA, The School of the Arts Institute of Chicago, 2004.

D. Stuart Bancroft, 1967-68, 1971-, Professor of Business; BS, MBA, Arizona State University, 1963, 1965; MA, PhD, University of Pennsylvania, 1971, 1973.

J. Thaddeus Barnowe, 1977-, Professor of Business; BA, University of San Francisco, 1966; MA, PhD, University of Michigan, 1971, 1973.

Enrique P. Barot, 2005-, Assistant Professor of English; BA, Wesleyan University, 1992; MFA, Iowa Writer's Workshop, 1998.

Michael D. Bartenen, 1979-, Professor of Communication; BA, MA, Western Washington University, 1974, 1976; PhD, University of Southern California, 1981.

Laura E. Basile, Clinical Assistant Professor of Nursing; BS, San Jose State University, 1980; MS, University of San Diego, 1989.

Alicia J. Batten, 2000-, Assistant Professor of Religion; BA, McGill University, 1989; MA, PhD, University of St. Michael's College, Toronto School of Theology, 1992, 2000.

Michael D. Behrens, 2005-, Visiting Assistant Professor of Biology; BS, California Polytechnic State University, 1996; MA, PhD, University of California at Santa Barbara, 2003, 2005.

Joanne M. Bell, 2002-, Clinical Assistant Professor of Nursing; BSN, University of Maryland, 1968; MSN, Emory University, 1976.

Jeffrey L. Bell-Hanson, 2002-, Associate Professor of Music - Orchestra; BM, University of Iowa, 1978; MM, University of Notre Dame, 1980; DMA, University of Iowa, 1997.

Steven R. Benbam, 1982-, Professor of Geosciences; BS, Washington State University, 1968; MA, PhD, Indiana University, 1971, 1979.

Rachid Benkbalti, 1987-, Professor of Mathematics; Maitrise, Diplome D'Etudes Approfondies, Doctorat de l'Universite, University of Pau, France, 1981, 1983, 1986.

Carlton L. Benson, 1996-, Associate Professor of History; BA, Colorado College, 1983; MA, Indiana University, 1988; PhD, University of California, Berkeley, 1996.

Charles A. Bergman, 1977-, Professor of English; BA (Economics), BA (English), University of Washington, 1969, 1970; MA, PhD, University of Minnesota, 1973, 1977.

Claudia J. Berguson, 2003-, Assistant Professor of Languages and Literatures; BA, Concordia University; MA, University of Minnesota, 1987; MA, Lesley College, 1992; PhD, University of Washington, Seattle, 2003.

Eli Berniker, 1982-, Professor of Business; BS, Wayne State University, 1961; PhD, University of California, Los Angeles, 1985.

Kenneth D. Blaha, 1989-, Professor of Computer Science; BA, University of Minnesota, Morris, 1978; MS (Mathematics), MS (Computer Science), PhD, University of Oregon, 1981, 1984, 1989.

Daniel C. Bloomingdale, 2004-, Visiting Assistant Professor of Communication; BA, MA, University of Nebraska, 1991, 1987; PhD, Wayne State University, 1998.

Gillian Schweitzer Boice, 2004-, Professor of Military Science; MS, Long Island University, 1997; BS West Point, 1989.

Kathlyn A. Breazeale, 2001-, Assistant Professor of Religion; BS, Northwestern State University, 1973; BA, Centenary College, 1978; MDiv, Iliff School of Theology, 1988; PhD, Claremont Graduate School, 1996.

James E. Brink, 1970-, Professor of Computer Science and Computer Engineering; AB, Hope College, 1965; MS, PhD, Iowa State University, 1967, 1970.

James L. Brown, 2005-, Assistant Professor of Music (Voice); BM, Loyola University, 1992; MM, The Julliard School, 1998; MusD, The State University of New York at Stony Brook, 2003.

R. Michael Brown, 1982-, Professor of Psychology; BA, Seattle University, 1967; MSc, University of Calgary, 1972; PhD, University of North Carolina, Chapel Hill, 1974.

- Roberta S. Brown**, 1979-, *Professor of French*; BA, Stanford University, 1967; MA, University of Oregon, 1969; PhD, University of California, Los Angeles, 1981.
- Penelope Brownell**, 2005-, *Visiting Assistant Professor of History*; BA, University of Washington, 1983; MA, Boston College, 1987; PhD, Brown University, 2002.
- Elizabeth E. Brusco**, 1988-, *Professor of Anthropology*; BA, Boston University, 1974; MA, Hunter College, 1982; PhD, City University of New York, 1986.
- Ronald S. Byrnes**, 1998-, *Associate Professor of Education*; BA, MEd, University of California, Los Angeles, 1984, 1985; PhD, University of Denver, 1993.
- Thomas J. Campbell**, 1984-, *Professor of English*; BS, University of Oregon, 1968; MA, Portland State University, 1976; PhD, University of Oregon, 1981.
- John T. Carlson**, 1975-, *Professor of Biology*; BA, Carleton College, 1966; PhD, University of Minnesota, 1976.
- Susan Brown Carlton**, 1991-, *Associate Professor of English*; BA, Mount Holyoke College, 1971; MA, Butler University, 1982; PhD, Purdue University, 1991.
- E. Wayne Carp**, 1986-, *Professor of History*; BA, MA, PhD, University of California, Berkeley, 1972, 1973, 1981.
- Mary Ann Carr**, 1997-, *Clinical Associate Professor of Nursing*; BSN, University of Pennsylvania, 1971; MS, University of Maryland, 1975; DNS, The Catholic University of America, 1995.
- Michelle Ceynar**, 2001-, *Associate Professor of Psychology*; BA, University of Northern Colorado, 1992; MA, PhD, University of Montana, 1995, 1996.
- R. Scott Chalmers**, 2005-, *Visiting Assistant Professor of Religion*; BA, Gordon College, 1991; MA, MTh, PhD, Lutheran School of Theology, 1999, 2001, 2004.
- Patricia Chustain**, 2000-, *Assistant Professor of Education*; BA, MEd, PhD, University of Washington, 1987, 1992, 1998.
- Clark Chilson**, 2005-, *Assistant Professor of Religion*; BA, Nanzan University, Japan, 1993; MA, PhD, Lancaster University, United Kingdom, 1995, 2004.
- Kirsten M. Christensen**, 2005-, *Assistant Professor of German*; BA, Arizona State University, 1984; MA, Brigham Young University, 1991; PhD, University of Texas, 1998.
- Jeffrey A. Clapp**, 1999-, *Associate Professor of Theatre*; BFA, Pacific Lutheran University, 1990; MFA, Mankato State University, 1993.
- James M. Clapper**, 2004-, *Dean, School of Business, Administrator, Professor of Business*; BS, MS, Rensselaer Polytechnic Institute, 1968, 1970; PhD, University of Massachusetts, 1974.
- Keith J. Cooper**, 1984-, *Associate Professor of Philosophy*; BA, Gordon College, 1976; MTS, Gordon-Conwell Theological Seminary, 1979; MA, PhD, University of Wisconsin, Madison, 1981, 1988.
- Myriam L. Cotten**, 2002-, *Assistant Professor of Chemistry*; BS, University of Paris IV, 1991; MS, Ecole Supérieure de Chimie Organique et Minérale, 1993; PhD, Florida State University, 1998.
- Dennis L. Cox**, 1972-, *Associate Professor of Art*; BA, Pacific Lutheran University, 1967; MFA, Washington State University, 1972.
- Suzanne J. Crawford**, 2003-, *Assistant Professor of Religion*; BA, Willamette University, 1995; MA, Vanderbilt University, 1997; PhD, University of California, Santa Barbara, 2002.
- Michele A. Crayton**, 1977-, *Professor of Biology*; BS, MS, University of Missouri, Kansas City, 1967, 1969; PhD, Oregon State University, 1974.
- H. Evren Damar**, 2004-, *Assistant Professor of Economics*; BA, Carnegie Mellon University, 1998; MA, PhD, University of Washington, 2000, 2004.
- Gwendolyn K. Darks**, 2004-, *Clinical Assistant Professor of Nursing*; AS, DeAnza College, 1990; BS, University of Missouri, 1998; MSN, Pacific Lutheran University, 2004.
- Emily Davidson**, 2004-, *Visiting Assistant Professor of Spanish*; BA, Pacific Lutheran University, 1998; MA, Middlebury College, 2000.
- Paul H. Davis**, 2004-, *Assistant Professor of Chemistry*; BS, University of Tennessee, 1995; PhD, Stanford University, 2001.
- Brian E. Desmond**, 2005-, *Assistant Professor of Theatre*; BA, College of William and Mary, 1982; MFA, George Mason University, 1997.
- Bryan C. Dorner**, 1980-, *Professor of Mathematics*; BS (Physics), BS (Mathematics), Oregon State University, 1966, 1969; MS, PhD, University of Oregon, 1971, 1977.
- Celine A. Dorner**, 1984-, *Associate Professor of Mathematics*; MS, University of Oregon, 1974; EdD, Seattle University, 1998.
- Janet R. Dubois**, 2003-, *Clinical Assistant Professor of Nursing*; BSN, Valparaiso, 1986; MN, University of Washington, 2003.
- Susan Dwyer-Shick**, 1984-, *Associate Professor of Political Science*; BA, Western Michigan University, 1967; AM, PhD, University of Pennsylvania, 1969, 1979; JD, University of Puget Sound School of Law, 1986.
- Shannugalingam Easwaran**, 2005-, *Assistant Professor of Computer Science and Computer Engineering*; BS, University of Peradeniya, Sri Lanka; MS, PhD, Clemson University, 1985, 1992.
- Gail L. Egbers**, 1992-, *Associate Professor, Library*; BA, Midland Lutheran College, 1973; MALS, University of Denver, 1973.
- Peter C. Ehbrenhaus**, 1998-, *Professor of Communication*; BA, University of Wisconsin, Madison, 1973; MA, PhD, University of Minnesota, 1975, 1979.
- Mary J. Ellard-Ivey**, 1997-, *Associate Professor of Biology*; BSc, MSc, University College, Dublin, 1987, 1988; PhD, University of British Columbia, 1994.
- Robert P. Ericksen**, 1999-, *Professor of History*; BA, Pacific Lutheran University, 1967; MA, State University of New York at Stony Brook, 1969; PhD, London School of Economics and Political Science, London University, 1980.
- Anthony J. Evans**, 1988-, *Professor of Physical Education*; Acting Dean of Physical Education; BS, MS, PhD, University of Oregon, 1968, 1969, 1972.
- Audrey S. Eyles**, 1981-, *Professor of English*; BA, Houghton College, 1964; MA, Alfred University, 1968; PhD, University of Minnesota, 1978.
- Kathleen A. Vaught Farner**, 1978-, *Professor of Music*; BM, Temple University, 1968; MM, New England Conservatory of Music, 1971.
- Richard A. Farner**, 1976-, *Associate Professor of Music*; BM, Oberlin College, 1968; MM, University of Michigan, 1974.

Amanda E. Feller, 2005-, *Assistant Professor of Communication*; BA, University of Denver, 1990; MS, Portland State University, 1995; MS, PhD, California Institute of Integral Studies, 2000, 2002.

Chris D. Ferguson, 2001-, *Dean of Information Resources and Professor, Library*; BA, Saginaw (MI) Valley State University, 1973; MLS, University of Texas at Austin, 1979; PhD, State University of New York at Binghamton, 1979.

Bruce W. Finnie, 1989-, *Associate Professor of Business*; BS, Augustana College, Sioux Falls, 1970; PhD, University of Nebraska, 1975. Duncan Foley, 1986-, *Professor of Geosciences*; BA, Antioch College, 1971; MS, PhD, The Ohio State University, 1973, 1978.

Michele L. Folsom, 2002-, *Senior Lecturer in Computer Science and Mathematics*; BS, MA, Pacific Lutheran University, 1988, 2002.

Craig B. Fryble, 1986-, *Professor of Chemistry*; BA, Gettysburg College, 1979; PhD, Brown University, 1985.

Dana A. Garrigan, 1999-, *Associate Professor of Biology*; BA, St. Olaf College, 1988; PhD, University of Utah, 1994.

Patricia H. Gaspar, 1987-88, 1991-, *Clinical Assistant Professor of Nursing*; BSN, MN, Emory University, 1975, 1978.

Beatrice Geller, 1984-, *Associate Professor of Art*; BFA, New York University, 1974; MFA, Rochester Institute of Technology, 1979.

Pam I. H. George, 1996-, *Clinical Assistant Professor of Nursing*; BSN, Marian College of Fond du Lac, 1973; MS, Central Michigan University, 1988; MSN, University of Alabama, Birmingham, 1992.

Kent P. Gerlach, 1980-, *Professor of Education*; BS, University of Nebraska, 1967; MA, University of South Dakota, 1972; EdD, University of Nevada, Las Vegas, 1980.

Linda K. Gibson, 1989-, *Associate Professor of Business*; BA, Texas Christian University, 1967; MA, PhD, University of Missouri, 1985, 1989.

Lawrence B. Gold, 1984-, *Associate Professor of Art*; BA, Northeastern Illinois University, 1971; MFA, University of Wisconsin, Madison, 1976.

Jon E. Grabe, 2005-, *Associate Professor of Psychology*; BA, Shippensburg University, 1992; MA, PhD, University of Toledo, 2000, 2004.

Joanna Gregson, 1998-, *Associate Professor of Sociology*; BA, Western Washington University, 1993; PhD, University of Colorado, 1998.

William G. Greenwood, 1981-, *Professor of Physics*; BS, University of Washington, 1972; MS, PhD, Oregon State University, 1974, 1978.

Kate Grieshaber, 1984-, *Professor of Music*; BA, University of Minnesota, 1968; MA, PhD, University of Washington, 1971, 1990.

Peter C. Grosvenor, 1996-, *Associate Professor of Political Science*; BA, University of Wales, 1983; MSc, PhD, London School of Economics, 1985, 1996.

Gregory E. Guldin, 1979-, *Professor of Anthropology*; BA, Brooklyn College, City University of New York, 1971; MA, PhD, University of Wisconsin, Madison, 1973, 1977.

Colleen M. Hacker, 1979-, *Professor of Physical Education*; BS, Lock Haven State College, 1978; MS, University of Arizona, 1979; PhD, University of Oregon, 1992.

John S. Hallam, 1990-, *Associate Professor of Art*; BA, Seattle University, 1970; MA, PhD, University of Washington, 1974, 1980.

Michael Halvorson, 2003-, *Assistant Professor of History*; BA, Pacific Lutheran University, 1985; MA, PhD, University of Washington, 1996, 2001.

Gina L. Hames, 1997-, *Assistant Professor of History*; BA, MA, Eastern Washington University, 1986, 1989; MA, PhD, Carnegie Mellon University, 1992, 1996.

David H. Hansen, 1974-, *Professor of Biology*; BS, Oregon State University, 1968; MS, University of Utah, 1970; PhD, University of California, Irvine, 1974.

Christine L. Hansvick, 1979-, *Professor of Psychology*; BA, Southwest State University, 1971; MA, PhD, University of Windsor, 1975, 1977.

Diane M. Harney, 1992-, *Associate Professor of Communication*; BS, Indiana University, 1984; MS, Florida State University, 1987; PhD, Purdue University, 1992.

Jennifer Hasty, 1999-, *Assistant Professor of Anthropology*; BA, University of California, Berkeley, 1991; PhD, Duke University, 1999.

Robert C. Haubart, 2005-, *Visiting Assistant Professor of Sociology*; BS, Southern Illinois University, 1972; JD, University of Baltimore School of Law, 1981; PhD, University of Virginia, 1982.

George Hauser, Jr., 1987-, *Associate Professor of Computer Science and Computer Engineering*; BS (Physics), BS (Computer Science), Washington State University, 1971, 1972; MS, University of Oregon, 1980; PhD, University of Rochester, 1988.

Daniel J. Heath, 2002-, *Assistant Professor of Mathematics*; BA, St. Olaf College, 1987; MA, PhD, University of California, Davis, 1994.

Larry P. Hegstad, 1979-, *Associate Professor of Business*; BA, The College of Idaho, 1963; MBA, Washington State University, 1965; PhD, University of Washington, 1978.

Michael R. Hillis, 1997-, *Associate Professor of Education*; BA in Ed, MEd, Western Washington University, 1986, 1991; PhD, University of Washington, 1994.

David L. Hoffman, 1975-, *Associate Professor of Music*; BM, Northwestern University, 1967; MMA, Yale University School of Music, 1971.

Brendan J. Hogan, 2005-, *Assistant Professor of Philosophy*; BA, Gonzaga University, 1993; MA, PhD, The New School for Social Research, 1999, 2005.

Janet B. Holmgren, 2001-, *Assistant Professor of German*; BA, La Salle University, 1989; BA, MA, University of Vermont, 1992, 1995; PhD, University of California, Irvine, 2000.

David R. Huelsbeck, 1989-, *Professor of Anthropology*; Dean, Division of Social Sciences; BA, University of Wisconsin, Madison, 1974; MA, PhD, Washington State University, 1980, 1983.

Lynn E. Hunnicutt, 2003-, *Associate Professor of Economics*; BA, Oregon State University, 1984; MS, PhD, University of Texas at Austin, 1995, 1997.

Aaron C. Huston, 2005-, *Clinical Assistant Professor of Nursing*; BA, BS, The Evergreen State College, 2001; MSN, Yale University, 2004.

- Brenda L. Ihssen**, 2005-, *Visiting Assistant Professor of History*; BA, Concordia University, 1990; MTh, Pacific Lutheran Theological Seminary at the Graduate Theological Union, 1995; PhD, University of St. Michael's College, 2004.
- Edward S. Inch**, 1986-, *Professor of Communication*; Acting Dean, School of Arts and Communication; BA, Western Washington University, 1982; MS, University of Oregon, 1984; PhD, University of Washington, 1992.
- Sharon L. Jansen**, 1980-, *Professor of English*; BA, California Lutheran University, 1972; MA, PhD, University of Washington, 1973, 1980.
- Mark K. Jensen**, 1989-, *Associate Professor of French*; BA, Princeton University, 1974; MA, PhD, University of California, Berkeley, 1983, 1989.
- Richard J. Jobst**, 1967-, *Associate Professor of Sociology*; BA, University of San Francisco, 1964; MA, University of California, Davis, 1967.
- Gregory S. Johnson**, 1999-, *Associate Professor of Philosophy*; BA, Carson-Newman College, 1986; MDiv, MTh, Southern Seminary, 1991, 1994; PhD, University of Oregon, 1999.
- Neal Johnson**, 2004-, *Visiting Assistant Professor of Economics*; BS, University of California, 1982; MS, Oregon State University, 1987; PhD, University of Washington, 1993.
- Richard P. Jones**, 1969-, *Associate Professor of English*; BA, Harvard University, 1964; MA, MFA, University of Massachusetts, 1969.
- David L. Joyner**, 2000-, *Associate Professor of Music*; BM, University of Memphis, 1978; MM, University of Cincinnati, 1980; PhD, University of Memphis, 1986.
- A. Tosh Kakar**, 1996-, *Assistant Professor of Computer Science and Computer Engineering*; BS, Stevens Institute of Technology, 1971; MS, Arizona State University, 1983; PhD, Washington State University, 1992.
- Rona D. Kaufman**, 2002-, *Assistant Professor of English*; BA, Penn State University, 1992; MA, University of Maine, 1994; PhD, University of Michigan, 2002.
- Pauline M. Kaurin**, 1997-, *Visiting Assistant Professor of Philosophy*; BA, Concordia College, Moorhead, 1991; MA, University of Manitoba, 1993; PhD, Temple University, 1997.
- Bret Y. Keeling**, 2004-, *Visiting Assistant Professor of English*; BA, MA, San Jose State University, 1993, 1996. PhD, University of Washington, 2000.
- Ann Kelleher**, 1981-, *Professor of Political Science*; BA, Hope College, 1964; MA, Northeastern University, 1966; PhD, University of Denver, 1973.
- JoDee G. Keller**, 1989-, *Associate Professor of Social Work*; BA, Hope College, 1974; AM, University of Chicago, 1976; PhD, University of Illinois, Chicago, 1987.
- Stephanie A. Kerr**, 2003-, *Visiting Instructor of Physical Education*; BS, MS, Washington State University, 1986, 1989. David T. Keyes, 1969-, *Professor of Art*; BFA, University of Arizona, 1964; MA, Ohio State University, 1966.
- Patricia O'Connell Killen**, 1989-, *Professor of Religion*; BA, Gonzaga University, 1974; MA, PhD, Stanford University, 1976, 1987.
- Laura F. Klein**, 1979-, *Professor of Anthropology*; BA, MA, PhD, New York University, 1968, 1970, 1975.
- Beth M. Kraig**, 1989-, *Associate Professor of History*; BA, San Francisco State University, 1979; MA, Western Washington University, 1981; AM, University of Chicago, 1984; PhD, University of Washington, 1987.
- Donald E. Lacky**, 2005-, *Instructor of Mathematics*; BS, University of Washington, 1968; PhD, Washington State University, 1975.
- C. Douglas Lamoreaux**, 1994-, *Associate Professor of Education*; BA, MEd, Linfield College, 1969, 1978; PhD, University of Oregon, 1993.
- Arthur M. Land**, 2002-, *Visiting Assistant Professor of Communication*; BA, MA, University of Georgia, 1982, 1993.
- Francesca R. Lane Rasmus**, 1998-, *Associate Professor, Library*; Director of Technical Services; BA, Macalester College, 1985; MLIS, Dominican University, 1994.
- Annekathrin Lange**, 2005-, *Visiting Assistant Professor of Languages and Literatures*; Zwischenprüfung (German equivalent of BA), Humboldt University, Berlin, Germany, 1996; MA, Brown University, 1999.
- Chung-Shing Lee**, 1998-, *Associate Professor of Business*; BA, National Taiwan University, 1980; MA, University of Maryland, 1985; DSc, The George Washington University, 1997.
- Kathryn Lehmann**, 2001-, *Associate Professor of Music*; BA, Pacific Lutheran University, 1976; MM, Westminster Choir College, 1980.
- Paula H. Leitz**, 1989-1990, 1994-, *Associate Professor of Education*; BA, University of California, Davis, 1971; MA, California State University, Sacramento, 1976; PhD, University of Washington, 1988.
- Anna Y. Leon-Guerrero**, 1993-, *Associate Professor of Sociology*; BA, Pacific University, 1983; MA, PhD, University of California, Los Angeles, 1988, 1993.
- Jerrold Lerum**, 1973-, *Professor of Biology*; BA, Luther College, 1963; MS, University of Wisconsin, Madison, 1965; PhD, Northwestern University, 1973.
- Jan Patricia Lewis**, 1989-, *Professor of Education*; BA, Oregon State University, 1976; MAT, Lewis and Clark College, 1979; PhD, University of Oregon, 1989.
- Maria J. Lightner**, 2001-, *Visiting Instructor of Spanish*; BA, Pacific Lutheran University, 1997; MA, University of Washington, 1999.
- Joanne M. Lisosky**, 1995-, *Associate Professor of Communication*; BA, University of Nevada, Reno, 1985; MA, Southwest Missouri State University, 1993; PhD, University of Washington, 1997.
- Richard N. Louie**, 1997-, *Associate Professor of Physics*; AB, Harvard College, 1990; MS, PhD, Cornell University, 1993, 1997.
- Brian E. Lowes**, 1968-, *Professor of Geosciences*; BS, University of London, 1957; MS, Queens University, 1963; PhD, University of Washington, 1972.
- Diane B. MacDonald**, 1987-, *Associate Dean, School of Business, Associate Professor of Business*; BA, MBA, Loyola University, Chicago, 1970, 1974; JD, John Marshall Law School, 1980.
- John L. Main**, 1971-, *Professor of Biology*; BSEd, MEd, Chadron State College, 1965, 1966; PhD, University of Washington, 1970.
- Laura F. Majovski**, 1996-, *Vice President for Admission and Student Life*; BS, Duke University, 1976; MA, Fuller Theological Seminary, 1978; PhD, Graduate School of Psychology, Fuller Theological Seminary, 1982.

- Patsy L. Maloney**, 1994-, *Associate Professor of Nursing; Director, Center for Continued Nursing Learning*; BSN, University of Maryland, 1974; MA, MSN, Catholic University of America, 1984; EdD, University of Southern California, 1994.
- Paul Manfredi**, 2001-, *Assistant Professor of Chinese*; BA, Long Island University, 1992; Dual MA, Indiana University, 1998, PhD, Indiana University, 2001.
- Lisa Marcus**, 1995-, *Associate Professor of English*; BA, University of Wisconsin, Madison, 1986; MA, PhD, Rutgers University, 1989, 1995.
- Dennis J. Martin**, 1975-, *Professor of Biology*; BS, Illinois State University, 1969; MS, University of New Mexico, 1971; PhD, Utah State University, 1975.
- Dennis M. Martin**, 1976-, *Professor of English*; BS, Edinboro State College, 1964; MA, Purdue University, 1966; PhD, University of California, Los Angeles, 1973.
- A. Paloma Martinez-Carbajo**, 1999-, *Assistant Professor of Spanish*; Licenciatura, Universidad Complutense de Madrid, Spain, 1992; MA, PhD, University of Washington, 1996, 2000.
- Cherie L. McCann**, 2004-, *Clinical Assistant Professor of Nursing*; BSN, MSN, George Mason University, 1999, 2003.
- Karen E. McConnell**, 1998-, *Associate Professor of Physical Education*; BA, MA, University of the Pacific, 1990, 1994; PhD, Arizona State University, 1998.
- Katherine M. McDade**, 1989-, *Associate Professor of Sociology*; BS, Duquesne University, 1966; MS, PhD, University of Oregon, 1978, 1985.
- Susan J. McDonald**, 1975-, *Assistant Professor, Library*; BA, MLS, University of Washington, 1969, 1970.
- Maureen E. McGill**, 1977-, *Associate Professor of Dance*; BFA, University of Utah, 1974; MA, Western Washington University, 1977.
- Erin McKenna**, 1992-, *Professor of Philosophy*; BA, Claremont McKenna College, 1987; MA, PhD, Purdue University, 1990, 1992.
- Rosemary A. McKenney**, 2002-, *Assistant Professor of Geosciences and Environmental Studies*; BS, Oregon State University, 1985; MS, PhD, The Pennsylvania State University, 1992, 1997.
- David E. McNabb**, 1979-97, 2004-, *Visiting Professor of Business*; BA, California State University, 1965; MA, University of Washington, 1968; PhD, Oregon State University, 1980.
- Paul T. Menzel**, 1971-, *Professor of Philosophy*; BA, College of Wooster, 1964; BD, Yale University, 1967; PhD, Vanderbilt University, 1971.
- N. Christian Meyer, Jr.**, 1970-, *Professor of Mathematics*; BA, Reed College, 1966; MA, PhD, University of Oregon, 1967, 1970.
- Terry W. Miller**, 1998-, *Professor of Nursing; Dean, School of Nursing*; BS, BSN, University of Oklahoma, 1971, 1974; MSN, PhD, University of Texas, Austin, 1977, 1991.
- Emily B. Mize**, 2001-, *Clinical Assistant Professor, Nursing*; BSN, Walla Walla College, 1976; MN, University of Washington, 1998.
- Christine Moon**, 1989-, *Professor of Psychology*; BA, Whitman College, 1971; MA, PhD, Columbia University, 1983, 1985.
- Bradford L. Moore**, 1980-, *Associate Professor of Physical Education*; BS, Portland State University, 1974; MS, University of Oregon, 1978.
- Mary Moran**, 2005-, *Visiting Assistant Professor of Social Work*; BA, University of Missouri, 1982; MSW, University of Georgia, 1988, ABD.
- John N. Moritsugu**, 1975-, *Professor of Psychology*; BA, University of Hawaii, 1971; MA, PhD, University of Rochester, 1974, 1977.
- Laurie C. Murphy**, 1997-, *Assistant Professor of Computer Science and Computer Engineering*; BS, Delta State University, 1986; MS, Vanderbilt University, 1988.
- Gerald M. Myers**, 1982-, *Professor of Business*; BS, University of Massachusetts, 1965; MS, University of Missouri, Columbia, 1975; PhD, University of Iowa, 1983.
- L. Richard Nance**, 1992-, *Associate Professor of Music*; BME, MA, West Texas State University, 1977, 1982; DMA, Arizona State University, 1992.
- Eric D. Nelson**, 1996-, *Assistant Professor of Classics*; BA, Pacific Lutheran University, 1982; MA, PhD, University of Washington, 1985, 1992.
- Ulrik B. Nissen**, 2005-, *Visiting Assistant Professor of Religion*; MTheol, PhD, University of Aarhus, 1997, 2001.
- B. J. Noll**, 2005-, *Clinical Assistant Professor of Nursing*; BSN, MSN, Pacific Lutheran University, 1989, 2003.
- Akiko Nosaka**, 2005-, *Assistant Professor of Anthropology*; BA Chuo University, Tokyo, 1986; BA Pacific Lutheran University, 1990; MA, PhD, The Pennsylvania State University, 1993, 1997.
- Douglas E. Oakman**, 1988-, *Professor of Religion*; BA, University of Iowa, 1975; MDiv, Christ Seminary-Seminex, 1979; PhD, Graduate Theological Union, Berkeley, 1986.
- D. W. Sid Olufs**, 1982-, *Professor of Political Science*; BA, University of Washington, 1974; MA, PhD, The Pennsylvania State University, 1976, 1979.
- Carmina Palerm**, 2005-, *Assistant Professor of Spanish*; BA University of California, 1993; MA, PhD Stanford University, 1994, 2001.
- James L. Pence**, 2002-, *Provost and Dean of Graduate Studies*, BA, MA, Colorado State University, 1970, 1972; PhD, University of Arizona, 1978.
- Daniel J. Peterson**, 2005-, *Visiting Assistant Professor of Religion*; BA, Santa Clara University, 1994; MA University of San Francisco, 1997; MDiv, Theology, Pacific Lutheran Theological Seminary, 2000; PhD, Graduate Theological Union, 2005.
- Norris A. Peterson**, 1981-, *Professor of Economics*; BA, Pacific Lutheran University, 1975; PhD, University of Minnesota, 1981.
- Kien-Quoc Van Pham**, 2002-, *Assistant Professor of Business*; BS, MBA, University of California, Berkeley, 1995; DBA, Golden Gate University, 1996.
- Laura J. Polcyn**, 1975-, *Assistant to the President*; BBA, MBA, Pacific Lutheran University, 1974, 1979; EdD, Seattle University, 1986.
- Donna Poppe**, 1998-99, 2000-, *Assistant Professor of Music*; BA, University of Northern Colorado, 1974; MEd, Seattle Pacific University, 1990.
- Edwin C. Powell**, 2005-, *Assistant Professor of Music (Band)*; BS, University of the Pacific, 1987; MA, University of Cincinnati, 1995; PhD, University of North Texas College of Music, 2002.

- Catherine Pratt**, 1983-, *Assistant Professor of Business*; BA, Brigham Young University, 1983; MA, Pacific Lutheran University, 1993; EdD, Seattle University, 2001.
- James R. Predmore**, 1977-, *Associate Professor of Spanish*; BA, Swarthmore College, 1967; MA, Middlebury College, 1969; PhD, University of Washington, 1977.
- Carol A. Ptak**, 2005-, *Visiting Professor/Executive in Residence of Business*; BA, State University of New York, 1978; MBA, Rochester Institute of Technology, 1988.
- Suzanne Rahn**, 1981-, *Associate Professor of English*; BA, Scripps College, 1966; PhD, University of Washington, 1985.
- Judith Ramaglia**, 1982-, *Professor of Business*; AB, Smith College, 1966; MA, University of Colorado, 1968; PhD, University of Washington, 1982.
- Mark A. Reiman**, 1988-, *Associate Professor of Economics*; BA, Pacific Lutheran University, 1979; PhD, University of Washington, 1988.
- Leon E. Reisberg**, 1981-, *Professor of Education; Dean*; BS Ed., University of Texas, 1971; MEd, University of Arkansas, 1972; EdD, University of Kansas, 1981.
- Michelle T. Renaud**, 1994, 2001, 2005-, *Clinical Associate Professor of Nursing*; BSN, University of Connecticut, 1972; MSN, University of Colorado; PhD, University of Washington, 2000.
- David P. Robbins**, 1969-, *Professor of Music*; BM, MM, University of Michigan, 1968, 1969.
- Steven Roberts**, 2005-, *Clinical Assistant Professor of Nursing*; BS, University of Utah, 1981; MSN, Seattle Pacific University, 2005.
- Marylou V. Robinson**, 1993-, *Clinical Assistant Professor of Nursing*; BSN, University of Maryland, 1974; MSN, The Catholic University of America, 1981.
- Solveig C. Robinson**, 2001-, *Assistant Professor of English*; BA, Gustavus Adolphus College, 1983; MA, PhD, University of Chicago, 1987, 1994.
- Svend John Ronning**, 1999-, *Associate Professor of Music*; BM, Pacific Lutheran University, 1989; MM, MMA, DMA, Yale University, 1991, 1993, 1997.
- Patricia E. Roundy**, 1986-, *Dean for Student Academic Success, Director of Academic Advising*; BA, Bucknell University, 1972; MA, PhD, University of Pittsburgh, 1974, 1979.
- Clifford G. Rowe**, 1980-, *Professor of Communication*; BA, Pacific University, 1958; MSJ, Northwestern University, 1963.
- Dana E. Rusb**, 2003-, *Lecturer of Physics*; BS, University of Puget Sound, 1974.
- Kathleen Z. Russell**, 1999-, *Assistant Professor of Social Work*; BA, Lock Haven University, 1974; MSW, PhD, University of North Carolina, Chapel Hill, 1979, 1983.
- Ruth Schaffler**, 1996-, *Assistant Professor of Nursing*; BSN, MSN, Pacific Lutheran University, 1963, 1993; MA, Ball State University, 1984; PhD, (c), University of San Diego.
- Carolyn W. Schultz**, 1974-79, 1982-, *Professor of Nursing*; BSN, University of Illinois, 1968; MA, Pacific Lutheran University, 1974; EdD, Seattle University, 1982.
- David O. Seal**, 1977-, *Professor of English*; BA, St. Olaf College, 1968; MA, PhD, University of Chicago, 1969, 1977.
- Richard A. Seeger**, 1973-, *Senior Advisor, Student Academic Success*; BA, MA, PhD, University of Washington, 1966, 1968, 1974.
- Wendelyn J. Shore**, 1999-, *Associate Professor of Psychology*; BA, Coe College, 1986; MS, PhD, University of Oklahoma, 1988, 1991.
- Merlin Simpson**, 1997-, *Associate Professor of Business*; BS, University of San Francisco, 1964; MBA, Pacific Lutheran University, 1967; DBA, Golden Gate University, 1995.
- Elizabeth M. Skendzic**, 2005-, *Visiting Assistant Professor of Biology*; BS National Autonomous University of Mexico, 1981; PhD, Texas A&M University, 1994.
- Jason E. Skipper**, 2005-, *Visiting Assistant Professor of English*; BA, University of North Texas, 1999; MA, Miami University at Oxford, Ohio, 2001; PhD, Western Michigan University, 2005.
- Jessica K. Sklar**, 2001-, *Assistant Professor of Mathematics*; BA, Swarthmore College, 1995; MS, PhD, University of Oregon, 1997, 2001.
- Matthew J. Smith**, 2001-, *Assistant Professor of Biology*; BS, Humboldt State University, 1990; PhD, University of Connecticut, 1997.
- Rochelle E. Snee**, 1981-, *Associate Professor of Classics*; BA, University of Maryland, 1969; MA, PhD, University of Washington, 1972, 1981.
- Neal W. Sobania**, 2005-, *Executive Director of the Wang Center, Professor of History*; BA, Hope College, 1968; MA, Ohio University, 1973; PhD, University of London, 1980.
- Wallace H. Spencer**, 1974-, *Assistant Professor of Political Science*; BA, MA, University of Arizona, 1963, 1968; PhD, University of Washington, 1977.
- Richard J. Spillman**, 1981-, *Professor of Computer Science and Computer Engineering*; BA, Western Washington University, 1971; MA, University of Utah, 1975; PhD, Utah State University, 1978.
- Priscilla Anne St. Clair**, 2001-, *Associate Professor of Economics*; BA, Wake Forest University, 1988; PhD, University of Washington, 1995.
- Steven P. Starkovich**, 1994-95, 1996-, *Associate Professor of Physics*; BA, Oregon State University, 1976; MS, University of Oregon, 1985; PhD, University of Victoria, 1992.
- Michael Stasinis**, 2005-, *Visiting Assistant Professor of Art*; BS Southern Utah University, 1991; MFA, New York Academy of Art, 1996.
- Sharon L. Stewart**, 1993-1995, 2002-, *Clinical Assistant Professor of Nursing*; BSN, MSN, California State University, 1985, 1993.
- Troy A. Storfjell**, 2005-, *Assistant Professor of Scandinavian Studies*; BA, Andrews University, 1989; MA, PhD, University of Wisconsin, 1995, 2001.
- Cheryl Lee Storm**, 1985-, *Professor of Marriage and Family Therapy*; BA, University of Minnesota, 1972; MA in Ed., College of St. Thomas, 1977; PhD, Purdue University, 1982.
- Jeffrey L. Stuart**, 2001-, *Associate Professor of Mathematics*; BA, Pomona College, 1980; MA, PhD, University of Wisconsin, Madison, 1981, 1986.
- Duane D. Swank**, 1970-, *Professor of Chemistry*; BS, Washington State University, 1964; PhD, Montana State University, 1969; MBA, Pacific Lutheran University, 1982.

Sara J. Swett, 2004-, *Clinical Assistant Professor of Nursing*; BSN, Pacific Lutheran University, 1998; MSN, Pacific Lutheran University, 2003.

Kwoong-Tin Tang, 1967-, *Professor of Physics*; BS, MA, University of Washington, 1958, 1959; PhD, Columbia University, 1965.

Deborah L. Tannehill, 1998-, *Professor of Physical Education*; BS, Washington State University, 1970; MA, Seattle University, 1975; PhD, University of Idaho, 1987.

Marianne G. Taylor, 2005-, *Assistant Professor of Psychology*; AB, Smith College, 1986; PhD, University of Michigan, 1993.

Scott Taylor, 2005-, *Visiting Assistant Professor of French*; BA, MS, University of Tennessee, Knoxville, 1994, 1995; PhD, Florida State University, 2003.

Paul Tegels, 2002-, *Assistant Professor of Music - University Organist*; Organ Pedagogy Diploma, Organ Performance Diploma, Stedelijk Conservatorium, The Netherlands, 1980, 1982; MM, New England Conservatory, 1984; MA, DMA, University of Iowa, 1994, 1997.

Barbara Temple-Thurston, 1990-, *Professor of English*; BA, University of Witwatersrand, Johannesburg, 1971; MEd, PhD, Southern Illinois University, 1979, 1985.

William R. Teska, 2000-, *Professor of Biology*; BS, University of Idaho, 1972; MS, PhD, Michigan State University, 1974, 1978.

Vidva Thirumurthy, 2005-, *Assistant Professor of Education*; BA, Stella Maris College, University of Madras, India, 1971; Bed Annamalai University, India, 1983; MEd, PhD, State University of New York, 1994, 2003.

Fred L. Tobiason, 1966-91, 2003-, *Visiting Professor of Chemistry*; BA, Pacific Lutheran University, 1958; PhD, Michigan State University, 1963.

Sheri J. Tonn, 1979-, *Professor of Chemistry*; Vice President for Finance and Operations; BS, Oregon State University, 1971; PhD, Northwestern University, 1976.

Samuel E. Torvend, 1999-, *Associate Professor of Religion*; BA, Pacific Lutheran University, 1973; MDiv, Wartburg Theological Seminary, 1978; MA, Aquinas Institute of Theology, Dubuque, 1980; PhD, Saint Louis University, 1990.

Teru Toyokawa, 2002-, *Assistant Professor of Psychology*; BA, MA, Waseda University, Tokyo, 1989, 1991; PhD, Pennsylvania State University, 2000.

Karen M. Travis, 1995-96, 1998-, *Associate Professor of Economics*; BS, University of Puget Sound, 1986; MA, PhD, University of Washington, 1990, 1995.

Marit Trelstad, 2001-, *Assistant Professor of Religion*; BA, St. Olaf College, 1989; MA, Luther Northwestern Theological Seminary, 1994; PhD, Claremont Graduate School, 2000.

Glenn A. Van Wybe, 1979-, *Associate Professor of Business*; BA, University of South Dakota, 1968; MDiv, Westminster Theological Seminary, 1974; MA, University of Iowa, 1977; PhD, University of Washington, 1991.

Dean A. Waldow, 1992-, *Associate Professor of Chemistry*; BA, Augustana College, Sioux Falls, 1984; PhD, University of Wisconsin, Madison, 1989.

Linda Wang-Stewart, 2004-, *Visiting Assistant Professor of Communication*; BS National College of Physical Education and Sports, Taipei, Taiwan, 1995; MA, PhD, Washington State University, 1998, 2003.

David B. Ward, 2005-, *Visiting Assistant Professor of Marriage and Family Therapy*; BS, Brigham Young University, 1999; MS, Virginia Polytechnic Institute and State University, 2002.

Janet Weiss, 2005-, *Assistant Professor of Education*; BA, Lewis and Clark, 1978; MS, PhD, Stanford University, 1982, 1991.

Robert M. Wells, 2005-, *Assistant Professor of Communication*; MA, BGS, American University, 1989, 1990; MA, Georgetown University, 1997; PhD, University of Maryland, 2005.

Jill M. Whitman, 1988-, *Professor of Geosciences*; BA, Middlebury College, 1978; MS, University of Miami, 1981; PhD, University of California, San Diego, 1989.

Gregory J. Williams, 1985-, *Professor of Education*; BA, University of Puget Sound, 1969; MEd, Western Washington University, 1979; PhD, University of Washington, 1985.

Tamara R. Williams, 1994-, *Associate Professor of Spanish*; BA, Queen's University, 1979; MA, Pennsylvania State University, 1981; PhD, University of Michigan, 1989.

Cynthia Wolfer, 2001, 2003-, *Clinical Assistant Professor of Nursing*; BSN, Russell Sage College; MSN, University of North Carolina, 1987.

David A. Wolff, 1999-, *Assistant Professor of Computer Science and Computer Engineering*; BS, University of Puget Sound, 1992; MS, PhD, Oregon State University, 1999.

Sylvia H. Wood, 1993-, *Associate Professor of Nursing*; BSN, Murray State University, 1972; MSN, University of Kentucky, 1978.

Stephen T. Woolworth, 2003-, *Assistant Professor of Education*; BA, MEd, University of Colorado, Boulder, 1991, 1994; PhD, University of Washington, Seattle, 2002.

Dane W. Wu, 1994-, *Associate Professor of Mathematics*; BS, MS, Xiamen University, China, 1982, 1985; MS, John Carroll University, 1991; PhD, University of Wisconsin, Milwaukee, 1994.

Cynthia Woo Wu, 2005-, *Clinical Assistant Professor of Nursing*; BSN, University of Washington, 1982; MSN, St. Martins College, 1999.

Bridget E. Yaden, 1996-, *Assistant Professor of Spanish*; Director of the Language Resource Center; BA, Western Washington University, 1991; MA, PhD, University of Washington, 1994, 2002.

Neal A. Yakelis, 2005-, *Assistant Professor of Chemistry*; BS, Allegheny College, 1997; PhD, University of Michigan, 2003.

Suzanne Y. Yerian, 1995-, *Assistant Professor of Education*; BA, George Mason University, 1973; BS, MAT, University of Alaska, Fairbanks, 1982, 1986; PhD, University of Washington, 1995.

Cathleen L. Yetter, 1986-, *Assistant Professor of Education*; AB, MLS, Indiana University, 1967, 1969; EdD, Seattle University, 1995.

Charles D. York, 1981-, *Professor of Marriage and Family Therapy*; BA, Washington State University, 1966; MSW, California State University, Fresno, 1968; PhD, Purdue University, 1980.

Gregory L. Youtz, 1984-, *Professor of Music*; BA, BM, University of Washington, 1980; MM, DMA, University of Michigan, 1982, 1986.

Fern H. Zabriskie, 2001-, *Assistant Professor of Business*; BA, Connecticut College, 1974; MBA, The Wharton School, University of Pennsylvania, 1975, PhD, University of Washington, 2002.

Dana L. Zaichkin, 1997-, *Clinical Assistant Professor of Nursing and Director of Wellness Center*; BSN, Pacific Lutheran University, 1980; MN, MHA, University of Washington, 1991.

Mei Zhu, 1998-, *Associate Professor of Mathematics*; BS, Tsinghua University, Beijing, 1985; MS, Chinese Academia Sinica, Beijing, 1988; MS, PhD, University of Washington, 1990, 1994.

Honorary Faculty

Nancy J. Connor, 1995-, *Campus Pastor*; BS in Ed., Minor State College, 1976; MDiv, Trinity Lutheran Seminary, 1980.

Dennis G. Sepper, 1995-, *Campus Pastor*; BA, University of Michigan, 1976; MDiv, Trinity Lutheran Seminary, 1980.

Administrative Faculty Associates

Ione S. Crandall, 1993-, *Director of Center for Public Service*; BA, Smith College, 1964; MA, Columbia University, 1968.

Kathleen K. Farrell, 2000-, *Special Assistant to the Vice President*; BA, Colgate University, 1992; MA, Bowling Green State University, 1994.

Leslie J. Foley, 2001-, *Director of Academic Assistance Center*; BA, Pacific Lutheran University, 1988; MAT, University of Puget Sound, 1991.

Lauralee Hagen, 1978-, *Director of Alumni and Parent Relations*; BAE, MA in Ed, Pacific Lutheran University, 1975, 1978.

Maxine Herbert-Hill, 2001-, *Director, Academic Internships/Cooperative Education*; BS, Washington State University, 1970; MEd, Seattle University, 1990.

Thomas A. Huelsbeck, 1990-, *Assistant Dean of Campus Life, Director of Residential Life*; BS, University of Wisconsin, 1987; MS, Bowling Green State University, 1990.

Kirk Isakson, 1977-, *Director of Multimedia Production*; BA, Washington State University, 1974.

Eva Johnson, 2000-, *Director, Student Involvement and Leadership, Director, Diversity Center*; BAE, Pacific Lutheran University, 1995; MEd, University of Washington, 1997.

Alene L. Klein Minchi, 1978-, *Associate Director, Counseling and Testing Services*; BSN, MA in Ed, Pacific Lutheran University, 1975, 1978; EdD, Seattle University, 1987.

David Kohler, 2002-, *Director, Facilities Management*; BS, University of Texas-Arlington, 1985.

Susan M. Mann, 1996-, *Associate Director of the Wang Center*; BA, University of Washington, 1978; MS, Antioch University, 1995.

Martin J. Neeb, 1981-, *General Manager, KPLU-FM*; BA, MDiv, Concordia Seminary, St. Louis, 1955, 1958; MA, Saint Louis University, 1959; PhD, Northwestern University, 1967.

Layne E. Nordgren, 1979-, *Director, Multimedial/Library Systems*; BS, Pacific Lutheran University, 1976; MS, University of Southern California, 1979.

Teri Philips, 1999-, *Director, Human Resource Services*; BA, Michigan State University, 1985.

Robert K. Riley, 1998-, *Controller*; AA, Independence Community College, 1976; BSBA, Pittsburg State University 1978.

Kerstin Ringdahl, 1965-, *Curator of Special Library Collections, Archivist*; BA, Pacific Lutheran University, 1982; Certificate, Records Management and Information Systems, University of Washington, 1990.

Richard W. Rouse, 1994-, *Executive Director of Church Relations*; BA, Pacific Lutheran University, 1969; MDiv, Wartburg Theological Seminary, 1973; DMin, Pacific Lutheran Theological Seminary, 1986.

Chris D. Sanders, 1981-, *Director of Administrative Computing*; BBA, Pacific Lutheran University, 1977.

Kay W. Soltis, 1984-, *Director of Financial Aid and Student Employment*; BS in Ed, Southern Illinois University, Carbondale, 1988.

Karl A. Stumo, 2004-, *Dean for Admissions and Financial Aid*; MS, Iowa State University, 2000; BA, Concordia College, 1992.

Laurie Turner, 2005-, *Director of Athletics*; BS, MS, Washington State University, 1979, 1981.

Marie J. Wutzke, 1987-, *Institutional Research Analyst*; BA, MA, Pacific Lutheran University, 1991, 1994.

Emeriti

Seiichi Adachi, 1967—99, *Psychology*

Harry S. Adams, 1947—93, *Physics*

Barbara Ahna, 1987—2002, *Business*

Merrily J. Allen, 1982—88, 1991—2000, *Nursing*

Charles D. Anderson, 1959—91, *Chemistry*

Stephen E. Barndt, 1978—2000, *Business*

Kenneth E. Batker, 1966—99, *Mathematics*

William Becvar, 1973—2003, *Theatre*

Luther W. Bekemeier, 1976—92, *Vice President for Development*

Paul F. Benton, 1969—2002, *English*

Arturo Biblarz, 1977—2005, *Sociology*

Christopher R. Browning, 1974—99, *History*

Judith W. Carr, 1979—2002, *Special Academic Programs and Summer Studies*

Gary A. Chase, 1970—2000, *Physical Education*

Kenneth E. Christopherson, 1958—91, *Religion*

Marie Churney, 1974—98, *Education*

David P. Dahl, 1969—2000, *Music*

Carrol E. DeBower, 1964—68, 1970—91, *Education*

Michael B. Dollinger, 1981—98, *Mathematics*

Larry A. Edison, 1982—98, *Computer Science*

Loleta G. Espeseth, 1964—89, *Associate Registrar*

Louise Sand Faye, 1969—98, *Spanish*
M. Josephine Fletcher, 1963—91, *Education*

Mira J. Frohnmayer, 1980—2005, *Music*

Roger Gard, 1974—97, *Music*

Arthur Gee, 1968—2003, *Biology*

Ralph D. Gebrke, 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*

Marlis M. Hanson, 1971—91, *Education*

Vernon R. Hanson, 1970—99, Social Work

Luella V. Hefly, 1973—94, Nursing

Perry B. Hendricks, Jr., 1973—87, Vice President for Finance and Operations

John O. Herzog, 1967—98, Mathematics

Paul E. Hoseth, 1968—2005, Physical Education

Laurence D. Huestis, 1961—99, Chemistry

Paul O. Ingram, 1975—2005, Religion

JoAnn S. Jensen, 1967—99, Biology

Robert J. Jensen, 1968—2004, Economics

Lucille M. Johnson, 1953—89, English

Gundar J. King, 1960—91, Business

Calvin H. Knapp, 1959—2000, Music

David R. Knutson, 1979—91, Religion

Jerry Kracht, 1967-68, 1969—2000, Music

Maria Luisa R. Lacabe, 1992—2004, Spanish

Jerome P. LeJeune, 1972—2001, Psychology

Earl W. Lovelace, 1998—2005, English

Marilyn A. Levinsohn, 1992—2000, Nursing

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

Richard F. McGinnis, 1972—2005, Biology

Louette L. McGraw, 1995—2005, Education

David E. McNabb, 1979—97, Business

Marlen F. Miller, 1970—95, Economics

Richard D. Moe, 1965—98, Education

Robert L. Mulder, 1987—2005, Education

Gunnulf Myrbo, 1970—93, Philosophy

Alice J. Napjus, 1963—75, Education

Burton L. Nasset, 1967—98, Chemistry

Jon J. Nordby, 1977-2001, Philosophy

Eric Nordholm, 1955—91, Communication and Theatre

Phillip A. Nordquist, 1963—2005, History

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

Linda N. Olson, 1967-2001, Nursing

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

Moshe Rosenfeld, 1986—2000, Computer Science

Eldon L. Schafer, 1974—91, Business

John A. Schiller, 1958—91, Sociology/Social Work

F. Thomas Sepic, 1979—2004, Business

S. Erving Severtson, 1966—83, 1986—99, Psychology

Christopher Spicer, 1978—2003, Dean, School of the Arts, Communication

Joan D. Stiggelbout, 1973—91, Nursing

Robert L. Stivers, 1973—2005, Religion

Doris G. Stucke, 1967—83, Nursing

Rodney N. Swenson, 1968—2000, German

Steve D. Thrasher, 1980—2005, Business

Fred L. Tobiason, 1966-1991

Audun T. Toven, 1967—2005, Norwegian

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

Paul M. Webster, 1969-2001, German

Donald R. Wentworth, 1972—2002, Economics

Forrest Westering, 1972—2004, Physical Education

Margaret Wickstrom, 1951—78, Religion, Director, Foreign Students and Special Programs

William F. Yager, 1987—2004, Business

David Yagow, 1976—2003, Senior Assistant to the Provost, Religion

Chang-li Yiu, 1973—2005, Mathematics and Physics

Yukie Yumibe, 1980—92, Nursing

Dwight J. Zulauf, 1949—53, 1959—85, 1990—98, Business

Visiting International Scholars

Ulrik Nissen

Visiting Assistant Professor in Religion
University of Aarhus
Denmark

Naiqiang Ma

Visiting Research Scholar
Fulbright Language Teaching Assistant
Peking University, Beijing, China

Wu Xiao Ming

Visiting Research Scholar
Sichuan University
Chengdu, China



ADMISSION

253.535.7151, 800.274.6758

www.plu.edu/~admi

Pacific Lutheran University welcomes applications from students who exhibit capacities for success at the baccalaureate level. Applicants must present evidence of scholastic ability and demonstrate qualities of good character in order to be accepted for admission. The Dean of Admission and Financial Aid reserves the right to admit, deny, or withdraw admission for any applicant/student based on these criteria. Applications for admission are evaluated without regard to race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, sexual orientation, or any other status protected by law.

ENTRANCE REQUIREMENTS

(First-year/Transfer Students)

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

English: 4 years

Mathematics: 3 years: (algebra, 2 years; and geometry, 1 year)

Foreign Language: 2 years

Social Studies: 2 years

Laboratory Sciences: 2 years

Fine, Visual, or Performing Arts: 1 year

Electives: 3 years (selected from the areas listed above, as well as courses in computer science, speech, and debate.)

Minimum Entrance Requirements:

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

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

If a student is admitted to PLU with a deficiency in mathematics, that deficiency is removed by completion of approved courses as determined by the PLU math placement exam.

- B. 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.

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-January 31; Spring Semester-December 15.

APPLICATION PROCEDURES

(First-year and Transfer Students)

Students planning to enter as first-year students may submit application materials anytime after completion of the junior year of high school. Admission decisions are made beginning October 1. Candidates are notified of their status as soon as their completed applications have been received and evaluated.

Transfer students who began their higher education at other regionally accredited colleges or universities are encouraged to apply for admission with advanced standing. Over 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 regionally accredited institutions. In reviewing an applicant's file, the Office of Admission 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:

- A. **Formal Application:** Submit the PLU Application for

Admission available from high school counselors, any Washington state community college transfer center, or the PLU Office of Admission. Students may also apply online at www.plu.edu.

- B. **\$40.00 Application Fee:** A \$40 fee must accompany the paper application or be mailed separately. This nonrefundable service fee does not apply to the student's account. The application fee will be waived for a student who applies online. Make check or money order payable to PLU Office of Admission.
- C. **Transcripts:** Official transcripts must be submitted from high school and all college course work. Transcripts must be sent directly from the school to PLU. All accepted students must submit a final high school transcript that indicates satisfactory completion of high school and attainment of a diploma. The university accepts the General Equivalency Diploma (GED) for those students who may not have completed a traditional high school program (i.e. home school programs).
- D. **Recommendation:** One academic recommendation must be completed. The form is included in the application packet.
- E. **Test Requirement:** All entering first-year students and transfer students entering with less than sophomore standing (30 semester hours or 45 quarter hours) must submit scores from either the College Board, Scholastic Assessment Test (SAT), or the American College Test (ACT) Assessment. Registration procedures and forms are available at high school counseling offices.
- F. **Personal Essay:** Applicants will also include one essay with their application. Choice of topics is included in the application packet.
- G. **Statement of Good Standing (transfers only):** Must be submitted by a school official from the most recent institution attended.
- H. **PLU Scholarship Opportunities:** Included in the application packet is information on Merit Based and Artistic Achievement Scholarships. Students are also encouraged to indicate their intent to apply for financial aid via the FAFSA. Qualified first-year students are encouraged to apply for the Regents' and President's Merit Based Scholarships.

Early Admission

Qualified first-year students interested in accelerating their formal education may begin work toward a degree after completion of the junior year or first semester of the senior year of high school. Exceptional students who wish to enroll before completing all required units in high school must have a letter submitted by a recognized school official who approves early college admission and gives assurance that a high school diploma will be issued after completion of specified college work. Only students highly recommended for Early Admission will be considered. Generally these students rank near the top of their class and present high aptitude test scores.

APPLICATION PROCEDURES (International Students)

International students who are qualified academically, financially, and in English proficiency are encouraged to join the university community. Application deadlines are July 1 for Fall Semester and January 1 for Spring Semester.

Credentials required are:

- A. A completed International Student Application with a nonrefundable U.S. \$40.00 application fee.
- B. OFFICIAL Transcripts with English translation from each:
 1. Secondary school,
 2. English as a second language program,
 3. 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.
- C. English Proficiency measured by one of the following:
 1. Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper test format) or 213 (computer-based), **or**
 2. Two quarters or one semester of college-level English writing with grades of B or higher
- D. One academic reference from school officials or others in a position to evaluate the student's ability to succeed in a baccalaureate program. In addition, transfer students from a U.S. college or university must have a reference from the international student advisor.
- E. A completed International Student Declaration of Finances.
- F. Personal Essay on one of two topics listed on the essay form.

EVALUATION OF CREDITS

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

Transfer of Credits Earned While in High School

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

- A. **Advanced Placement Program (AP):** Students who complete advanced placement or credit toward graduation through the examination program of the College Board may receive credit for such courses. Inquiries should be addressed to the Registrar's Office.
- B. **International Baccalaureate (IB):** A maximum of 30 semester hours may be granted for completion of the IB Diploma. A maximum of 5 semester hours per course may be granted for courses identified on an IB Certificate if a grade of 4 or higher is awarded. Students are advised to contact the Registrar's Office for specific details.
- C. **Running Start Program:** Accepted students who have completed courses under the Washington State Running Start Program are considered first-year students with advanced standing. Students who participate in this program will be awarded college credit in a manner consistent with PLU's policy on transfer of credit from other institutions.
- D. **Other Programs:** Students who have completed college courses while in high school may receive credit in a manner consistent with PLU's policy on transfer of credit from other institutions. The university reserves the right to make decisions on an individual basis.

Transfer of Credits from Other Universities

- A. 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.
- B. Courses completed with a grade of C- or higher at other regionally accredited colleges or universities normally will be accepted for graduation credit with passing grades and will not be calculated into the PLU grade point average. Courses from all institutions are subject to course-by-course evaluation.
- C. 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.
- D. Students who complete the direct transfer associate degree (DTA) from an accredited Washington state community college before matriculation at PLU will be admitted with junior standing and will have satisfied all general university requirements except for 4 hours in religion (from line 1 or 2), 4 hours in Perspectives on Diversity, the 2-4 hour senior seminar requirement, and the College of Arts and Sciences requirement. The DTA does not automatically satisfy the mathematics or foreign language entrance requirements.

Other Educational Experiences

- A. Credits earned in non-accredited schools are not transferable. Students who have matriculated at Pacific Lutheran University may petition a department or school to waive a particular requirement on the basis of previous non-accredited course work or may petition a department or school to receive credit by examination.
- B. The university allows up to 20 semester hours of United States Armed Forces Institute (USAFI)/Defense Activity for Non-Traditional Education Support (DANTES) credit, up to 20 semester hours for military credit, and up to 30 semester hours of College-Level Examination Program (CLEP) credit, providing the total of the three does not exceed 30 semester hours. Official transcripts bearing American Council on Education (ACE) recommendations should be submitted for evaluation.
- C. For information on the College Level Examination Program (CLEP), refer to the Credit by Examination section under Academic Procedures.
- D. The university does not grant credit for college-level General Equivalency Diploma (GED) tests.

Finalizing an Offer of Admission

- A. **Advance Payment:** A \$200.00 advance payment is necessary in order to confirm an offer of admission. This payment guarantees a place in the student body, reserves housing on campus if requested, holds financial assistance that may have been awarded, and is required before class registration. It is credited to the student's account and is applied toward expenses of the first semester. Fall applicants offered admission before May 1 must postmark the payment by May 1. If circumstances necessitate cancellation of enrollment and the Office of Admissions is notified in writing before May 1, the \$200.00 will be refunded. The refund date for the January term is December 1, and for spring semester January 1.

- B. **New Student Information Form:** This form must be completed by all students and returned with the advance payment.
- C. **Residential Life Information Form:** This form must be completed by all students and returned with the advance payment.
- D. **Official Final Transcripts:** All first-year applicants must submit an official final transcript to confirm satisfactory completion of their final high school term and attainment of a diploma.
- E. **Medical Requirement:** Before actual enrollment each new student must submit a Health History Form complete with an accurate immunization record. This information must be acceptable to the PLU Health Services Office.

Returning Students

- A. 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 Admission.
- B. An academically dismissed student may apply for reinstatement by submitting a letter of petition to the director of advising. The petition is acted on by the Committee on Admission and Retention of Students. A student whose petition is approved will be reinstated on probation and must participate in the probationary semester plan. Refer to the Academic Status section for a description of probation. A student whose petition is denied may apply again for reinstatement after one semester has elapsed unless informed otherwise. A dismissed student may petition for reinstatement only once per semester.
 - An academically dismissed student may be reinstated after one semester if the student presents new evidence of potential academic success.
 - Students who have been dropped for academic or disciplinary reasons and then reinstated must identify a faculty member willing to act as a sponsor and advisor.

Non-Degree Seeking Students

Student who are not officially admitted to the university may accrue a maximum of nine (9) semesters hours. Exceptions may be granted by individual departments in conjunction with the registrar.



FINANCIAL AID

253.535.7134
www.plu.edu/~faid

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

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

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

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

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

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

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

Students who receive scholarships from sources outside the university must inform the Financial Aid Office in writing with the name of the scholarship and the yearly amount. In most cases, PLU may be required by federal regulations to adjust a financial aid package. Loans and work study will be adjusted first. Scholarships and grants will be adjusted only as a last resort. Financial assistance is available to all qualified students regardless of race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, sexual orientation, or any other status protected by law.

Application Procedure

To ensure timely processing of your FAFSA, file online at www.fafsa.ed.gov. Applications must be submitted by the following priority-funding dates for PLU to be considered for maximum funding.

Entering First-Year Students:

Priority Date – March 1

PLU strongly recommends FAFSA completion by March 1 to meet priority-funding date.

Entering Transfer Students:

Priority Date – March 1

PLU strongly recommends FAFSA completion by March 1 to meet priority-funding date.

PLU Continuing Students:

Priority Date – April 1

PLU strongly recommends FAFSA completion by April 1 to meet priority-funding date.

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

Notification of Award Decisions

- A. Award decisions for first-year and transfer students who meet the priority date will be sent actual notification beginning in March.
- B. 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. First-year and transfer students must also submit the \$200 advance payment required by the Office of Admission. This should be done as soon as possible, but must be received by May 1. No advance payment is required from continuing students. All students must complete a satisfactory payment arrangement with the Student Services Center. Applicants who do not return their acceptance of an award by the reply date specified will have their awards cancelled. If an applicant later

decides to reapply, the application will be reviewed with the group currently being processed.

Aid, with the exception of College Work Study 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, the Financial Aid Office will attempt to allow the student to keep as much of the award package as possible. By treating aid received from external sources in this way, additional awards from the university's resources can be made to other qualified students.

Rights and Responsibilities

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

Additional rights and responsibilities of financial aid recipients include:

- A. Accept and sign (either electronically on Banner Web or via original hard copy) your initial Financial Aid Award Letter each year.
- B. 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.
- C. Providing a copy of their parents' income tax return (Form 1040) and/or a copy of their own individual income tax return if requested.
- D. Complete entrance interview if first-time borrower of the Federal Perkins, Nursing or Stafford loans.
- E. Have the right to decline at any time any portion of an aid award.

Satisfactory Progress policy

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

To be given priority for most types of financial aid, an applicant must be enrolled as a full-time student. For Federal Financial Aid programs, a full-time student is defined as any person enrolled for a minimum of 12 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 the Pacific Lutheran University Financial Aid Office.

The following requirements are expected of each financial aid recipient:

To make satisfactory progress toward a degree, an undergraduate student must complete 24 semester hours of credit each academic year. For this purpose, an academic year is defined as the fall semester and the spring semester. Financial aid is awarded for 34 hours to complete a bachelor's degree in four years.

For full-time undergraduate students receiving financial aid, the maximum number of credit hours that may be attempted is 192 and the maximum time frame for completing a baccalaureate degree is six years. Even if a student changes his or her major or academic program, only 192 credit hours may be taken qualifying for financial aid, and the maximum time frame of six years for receiving a degree is enforced. Some financial aid programs (e.g., most university gift aid programs) allow aid to be awarded a maximum of four academic years for entering first-year students, and two years for entering transfer students or a maximum of 153 hours.

For part-time undergraduate students, a minimum of 12 credit hours must be completed each academic year and a degree must be achieved within a maximum time frame of 10 years. (The maximum number of credits allowable is 192.)

Undergraduate Need-Based Credit Completion Requirements

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

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

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

The following grades do not indicate successful completion of academic credit applicable toward a degree: incompletes (I), withdrawals (W), unofficial withdrawals (UW), and grades of E and F.

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

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

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

toward a student's degree requirements and toward the maximum number of hours that can be taken under financial aid eligibility.

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

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

Once unsatisfactory financial aid progress has been determined, students receive official notification. Students who have had their aid denied due to unsatisfactory progress may apply for reinstatement by submitting a letter of petition to the Financial Aid Office.

Students whose financial aid has been denied may petition for reinstatement of their aid in one of two ways:

- A. they may complete one semester of full-time enrollment using their own financial resources, or
- B. they may submit an appeal to the Financial Aid Office documenting the unusual circumstances which have made it impossible to make satisfactory progress during the semester in question.

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

Scholarships, Grants, Loans & Work Study

Your Aid Package

Students are usually eligible for several different types of aid from various sources; therefore we offer a financial aid "package" of funds. Funds you are offered will depend on a number of factors, including your status as an undergraduate or graduate student, the funds available at the time you applied, and the amount of financial need. An expected family contribution is derived using a federal formula applied to your FAFSA information. As you review your offer, refer to the following explanation of most commonly awarded funds.

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.

To receive PLU grant or scholarship assistance, students must be admitted to PLU and full-time, taking a minimum of 12 non-repeated 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 first-degree undergraduates

only. Recipients must maintain satisfactory academic progress as defined in the catalog by Financial Aid.

Enrollment maximum for renewal of PLU Gift Assistance is as follows:

First-year entering and transferring 0-29.99 credits will receive four years or eight semesters of PLU gift.

Sophomores transferring 30-59.99 credits will receive three years or six semesters of PLU gift.

Juniors/Seniors transferring 60.00+ credits will receive two years or four semesters of PLU gift.

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.

PLU SCHOLARSHIPS AND GRANTS (ACADEMIC, ARTISTIC, ENTITLEMENTS, AND DONOR FUNDED)

The maximum PLU gift amount established for each student at the time of admission may be met by one or more of the following PLU funding sources:

- Regent's Scholarship
- President's Scholarship
- PLU Academic Scholarship
- Artistic Achievement Award
- Faculty Merit Award
- PLU Grant
- National Merit Scholarship
- Phi Theta Kappa Scholarship
- PLU Achievers Matching Grant
- Alumni Dependent Grant
- Clergy Dependent Grant
- Lutheran Confirmand Scholarship

This gift amount is guaranteed for up to three additional years provided the student maintains Satisfactory Academic Standing.

Example:

1. **Suzie Smith** – \$12,000 PLU Gift Award Aid Package
 - \$500 Alumni Dependent Grant
 - \$1,000 Clergy Dependent Grant
 - \$3,000 Artistic Achievement Award
 - \$5,500 PLU Academic Scholarship
 - \$2,000 National Merit Scholarship

\$12,000 Total PLU Gift Amount

2. **Sam Jones** – \$5,000 PLU Gift Award Aid Package
 - \$1,000 Clergy Dependent Grant
 - \$2,000 PLU Achievers Matching Grant
 - \$2,000 PLU Academic Scholarship

\$5,000 Total PLU Gift Amount

All or a portion of the above funds may be renewed at any time during your enrollment to honor a major contributor of scholarship funds at PLU.

REGENTS' AND PRESIDENT'S SCHOLARSHIPS are awarded to first-year (freshman) students in recognition of outstanding academic achievement, leadership and service in high school and in anticipation of continued excellence at PLU. Students who met the following basic requirements are invited to apply: application for admission postmarked by December 15; 3.8+ GPA at the time of admission; 1250+ SAT and/or 28+ ACT; and U.S. citizen or permanent resident. Application for admission and scholarship materials must be postmarked by January 3.

- **The Regents' Scholarship** is awarded to cover the full cost of tuition up to 17 credits per term (fall and spring) for the academic year and five credits in J-Term. Renewable for three years of undergraduate study provided a 3.30 cumulative PLU GPA is maintained.
- **The President's Scholarship** is awarded for the academic year. Amount varies. Renewable for three years of undergraduate study provided a 3.30 cumulative PLU GPA is maintained. First-year to sophomore 3.00 GPA is renewable on a probation status. Sophomore and beyond if GPA falls below 3.30 the award is renamed the PLU Grant and the amount freezes at the time the student becomes ineligible.

PLU ACADEMIC SCHOLARSHIPS are awarded to admitted first-year (freshman) and transfer students, based on academic standing at the time of admission. Student must be U.S. citizen or permanent resident and receive an offer of admission by March 1. Renewable for up to three years. 3.30 GPA to renew at the same amount and name. If GPA falls below 3.30, the dollar amount will stay the same but the name will change to PLU Grant. Financial need is not a determining factor. Transfer students must maintain a 3.0 GPA to renew.

PLU GRANTS are awarded to replace PLU merit funding in whole or in part when a student's GPA falls below the 3.30 GPA requirement. Renewable for up to three years.

PHI THETA KAPPA (PTK) SCHOLARSHIPS of \$3,000 are granted to selected transfer students with a 3.60+ 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 cumulative PLU GPA is maintained. Financial 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 Pacific Lutheran College) for two semesters or more. Financial need is not a determining factor.

FACULTY MERIT AWARDS are available to 24 students who have completed 45 semester hours or more at PLU. No separate application is necessary. PLU faculty recommend individual students for selection. Notification is made in the spring semester for the following year. The award is renewable for one year during the undergraduate period of study. Financial need is not a determining factor.

NATIONAL MERIT SCHOLARSHIP awards are offered for \$1,000–\$2,000 to NMSQT-PSAT (National Merit Semi-finalist Qualifying Test-Pre-Scholastic Assessment Test). Finalists should inform the National Merit Scholarship Corporation of their intent to enroll at PLU. Winners of a PLU-sponsored National

Merit Scholarship will receive scholarship and grant assistance (from all sources) that ranges from one-half to full tuition per year and is renewable for up to three additional years of undergraduate study. This amount includes the \$1,000–\$2,000 National Merit Scholarship. Financial need is not a determining factor.

CLERGY DEPENDENT GRANTS are available to dependent children of regularly ordained ministers who are actively serving a Christian congregation full-time. The grant amount is \$1,000 per year (\$500 per semester) for four years. Financial need is not a determining factor.

ARTISTIC ACHIEVEMENT AWARDS are granted to students who have exceptional ability in the fields of Art, Dance, Drama, Forensics, and Music. The award requires recommendation by a PLU faculty member each year and is renewable on the basis of recommendation and participation. Financial need is not a determining factor.

LUTHERAN CONFIRMAND SCHOLARSHIPS are awarded to Lutheran students who have been confirmed in a congregation that is a partner congregation with PLU. The scholarship of \$1,000 is renewable for up to three years of undergraduate study. Application is due January 1 and is available at www.plu.edu/~crel.

PACIFIC LUTHERAN UNIVERSITY MATCHING SCHOLARSHIP (PLUMS) provides financial assistance for undergraduate students who attend PLU. Through the PLUMS program PLU will match, dollar-for-dollar, scholarships from \$100 to \$1,000 provided by church congregations or organizations within the church. PLUMS applications are required each year. Applications are now available on the PLU Financial Aid Web site: www.plu.edu/~faid/apply/downloadable-documents/. Applications may be submitted early to reserve funds for the student, however, PLUMS has limited funding and will be awarded only until the current year's funds are depleted, or August 15 each year. Church payments must be payable to PLU and received by the Financial Aid Office on or before October 1 each year. PLUMS is available to students up to four years, and financial need is not a determining factor.

Specialized PLU Funded – Non-Need Programs

RIEKE LEADERSHIP AWARDS for up to \$2,000 per year are available to students with a 3.00+ GPA and demonstrated leadership or active involvement in a multi-ethnic context. Separate application required each year. Contact Student Involvement and Leadership at 253.535.7195 for an application. Financial need is not a determining factor.

ARMY RESERVE OFFICER TRAINING CORPS (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 at 253.535.8740.

INTERNATIONAL GRANTS are available to graduate and undergraduate international students attending Pacific Lutheran University. The amount is \$2,100 per year for a maximum of four years undergraduate study and two years graduate study.

Awarded automatically and may be renewed annually to admitted, full-time students. Financial need is not a determining factor.

THE AMERICAS GRANT is available to citizens of countries in North, Central, and South America (excluding United States and permanent residents). Students must live in a PLU residence hall. This grant replaces the International Grant. Awarded automatically and renewed annually to admitted, full-time students for a maximum of four years undergraduate study and two years graduate study. Financial need is not a determining factor.

NORDIC GRANT is available to citizens of Denmark, Finland, Iceland, Norway, or Sweden who are attending PLU full-time. Awarded automatically and renewed annually to admitted, full-time students for a maximum of four years undergraduate study and two years graduate study. Student must live in a PLU residence hall. This grant replaces the International Grant. Financial need is not a determining factor.

TUITION REMISSION Employees of the university are eligible for up to 90 percent and their dependents are eligible for up to 75 percent tuition remission. Tuition Remission is a university gift resource. Students receiving Tuition Remission may be awarded additional merit and need-based institutional gifts, but only up to the cost of tuition. Receipt of tuition remission may serve to adjust or eliminate other institutional aid previously awarded. Financial need is not a determining factor.

PLU funded - need based

Q CLUB SCHOLARSHIPS are awarded to students on the basis of academic achievement and financial need. Renewal requires a cumulative 3.00 PLU GPA, on-time submission of the FAFSA, each year, and demonstrated financial need.

DOLLARS FOR SCHOLARS is a matching gift fund that is available to students receiving scholarships from any Dollars for Scholars chapter. PLU is a Matching Partner and matches Dollars for Scholars chapter awards, dollar-for-dollar, up to \$1,000 per student. Matching funds are limited and based on need. PLU applies outside grants to unmet need. If the need is met, PLU will reduce the self-help portion of the aid package. Dollars for Scholars is a program of ScholarshipAmerica.

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

Note: FAFSA must be submitted in a timely manner each 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 high-need students who take at least one credit hour per semester. If you have been selected for verification, your Pell Grant will remain an estimate until the verification process is completed. Students taking 12 hours or more per semester receive a full grant, nine to 11 hours receive 3/4 grant, six to eight hours 1/2 grant, and less than six 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 (WSNG)** are available to eligible residents of the State of Washington who attend PLU. These grants are intended for students with high need. Grants are awarded at PLU in accordance with the Washington State Higher Education Coordinating Board policies. Students taking 12 hours or more per semester receive a full grant; students taking 9-11 hours receive a 3/4 grant; students taking six to eight hours receive a 1/2 grant; and students taking fewer than six hours are not eligible. The grant can be received for a maximum of ten semesters or fifteen quarters. In order to be eligible for the Washington State Need Grant, a student must not be pursuing a degree in Theology. Satisfactory Academic Progress (SAP) is reviewed after every semester. Please contact the Financial Aid Office with any questions about this program.

WASHINGTON STATE EDUCATIONAL OPPORTUNITY GRANTS (EOG) are awarded to transfer students with an Associate's Degree or junior standing. The amount of \$2,500 per year is subject to state funding. Students must apply for EOG prior to attending PLU. Eligible applicants must be residents of Washington State and be placebound. Students must be enrolled at least 6 hours per term. (See SAP) Download applications from www.hecb.wa.gov/paying/aidprograms.html.

WASHINGTON AWARD FOR VOCATIONAL EXCELLENCE (WAVE) is available to students who have completed at least one year in a vocational program approved by the State Board for Community and Technical Colleges. Applicant must be a Washington State resident, a high school graduate, and must maintain a PLU cumulative GPA of 3.00 each term. The award is for two years (four semesters) and the amount varies each year depending on state funding. (See SAP) Download applications from www.wrb.wa.gov.

TRIO - A State Need Grant Program is available to students who have completed any specific TRIO program. Recipients must demonstrate financial need. Funding is limited. TRIO programs include: Upward Bound, Talent Search, Gearup, NEISP, SMART and other TRIO or early intervention programs. A TRIO award will replace Washington State Need Grant eligibility. Satisfactory Academic Progress (SAP) is reviewed after every semester.

WASHINGTON SCHOLARS AWARD is available to students who are "Washington State Scholars" for up to four years, subject to State Legislative adjustment. To renew each year the student must maintain a cumulative 3.30 cumulative PLU GPA. The Washington Scholars Program honors three graduating high school seniors from each legislative district each year. For more information visit www.hecb.wa.gov/paying/index.html.

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 you to postpone paying for your college expenses until you have completed your education. Loan

obligations are described in this section and in the promissory notes. Please read carefully so you understand all your responsibilities before you accept a loan.

NEED BASED LOANS

A. Federal Perkins Loan (funding is limited)

1. **Eligibility:** At least half-time (six credit hours) under graduate or (four credit hours) graduate students with high need.
2. **Amount:** Up to \$4,000 for each year of undergraduate study and up to \$6,000 for each year of graduate or professional study.
3. **Repayment:** A fixed interest rate of 5 percent. There is a nine-month grace period after the student graduates, withdraws, or drops to less than half-time attendance. Principal and interest payments begin at 12 months. Deferrals available for student status, economic hardship, select volunteer services and pre-cancellation borrowers.
4. **Comments or Conditions:** Recipients are required to sign a promissory note. The promissory notes will be available for new borrowers to pick up in the Student Services Center after the first week of classes. The student must sign the promissory note, complete an online entrance interview, and return the promissory note if accepting the loan. Repeat borrowers that signed a Master Promissory Note since the 2003–2004 year with the student loan office are only required to complete the online entrance counseling. A postcard will be sent to these borrowers with instructions on how to complete this. All loans not signed for will be cancelled. Priority is given to undergraduate students.

B. Federal Nursing Loan (funding is limited)

1. **Eligibility:** Student enrolled at least half-time (six credit hours) in School of Nursing (except pre-nursing). Preference given to LPN students.
2. **Amount:** Up to \$4,000
3. **Repayment:** A fixed interest rate of 5 percent. There is a nine-month grace period after the student graduates, withdraws, or drops to less than half-time attendance. Principal and interest payments begin at 12 months.
4. **Comments or Conditions:** Recipients are required to sign a promissory note. The promissory notes will be available for new borrowers to pick up in the Student Services Center after the first week of classes. The student must sign the promissory note, complete an online entrance interview, and return the promissory note if accepting the loan. Repeat borrowers that signed a Master Promissory Note since the 2003–2004 year with the student loan office are only required to complete the online entrance counseling. A postcard will be sent to these borrowers with instructions on how to complete this. All loans not signed for will be cancelled. Priority is given to undergraduate students.

FEDERAL FAMILY EDUCATION LOANS

One or more of the Federal Family Education Loans may be listed on your offer. This means you may accept or reject these loans separately. Federal loans are obtained from a lender via an electronic application certified by Financial Aid. It is important that when you receive your application/promissory note, you mail it back for prompt processing and delivery of your loan funds. You may be able to avoid a possible delay by completing

and signing your application/promissory note electronically. To do so, go straight to your lender's electronic application/promissory note by clicking on their web-link from our preferred lender list found on our web site. (Please note: If you previously borrowed a FFELP loan at PLU within the past two academic years, you will not need to sign another promissory note and none will be mailed to you.) Loan funds are electronically transmitted to the university by all lenders found on our Lender List at the Financial Aid Web site.

We strongly recommend you choose a lender from this list to avoid the delay of postal delivery and having to stand in line in the Student Services Center to endorse (sign) your paper check. Checks must be endorsed within 30 days after being received by the University. In addition, lenders not on our lender list may not offer you repayment incentives, which could reduce the overall cost of your loan.

If you are borrowing the FFELP for the first time, you must complete an entrance counseling session before loan funds can be released to your account. Not completing a session will result in the loan funds being returned to your lender, causing a possible delay in settling your account and possibly incurring additional finance charges.

A. Subsidized Federal Stafford Loan

1. **Eligibility:** At least half-time (six credit hours) undergraduate or (four credit hours) graduate students.
2. **Amount:** Up to \$2,625 per year for first-year students; \$3,500 for sophomores; \$5,500 for juniors and seniors; and \$8,500 for graduate students.
3. **Repayment:** A variable interest rate that changes annually and cannot exceed 8.25 percent and monthly principal and interest payments begin six months after the student graduates, withdraws, or drops to less than half-time attendance.
4. **Comments or Conditions:** The federal government pays the interest on your loan on your behalf until you enter repayment. You are responsible for selecting a lender from the Lender List on the Financial Aid Web site. You have the option to select a lender not on the list. However, be aware that doing so will usually delay receipt of your loan funds, require you to endorse a paper check in the Student Services Center, and your loan is unlikely to have the financial repayment incentives available through our lenders.

NON-NEED BASED LOANS

A. Unsubsidized Federal Stafford Loan

1. **Eligibility:** Student attending at least half-time (six credit hours) or a graduate student attending at least half-time (four credit hours) who does not qualify for all or part of the maximum Subsidized Federal Stafford Loan.
2. **Amount:** Up to \$2,625 per year for first-year students; \$3,500 for sophomores; \$5,500 for juniors and seniors; and \$10,000 for graduate students.
3. **Repayment:** A variable interest rate that changes annually and cannot exceed 8.25 percent and monthly principal payments begin six months after the student graduates, withdraws, or drops below half-time attendance. Unsubsidized means you are responsible for the accruing interest on the loan, which begins on the date the loan is disbursed; however, interest payments may be deferred until you enter repayment.
4. **Comments or Conditions:** Financial need is not a

requirement. You are responsible for selecting a lender from the Lender List on the Financial Aid Web site. You have the option to select a lender not on the list. However, be aware that doing so will usually delay receipt of your loan funds, require you to endorse a paper check in the Student Services Center, and your loan is unlikely to have the financial repayment incentives available through our lenders.

B. Federal PLUS Loan

1. **Eligibility:** Parents of dependent student.
2. **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.
3. **Repayment:** A variable interest rate that changes annually and cannot exceed 9.00 percent 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.)
4. **Comments or Conditions:** Financial need is not a requirement of this loan program. However, parents must have an acceptable credit record to qualify. Either (or both) parents may borrow this loan for the student. The parent is responsible for selecting a lender from the Lender List on the Financial Aid Web site. A separate Loan Application and Promissory Note will then be mailed to the parent. Both student and parent must sign the application and then mail it back in the return envelope provided. To request a PLUS loan, complete a PLUS Loan Request Form, available from the Student Services Center or the Financial Aid Office. You may also go directly to your chosen lender's web site to apply for PLUS pre-approval. We will be notified of your on-line pre-approval application by your lender.

C. Additional Unsubsidized Federal Stafford Loan

1. **Eligibility:** Independent student or dependent student whose parents are denied a PLUS loan.
2. **Amount:** Up to \$4,000 per year for first-year students and sophomores and \$5,000 for juniors and seniors.
3. **Repayment:** A variable interest rate that changes annually and cannot exceed 8.25 percent and monthly principal payments begin six months after the student graduates, withdraws, or drops to less than half-time attendance. Unsubsidized means you are responsible for the accruing interest on the loan, which begins on the date the funds are first disbursed; however, interest payments may be deferred until you enter repayment.
4. **Comments or Conditions:** Financial need is not a requirement. You are responsible for selecting a lender from the Lender List on the Financial Aid Web site. You have the option to select a lender not on the list. However, be aware that doing so will usually delay receipt of your loan funds, require you to endorse a paper check in the Student Services Center, and your loan is unlikely to have the financial repayment incentives available through our lenders.

ALTERNATIVE LOANS

1. **Eligibility:** All Students
2. **Amount:** Varies
3. **Comments and Conditions:** Various alternative loans are provided for all students, including those not qualifying for Title IV aid. Please inquire in the Student Services Center for information.

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 \$5,000.

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

A. College Work Study

1. **Eligibility:** At least part-time students.
2. **Amount:** Varies based on need.
3. **Comments or Conditions:** On-campus jobs; students can apply for individual jobs through the Career Development and Student Employment Office.

B. State Work Study

1. **Eligibility:** At least part-time students.
2. **Amount:** Varies based on need.
3. **Comments or Conditions:** Off-campus jobs; students must apply for individual jobs through the Career Development and Student Employment Office.

VETERANS AFFAIRS AND VOCATIONAL REHABILITATION

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

Veterans, widows, widowers, and children of deceased or disabled veterans who wish to inquire about their eligibility for benefits should contact the Regional Office of the Veterans Administration, Federal Building, 915 Second Avenue, Seattle, WA 98174. Persons within the State of Washington may telephone 800.827.1000.

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

Named Endowed/Restricted Scholarships

African American Heritage Pageant Scholarship
Travis and Shirley Aiken Memorial Nursing Scholarship
PLU Alumni Scholarship
Andy and Irene Anderson Endowed Scholarship for Nursing
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
Arbaugh Environmental Scholarship
George E. Arbaugh Philosophy Scholarship
Clifford and Lydia Arntson Scholarship in Entrepreneurship
Clifford and Lydia Arntson Scholarship in Sales and Marketing
Hedvig Arthur Memorial
AURA/Lutheran Brotherhood Endowed Scholarship

Ester W. Aus Elementary Education Scholarship
 Marguerite and Wilmer Baer Scholarship
 Elbert H., II and Janice M. Baker Endowed Music Scholarship
 The Bangsund Family Scholarship (Clifford and Loena)
 Bank of America Foundation Scholarship
 Don F. Bayer Memorial Nursing Scholarship
 Peter and Lydia Beckman Endowed Scholarship
 Paul M. Bellamy Music Scholarship
 Dr. Clifton E. and Edith M. Benson Scholarship for the Visually Impaired
 Clenora E. Berge Nursing Scholarship
 Alfred and Alice Bishop/Lutheran Brotherhood Endowed Scholarship
 Anne Bireman Memorial Nursing Scholarship
 Blake-Webber Endowed Scholarship
 Frieda Blandau Endowed Scholarship
 Luther and Dillie Quale Boe Education Scholarship
 Erwin and Alice Bolduan Scholarship
 Vanda Bortell Endowed Scholarship
 The Boeing Company
 Havana Bradner Memorial Scholarship
 Jorunn Broiland 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" Carroli 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
 Diversity Essay Contest Scholarship
 Thomas Dixon Endowed Scholarship
 Doolittle Memorial Scholarship
 Ronald and Margaret Douglass Endowed Scholarship
 Earl E. and Martha L. Eclstrom Endowed Scholarship
 Economics Excellence Endowed Scholarship
 Capt. W. Larry and Mrs. Janice D. Eichler Scholarship Fund
 The Reverend and Mrs. E.E. Eidho Endowed Scholarship
 EIE Lief Scholarship
 Phyllis L. Ekstrom Music Scholarship
 Carl and Ethel Erickson/Lutheran Brotherhood Endowed Scholarship
 Endowment Challenge Grant
 Gerry and Linda Evanson Endowed Scholarship
 Anthony I. Fyring 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
 Fosness Memorial Leadership Scholarship
 L.C. Foss Memorial Scholarship
 Fuchs Foundation Scholarship
 Henrietta Burron 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
 Muffet Gilpin Nursing Scholarship
 Edna M. Gonder/Lutheran Brotherhood Endowed Education Scholarship
 Alice and Stewart Govig Scholarship
 Clarence A. and Olga Grahn Scholarship
 Otis J. Grande/Lutheran Brotherhood Endowed Scholarship in
 Education
 James M. Gribbon Scholarship - Allenmore
 Fern R. Grimm/Lutheran Brotherhood Endowed Scholarship
 AA and Esther Peterson Gronberg Endowed Scholarship
 Gulstred Family Scholarship
 Donald and Virginia S. Haas Scholarship
 Arnold Hagen Education Scholarship
 Maria Hagness Endowed Scholarship
 Frank H. and Nellie L. Haley Memorial Endowed Scholarship
 Olaf Halvorsen Scholarship
 Johanne Marie Hansen Endowed Memorial Scholarship
 Nels Marcus Hansen Endowed Memorial Scholarship
 Jennie Lee Hansen Endowed Presidents Scholarship
 Arthur H. and Jennie Lee Hansen Endowed Scholarship
 W.H. Hardtke Seminary Student Scholarship Fund
 Brian Harshman Memorial Scholarship
 Mary and Dorothy Harshman Scholarship (Church
 Leadership/Athletics)
 Bjug Harstad Endowed Scholarship
 PE Hauge Endowed Scholarship
 Erling and Clara Haugo Scholarship
 Tom and Tyne Haukebo Endowment
 Walter A. Heath Charitable Trust
 Norman and Verone Heinsen Endowed Scholarship
 Earl and Astrid Hildahl Endowed Scholarship
 Loren Hildebrand Business Scholarship
 James Holloway Music Scholarship
 The Hoover Family Endowed Scholarship
 Hopper Memorial
 Caroline Hovland 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 Irvin Scholarship
 Independent Colleges of WA ICW
 Richard E. Bangert, Business ICW
 E.K. and Lillian Bishop Foundation Scholarship ICW
 Garrett J. Goodchild Achievement Award ICW
 David M. Irwin, Friend of Higher Education Award ICW
 Stanley O. McNaughten Scholarship ICW
 William G. Saletic Scholarship ICW
 Washington Mutual Minority Teacher Scholarship ICW
 Costco Wholesale Scholarship ICW
 William W. Kilworth Foundation Scholarship ICW
 Norcliffe Foundation ICW
 David M. Irwin, Friend of Higher Education Award ICW
 Pepsi-Cola Company Merit Scholarship ICW
 Q-13, WB-22 Cares Scholarship ICW
 United Parcel Service Foundation Aid to Education Scholarship ICW
 Washington State Automobile Dealers Association Scholarship ICW
 Union Bank of California Scholarship ICW
 Totem Ocean Trailer Express Scholarship ICW
 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/Alben Scholarship
 Johnson/Larson Scholarship
 Agnes Solem Johnson/Lutheran Brotherhood Nursing Endowment
 Judge Bertil E. Johnson Scholarship - Allenmore
 Edwin R. Johnson Memorial Endowed Scholarship
 Luther H. Johnson/Lutheran Brotherhood Endowed Business Scholarship
 Pearl N. Johnson Nursing Scholarship - Allenmore
 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. Johnson Endowed Scholarship in Education
 Martha Jones Nursing Scholarship
 Erna M. Jorgensen Regents Scholarship
 Stella Jorgenson Endowed Scholarship

Theodore O.H. and Betsy Karl Scandinavian Cultural Center Endowed Scholarship

Lind B. Karlsen Music Scholarship

Philip G. and Alice L. 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

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

Gary and Mavis Koch Scholarship

John and Edna Korimo Scholarship

Hilda S. Kramer Musical Appreciation Scholarship

Dr. Robert Alan Krause Memorial Scholarship

Howard, Eugenia and Jon Kvinsland Endowed Scholarship

William W. Kilworth Scholarship K.W

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. Langgaard/Lutheran Brotherhood Endowed Scholarship

Dr. Charles Larson/Lutheran Brotherhood Endowed Scholarship

Ebba and E. Arthur Larson Nursing Scholarship

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)

Monica Sara Lightell Memorial Scholarship

Robert and Maxie Lillie Endowed Scholarship

Ernest and Jennie Liming and Art and Ethel Cummings Endowed Memorial Scholarship

Mr. and Mrs. W. Hilding Lindberg Endowed Scholarship

Isabel Lindberg Trust

Hildred Linder Endowment

Richard L. 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

Luther Memorial/L. Schreiber Scholarship

Lutheran Brotherhood Fund for Lutheran Students

Lutheran Brotherhood Sustaining Fund Scholarship

Lutheran Leadership Award

Constance B. Lyon Scholarship

Lindsay A. Majovski Endowed Scholarship

James B. Malyon Scholarship

Joe Marchinek Memorial Scholarship Fund

Mathematics Scholarship

McKay Scholarship

Alma Meisner Endowment Fund

Robert K. Merton Prize in Sociology

Military Order of the Purple Heart Award

Fred and Carolyn Mills Memorial Scholarship

Lila Moe Endowment Scholarship

Richard D. Moe Scholarship in the Arts

Eunice Moller Endowed Scholarship

Katharine E. Monroe Scholarship

Forestine Wise Monson Memorial Piano Scholarship

Lillian C. Morris Memorial Scholarship

Gladys Morrvedt Voluntary Service Award

Murray-Danielson Management Award

Mark E. and Lenore G. Myers Scholarship

Richard P. Neils Memorial Fund

George and Aima 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

Sue Nilsson/Greater Tacoma Community Foundation 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

Brian C. Olson Memorial Scholarship

Clifford O. and Ella L. Olson Endowed Music Scholarship

E. Goodwin and Dorothy H. Olson Endowed Scholarship in Education

Linda Olson/Lutheran Brotherhood Endowed Nursing Scholarship

Robert E. Olson Memorial

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

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

Quello Memorial Scholarship for Christian Global Understanding

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

Raymond Family Scholarship

Recreational Equipment, Inc. (REI)

Kathryn Reese Memorial Scholarship

Simon and Marvel Reinbold Scholarship Endowment

Donald F. Reiman Scholarship

Charlotte and Lucian Rice Endowed Scholarship

Rieke Leadership Award

William O. Rieke Endowed Scholarship (Students from Cashmere, Leavenworth, and Wenatchee)

Sterling and Marjorie Rose Scholarship

Rouze Memorial Scholarship

Melville and Dorothy Rue Endowed Scholarship

Frank Russell Company Endowed Scholarship

Mary Baker Russell Music Scholarship

Dr. John A. and Virginia "Jimmie" Saffell Endowed Scholarship for Graduate Students

Mark Salzman Memorial

Scandinavian Cultural Center Scholarship

Marie Scheele General Endowed Scholarship

Al and Ella Scheibner Endowed Scholarship

Johannes and Aileen Schiller Endowment Fund

Dr. Walter and Joan R. Schwandt Scholarship

Seattle Mortgage Bankers Association Scholarship

Dorothy H. Schnaible Endowed Scholarship

Sharing in Strength Scholarship

Margaret Shipley Endowed Scholarship in Accounting

Sluga Family Endowed Scholarship

Dr. Maurice and Patricia Skones Scholarship (Vocal Music)

James R. Slater Endowed Scholarship

James Slater Biology - ROTC Scholarship

Agnes Berge Smith Music Scholarship

Frances Norton Smith Endowed Scholarship

Reverend Joe Everett Smith Endowed Scholarship

Smith Endowment Scholarship Fund

Mr. and Mrs. Charles Smithson Scholarship

Naydene A. Snodgrass Memorial Scholarship

Society of the Arts Scholarship

The Soine Family Endowed Scholarship

South Sound Regional Science Fair Scholarship

Southeast Idaho Incentive Scholarship Fund

Haldor P. Sponheim Scholarship Fund

William and Astrid Stancer Endowed Scholarship in Engineering Science

Steele - Reese Scholarship Endowment

Lorilie Steen Endowed Scholarship

Lynn S. and Ariadne B. Stein Scholarship

Vernon L. "Bud" Stinzi Endowed Scholarship

Strandholm Endowed Scholarship

Genevieve Stelberg Endowed Scholarship

Dora Strangland Memorial Scholarship

Eather M. and Doris G. Stucke Endowed Scholarship in Nursing

Emil and Engelena Stuhlmiller Endowed Scholarship

Roselle M. Suderburg Endowed Scholarship
Lynne and Loyd H. Sutherland Scholarship
Tacoma Community College First Generation Scholarship
Tacoma Rainiers Community Fund Scholarship
Ron and Eileen Tellefson/Lutheran Brotherhood Endowed Scholarship
Harvey and Helen Tengedal Endowed Scholarship
Thorp Memorial 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

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
Doc and Lucille Wearthers Endowed Scholarship
West Coast Grocery Endowed Scholarship
Western Washington Fair Association Scholarship
Wick Family/Lutheran Brotherhood Endowed Scholarship
Margaret Wickstrom Endowed Scholarship for International Students
James S. Willis Jr. Memorial Endowment for Music
Mabel Wing Scholarship
Randall Yeakum Endowed Scholarship
Ralph and Celestene Yoder Memorial Scholarship
Shirley Zurfluh/Lutheran Brotherhood Endowed Scholarship (Business)



Tuition, Fees and Payment Information

TUITION, FEES AND PAYMENT INFORMATION

UNDERGRADUATE TUITION RATES 2005-06

Semester/Term	Credit Hours	Full Time	Cost
Summer 2005	1 or more	-	\$420 per credit hour unless otherwise noted
Fall or Spring	1 - 11	No	\$687 per credit hour
Fall or Spring	12 - 17	Yes	\$11,020 per semester
Fall or Spring	More than 17	Yes	\$11,020 per semester + \$687 per credit hour for each credit hour over 17
J-Term	1 or more		\$687 per credit hour. If registered full time for Fall or Spring, credits 1-5 are at no additional charge
Credit by Examination	1	-	\$200
(Students who earn Credit by Examination are charged the following in addition to tuition)	2	-	\$400
	3	-	\$600
	4	-	\$800

GRADUATE TUITION RATES

Semester/Term	Credit Hours	Full Time	Cost
Summer - EDU/EPsy/SPED	1 or more	-	\$420 per credit hour
Summer - All other Departments	1 or more	-	\$648 per credit hour
Fall, J-Term or Spring	1 or more	-	\$687 per credit hour

Disclaimer: Students enrolled in a PLU cohort program are charged the cohort price per credit hour for cohort program courses and the standard undergraduate or graduate price per credit hour for courses not included in the cohort program. Please contact the Student Service Center for cohort program pricing information.

Note: Study Away students pay a program fee (not PLU tuition) specific to the individual program sites. Contact the Wang Center for International Programs for complete details.

Course Fees

These fees are charged in addition to tuition. The class schedules for each term lists the individual course fee amounts.

Educational Placement Fee

A one-time Educational Placement Fee of \$45 is charged in the last term of the Bachelor of Arts in Education (BAE) program.

Graduation Processing Fee

A \$55 fee is charged to baccalaureate and master's degree candidates. This one-time fee is charged to the student account during the term the application is submitted and is due and payable at the time the fee is charged.

Health Services Fees

Health Services will charge a student's account, or a student may

pay directly, for immunizations, lab work and prescriptions.

Late Registration Fee

A \$50.00 late registration change fee is charged for each registration change (add/drop) made after the last day to add/drop without fee for a term. These dates are listed in the class schedules for each term.

LuteCard Fee

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

Orientation Program Fee

On the Road is an orientation program expected of all new students. Select On the Road trips include nominal fees that are noted at the time of trip registration. When requesting to participate in On the Road trips with fees, students agree to incur that the trip's fee will be billed to their student account by Student Involvement and Leadership.

Private Music Lesson Fees

These fees are charged in addition to tuition.

1 credit hour	\$185
2 or more credits per medium	\$370

Parking and Vehicle Registration Fees

Parking on the PLU campus is by decal only. Students must register their vehicles within 48 hours of the vehicle being brought to campus. Registration decal rates are published at www.plu.edu/~csin/. Failure to register will result in a fine.

Unpaid Fines

Unpaid fines such as those for parking violations, overdue library materials, etc., will be charged to the student account. Students must pay these fines as incurred to avoid interest charges and financial holds.

TRANSCRIPT INFORMATION

253.535.7135

www.plu.edu/~ssvc/transcript.html

Unofficial and official transcripts are processed by the Student Services Center. There is a \$5 fee for each official transcript. Unofficial transcripts (up to two at a time) are issued at no charge. To request an official transcript, a student may fill out the Transcript Request Form in the Student Services Center or download a copy of the form at the Web site listed above. Processing time is five working days from the date the request is received. Requests by e-mail or phone cannot be processed because of the requirement for a signature. Requests may be faxed to 253.538.2545 with a signature and payment. Transcripts cannot be charged to a student's account.

If an account is on any type of hold, 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.

Insurance

All students are strongly advised to have medical insurance.

Information on insurance choices can be found at: www.plu.edu/~health/.

Medical withdrawal insurance is available to all students through an independent carrier. Applications are available in the Student Life Office and must be submitted to the carrier prior to the start of classes.

Room and Meals

- All single full-time (12 semester 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.
- Summer room pricing is listed at www.plu.edu/~rlif/choose/summer-housing.
- Summer meal rates are listed at www.plu.edu/~lutecard/2005summer.

Room Charges

Double Room (2 or more people)	\$1,665/semester
Single/Single (1 person in a 1 person room)	\$2,040/semester
Single/Double (1 person in a 2 person room)	\$2,140/semester

Although there is no room charge for J-Term for students residing on campus the previous fall or spring semesters, students must cancel their J-Term housing if they are not residing on campus for more than seven days during J-Term. Students who have not cancelled their housing for J-Term must have a meal plan.

- South Hall is an alternative residential option with various apartment sizes, styles and costs. Contact the Residential Life •
- Office for information and applications.
- Limited housing is available on a daily fee basis during winter break. Students may remain in their rooms during spring break.
- Applications for single rooms and other special housing requests should be addressed to the Residential Life Office at 253.535.7200 or e-mailed to rlif@plu.edu.

Meal Plans

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

Plan #1: 20 meals/week	\$1,550/semester \$335 January term
Plan #2: 15 meals/week	\$1,495/semester \$330 January term
Plan #3: 10 meals/week	\$1,280/semester \$310 January term
Plan #4: 5 meals/week	\$685/semester \$165 January term

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

Flexible PLUs Plan

\$215

Commuter students and residents of South Hall have the option of purchasing blocks of 25 meals. Meals may be used at all Board Plan venues and are available for use until May 31, 2006. Students may purchase as many blocks of 25 meals as they wish, but once purchased, they are nonrefundable unless the student formally withdraws from the university.

Rights and Responsibilities

Upon admission to or registration with the university, the student and/or his or her parent(s) or legal guardian, agrees to accept responsibility and the legal obligation to pay all tuition costs, room and meal fees, and any other fees incurred or to be incurred for the student's education. In addition, the student and/or his or her parent(s) or legal guardian is required to complete and submit a Payment Contract to the university each academic year. The university agrees to make available to the student certain educational programs and the use of certain university facilities, as applicable and as described in this catalog. A failure to pay when due all university bills shall release the university of any obligation to continue to provide applicable educational benefits and services, including, but not limited to, the right for further registration, statements of honorable dismissal, grade reports, transcripts or diplomas. The student shall also be denied admittance to classes and the use of university facilities in the event of default.

Payment Information

Payment may be made in the form of cash; personal, business, or cashier's check; money order; wire; or debit or credit card (VISA or MasterCard). Credit card payments may be made by telephone 24 hours a day on the Business Office secured line at 253.535.8376. Mail payments with billing statement remittance stubs to Pacific Lutheran University, Attn: Business Office Cashier, Tacoma, WA 98447 or deliver payments to the PLU Business Office in Hauge Administration Building, room 110. Checks should be made payable to Pacific Lutheran University. Please do not mail cash.

Billing Questions

Questions regarding the student bill should be directed to the Student Services Center. The university must be contacted in writing within 60 days of the statement date of the first bill on which the error appeared. After 60 days it is presumed that there were no errors and the billing was correct.

Lute Discount

A \$75 discount, per semester (fall and spring), from tuition and other costs will be applied to the student account if the specific criteria for eligibility of the discount is met and a Lute Discount Form is submitted. The Lute Discount Form is mailed with the Fall Student Pre-Bill Statement in July and the Spring Student Pre-Bill Statement in November.

Payment Options

A. Payment in Full

Payment in full must be made by the 25th of the month preceding each term (Fall, J-Term & Spring) or by the first day of each Summer term

B. Financial Aid and Other Resources Cover Costs

Student grants, scholarships, loans and other resources listed

on the Offer of Financial Aid exceed total university charges for the academic year.

C. Monthly Payment

- Interest-free monthly payments with Tuition
- Management Systems (TMS), a third-party administrator.
- Payments are made directly to TMS.
- Enrollment fee for the 8 or 10 month annual plan is \$80.
- Enrollment fee for the 4 or 5 month semester plan is \$50.

The university has the right to cancel a TMS payment plan after the second monthly payment is missed. A 1.5 percent monthly interest charge or a minimum of \$2.00 will be assessed by the university on the canceled plan amount.

Missed Payments

- Past due balances are subject to a 1.5 percent monthly interest charge or a minimum of \$2.00.
- Failure to make payment as agreed upon in the payment contract will result in a financial hold being placed on the student account.
- It is the student's responsibility to see that all financial aid accepted on the Offer of Financial Aid is credited to their student account. Financial aid includes but is not limited to loan applications, verification forms, entrance counseling, etc., and must be applied to the student account by October 15 for fall semester and March 15 for spring semester.
- Student accounts that are 60 days delinquent may be referred to a third-party collection agency.
- Students currently enrolled who have been sent to a collection agency will be withdrawn from the university effective immediately. Students will receive a W grade on their transcripts.
- All collection costs, attorney fees, and interest incurred and allowable under federal and Washington state statutes and laws will be charged to the student by the collection agency and are the responsibility of the student to pay.
- A student account that has been sent to collections will have a permanent Collection Hold, even after the account is paid in full. If the student wishes to return to the University, he/she must pay in full all of their estimated charges prior to registration. Clearance to return to the University is issued by the Accounts Receivable Department.

Advance Payment

A \$200 advance payment is required of new students to confirm their offer of admission. The payment is refundable until May 1 for fall, December 1 for the January term, and January 1 for spring. Requests for a refund must be made in writing to the Admissions Office.

Returning students wanting to reserve a room for the following year must sign a Housing Contract. Cancellations must be submitted in writing to the Residential Life Office. Cancellations received by June 1 will not be subject to a penalty. Cancellations received between June 2 and July 1 will be subject to a \$200 penalty charge. Cancellations received after July 1 will be subject to a \$400 penalty charge.

Credit Balances

If a credit balance occurs on a student account, the university calculates and issues refunds according to pertinent federal, state, banking and university regulations. Title IV, HEA program funds

are refunded according to the Code of Federal Regulations 34 CFR Ch. VI Section 668.164. Bankcard payments are refunded, to the extent of the original payment(s), back to the bankcard that made the original payment(s). Checks are issued for all other refunds. Refund requests are processed by the Student Services Center.

Student Holds

There are 23 types of holds that are placed on student accounts and records for different circumstances. Each hold prevents basic University privileges, such as, but not limited to, the right to register, receive copies of official transcripts of diploma, adding/dropping classes, or cashing checks. Listed below are the types of holds that are placed on accounts and the offices to contact regarding them.

<i>Types of Hold</i>	<i>Office</i>
Admission	Admission
Academic	Registrar, Residential Life or Student Life
Academic	Standing Registrar
Collection	Accounts Receivable
Collection	Paid Accounts Receivable
Collection	Perkins Loan/Student Loans
Collection	Write-Off/Accounts Receivable
Credit Balance	Accounts Receivable
Exit Interview	Student Loans
Financial	Accounts Receivable
In School Prom Note	Accounts Receivable
International	Admissions
Junior Review	Registrar
Medical	Health Services
No Address	Student Services Center
Non-Sufficient Funds	Accounts Receivable
Out of School	
Prom Note	Accounts Receivable
Payment Option	Student Services Center
Pre-Collection	Accounts Receivable
Residential Life	Residential Life
Student Life	Student Life
Veteran	Student Services Center
Write-Off	Accounts Receivable

Academic Hold

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

Collection Hold

The collections holds will permanently remain on a student account. Any student wishing to return to the university must pay in full all of their estimated charges prior to registration. Clearance to return to the university is issued by the Accounts Receivable Department.

Credit Balance Hold

Any student with a credit balance on their student account who is not registered for a future term or is listed as a graduating senior will be placed on a Credit Balance Hold. The Revised Code of Washington (RCW) 63.29 Uniform Unclaimed Property Act requires the university to forward all unclaimed

student account balances to the Washington State Department of Revenue unless the student requests a refund or donates their credit balance to the university.

Financial Hold

If a student account is past due, a financial hold will be placed.

Medical Hold

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

No Address Hold

All students are required to keep a current permanent address with the university. If mail becomes undeliverable, an address hold will be placed.

Non-Sufficient Funds Hold

Any student who has written three non-sufficient funds checks or has had checks returned for other reasons will be permanently placed on a Non-Sufficient Funds Hold. Any student with this hold is prohibited from writing checks to any University department.

Payment Option Hold

All students are required to sign a payment contract and select a payment option for each academic year they attend. The Payment Contract form may be obtained through the Student Services Center.

Pre-Collection Hold

Any student with a delinquent student account balance who is not registered for a future term will be placed on a Pre-Collection Hold and assessed a \$25.00 pre-collection fee. Tuition and Course Fees Refund Policy

Withdrawal From a Single Course

Tuition and fees will not be refunded for single course withdrawals occurring after the last day to add/drop without fee for a term. These dates are listed in the class schedules for each term. If the student does not wish to continue a course after the add/drop period, the student must withdraw from the course. The student must obtain the instructor's signature on an Add/Drop/Withdraw Form and submit it to the Student Services Center. A \$50.00 administrative fee is charged for each transaction after the last day to add/drop.

Official Full Withdrawal

Notice of withdrawal from the University must be given in writing to the Student Services Center. Oral requests are not acceptable. Charges will remain on the student account until written notice is received.

A. Fall & Spring Tuition

1. 100 percent tuition refund prior to the first day of class
2. Refunds prorated on a daily basis beginning the first day of class until 60 percent of the semester has elapsed
3. Once 60 percent of the semester has elapsed, there is no tuition refund

B. Summer & J-Term Tuition:

1. 100 percent refund up to the last day to add/drop without fee for term (dates listed in Class Schedules)
2. No refund after the last day to add/drop without fee for term (dates listed in Class Schedules)

C. Summer, Fall, J-Term & Spring Course Fees:

1. 100 percent refund prior to the first day of class
2. No refund beginning the first day of class

D. Summer, Fall, J-Term & Spring Housing and Meal Plans:

1. Housing refunds prorated on a daily basis
2. Meal plan refunds prorated on a weekly basis

Unofficial Withdrawal

A student who stops attending a course before the end of the 12th week of class may receive an unofficial withdrawal at the discretion of the instructor who will note the last day of attendance. A grade of UW will appear on the student's transcript. After the 12th week of class, a student who stops attending is not eligible for this grade.

Medical Withdrawal: Students may also withdraw completely from the university for a term for medical reasons. The student must complete a Medical Withdrawal Petition, provide written evidence from a physician and a personal explanation to the vice president for Admission and Student Life. This must be completed in a timely manner and in no case later than the last day of class in any given term. If granted, the grade of WM will appear on the student's transcript. Physician clearance is required prior to re-enrollment. For more information contact Student Life, 105 Hauge Administration Building, 253.535.7191 or slif@plu.edu.

Policies and Procedures Relating to the Return of Title IV and Institutional Financial Aid Funds if a Student Withdraws from the University

The university calculates and returns Title IV funds according to Federal Title IV policy 34CFR 668.22. The amount of Title IV funds (other than Federal Work Study) that must be returned to the Title IV programs is based solely on the length of time the student was enrolled before withdrawing. This policy is effective for complete or full withdrawal from a semester in which a student receives Title IV federal funds.

For fall and spring semester only, if a student withdraws before 60 percent of the semester has elapsed, a percentage of Title IV funds will be returned to the federal program based on the length of time the student was enrolled before withdrawal. After 60 percent of the semester has elapsed, the student is considered to have used all aid received for the semester.

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

Withdrawal date is defined as one of the following:

- A. The date the student began the withdrawal process;
- B. The date the student otherwise provided the school with official notification of the intent to withdraw; or
- C. For the student who does not begin the university's withdrawal process or notify the school of the intent to withdraw, the midpoint of the payment period or period of enrollment for which Title IV assistance was disbursed (unless the university can document a later date);

- D. If attendance is taken, the withdrawal date is determined from the attendance records

The university will:

- A. Determine date of withdrawal
- B. Calculate the percentage of aid deemed to have been used by the student
- C. 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:

- A. Unsubsidized Federal Stafford loans
- B. Subsidized Federal Stafford loans
- C. Federal Perkins loans
- D. Federal PLUS loans
- E. Direct PLUS loans
- F. Federal Pell grants
- G. Federal SEOG grants
- H. Other assistance under this Title for which a return of funds is required, to include Washington State Need Grants.

Procedures for Obtaining a Refund Upon Full Withdrawal From the University

- A. Student requests withdrawal approval from the Registrar's Office via the Student Services Center, using a withdrawal form.
- B. Financial Aid processes the student withdrawal request according to the Federal Title IV policy 34CFR 668.22. Aid will be revised according to published federal policy.
- C. The Registrar's Office makes a tuition adjustment, if applicable, to the student account for the percentage of tuition allowed to be refunded for that time period during the term (as determined by the Registrar's Office and the University Tuition and Course Fees Refund Policy).
- D. Examples of the Return of Title IV Funds if a Student Withdraws are available in the Financial Aid Office.

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





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:

- A. 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.
- B. The office of the Provost, Room 103, Hauge Administration Building, Pacific Lutheran University, telephone 535.7126, for matters relating to student admissions, curriculum, and financial aid.
- C. 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.
- D. 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.
- E. The Dean for Campus Life, University Center, Pacific Lutheran University, telephone 535.7195, for matters relating to the student grievance procedure.

- F. Or the Assistant Secretary for Civil Rights, U.S. Department of Education, Switzer Building, 330 C Street S.W., Washington, D.C. 20202.

FINANCIAL PRIVACY POLICY

Colleges and universities are subject to Graham-Leach Bliley Act (GLB) provisions related to administrative, technical, and physical safeguarding of student and customer financial information. The FTC has additional details on the GLB Act, the Commission's Privacy Rule at www.ftc.gov/privacy. Questions about procedures at Pacific Lutheran University can be directed to the Vice President for Finance and Operations at 253.535.7121 or fop@plu.edu.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT

Under the Health Insurance Portability and Accountability Act of 1996, Pacific Lutheran University adopted a policy and procedures to protect the privacy of "protected health information" (PHI) such as medical and counseling records. The university's privacy officer is the Vice President for Finance and Operations, 253.535.7121.

POLICY ON EQUAL EDUCATIONAL OPPORTUNITY

Pacific Lutheran University is committed to providing equal opportunity in education for all students without regard to a person's race, color, national origin, creed, religion, age, gender, sexual orientation, mental or physical disability, or any other status protected by law. The university community will not tolerate any discrimination, harassment, or abuse of or toward any member of the university community.

The university holds as basic the integrity and well being of every person in the community. It is committed to providing an educational environment which is fair, consistent, caring, and supportive of intellectual and personal growth. Further, it is committed to protecting the rights of its community members to engage in dialog and to express ideas in an environment which is free from harassment, discrimination, and exploitation. This freedom of expression does not, however, entail the freedom to threaten, intimidate, harass, or abuse.

The university prohibits any activities which cause or threaten physical or mental harm, suffering, or exhaustion; which demean the dignity and personhood of any individual; or which interfere with one's academic progress. Examples of such actions are verbal threats or abuse, harassment, intimidation, threatened or actual physical assault, or consistent disregard of the rights and welfare of others. In particular, the university will see as a violation of this policy, any behavior which communicates a message that is threatening, intimidating, or demeaning or which causes physical harm to a person or to persons because of race, color, national

origin, creed, religion, age, gender, marital status, sexual orientation, mental or physical disability, or any other status protected by federal, state, or local law. Any person or persons who are found to have violated this policy will be subject to disciplinary action up to and including suspension, expulsion, or termination.

POLICIES ON EQUAL OPPORTUNITY, AFFIRMATIVE ACTION, ADA, AND SEXUAL MISCONDUCT

Preamble: Pacific Lutheran University is committed to providing an educational and employment environment which is fair, consistent, caring and supportive of professional and personal growth. The University is further committed to protecting the rights of its community members to engage in dialogue and express ideas in an environment which is free from harassment, discrimination and exploitation. Freedom of expression does not entail freedom to threaten, intimidate, harass or assault. The University community will not and does not tolerate such behaviors. Finally, the University is committed to expanding and maintaining diversity in its student, faculty, staff and administrator populations and to accommodate, whenever possible, persons with disabilities.

To honor and implement these commitments, the University Board of Regents has adopted policies on Equal Opportunity, Affirmative Action and Accommodation of Persons with Disabilities as well as a policy prohibiting Sexual Misconduct, including sexual harassment, sexual assault, and certain consensual sexual relationships. The success of these policies requires the cooperation of every member of the University community.

Specifically, each member of the University community is expected to read the policies and follow the directives set forth therein. The process of providing equal employment and educational opportunity as well as providing working, learning and living environments free of harassment, discrimination and intimidation requires that every member of the University community respect the rights of others and report violations of the University's policies. Failure to report violations may inhibit the University's ability to take prompt, corrective action.

Throughout these policies, references to "Employee(s)" shall mean any regular or temporary member of the University's workforce including faculty, administration, and staff.

EQUAL OPPORTUNITY POLICY

Pacific Lutheran University is committed to providing equal opportunity in employment and in education for all members of the University community without regard to an individual's race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, sexual orientation or any other status protected by law.

This equal opportunity policy shall apply to all aspects of employment, including hiring, compensation, benefits, transfers, promotions, training, education, reduction-in-force and termination. To the extent permitted by applicable law, PLU reserves the right to hire Lutherans or other Christians for faculty or administrative positions whenever such choices are deemed necessary for carrying out the educational and religious goals consistent with Article II of its Articles of Incorporation and Article V, Section 2 of the University's By-Laws. PLU further reserves the right to make employment decisions based on an individual's job performance, merit and/or qualifications.

This equal opportunity policy shall similarly apply to all aspects of educational opportunity, including recruitment, enrollment, advancement and evaluation.

The University will not tolerate any discrimination or harassment toward or by any of its Employees or students. Any written, oral, physical or visual communication that is demeaning, degrading, intimidating, or otherwise directed at a person or persons because of race, color, gender, national origin, marital status, age, religion, mental or physical disability, veteran status, sexual orientation or any other status that is protected by federal, state or local law will be considered a violation of this policy. Any person, or persons, who are found to have violated this policy may be subject to disciplinary action, up to, and including, suspension, expulsion and/or termination.

Individuals who believe that they have been subject to discriminatory action or harassment or believe that discriminatory action or conduct has taken place, are strongly encouraged to contact any member of the University Dispute Resolution Committee or their supervisor. The University strictly prohibits threats, intimidation or retaliation of any kind against a person who reports a violation of this non-discrimination policy or who cooperates with an investigation of alleged violation. Any such conduct will itself constitute a violation of this policy and may subject the offender(s) to disciplinary action.

AFFIRMATIVE ACTION POLICY

Pacific Lutheran University is committed to enlarging and maintaining the representation of ethnic, gender, cultural and economic diversity among its Employees, as well as among its student population. PLU is further committed to the reasonable accommodation of persons with disabilities, whether students or Employees. In furtherance of these goals and in accordance with state and federal law, Pacific Lutheran University has adopted an Affirmative Action Plan that reflects its intent to provide applicants, Employees, and students equal opportunity in all aspects of employment and education and to provide a working and learning environment free from unlawful discrimination and harassment.

In accordance with the plan, the University has appointed an Affirmative Action Officer who is responsible for implementing and monitoring the goals set forth in the Affirmative Action Plan. The Affirmative Action Plan is regularly reviewed and may be modified from time to time to serve the needs of the PLU community consistent with the University's affirmative action goals. The current Affirmative Action Plan may be reviewed at any time by contacting the Human Resource Services Office.

POLICY ON ACCOMMODATION OF PERSONS WITH DISABILITIES

As stated in the Equal Opportunity policy, Pacific Lutheran University will not discriminate against any student 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 the University facilities according to the recommendations and requirements of the ADA. Where a student with a disability is able to perform essential academic/program requirements or job functions, the University may be obligated to provide reasonable accommodation to the needs of that student, unless such accommodations would provide undue hardship to the University. Students with medically recognized and documented disabilities and who are in need of special accommodation, have

an obligation to notify the University of their needs. Students in need of accommodation should contact the Director of Services for Students with Disabilities in the Counseling and Testing Office. Students with disabilities who want to appeal a decision regarding accommodation should contact the Director of Counseling and Testing per the guidelines outlined in the Policy, Procedures and Guidelines for Nondiscrimination on the Basis of Disability for Students Attending Pacific Lutheran University.

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 Dispute Resolution Committee or by contacting their supervisor.

Violation of these policies shall result in disciplinary action including the possibility of suspension, termination of employment or expulsion from the University. Any form of reprisal, actual or implied, whether academic or related to employment, will be treated as an aggravation of prohibited behavior and will not be tolerated.

The University is committed to providing all members of its community with education and training about the nature of sexual harassment, its damaging consequences and procedures for handling complaints. Training is particularly essential for persons in supervisory roles who may face personal liability if they fail to take appropriate action when they become aware of instances of sexual harassment.

Retaliation against anyone reporting or thought to have reported sexual harassment is prohibited. Such retaliation is considered a serious violation of this policy and will be considered independently of whether a charge or informal complaint of sexual harassment is substantiated. Encouraging others to retaliate also violates this policy.

The University is dedicated to the prevention and elimination of sexual harassment in the workplace, in the campus residential environment, and in the learning environment. The University cannot take corrective action, however, when it does not know about inappropriate behavior. Therefore, it is very important that violations of this policy be reported as soon as possible.

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, and is subject to enforcement via the applicable university policies and/or procedures including the Student Conduct System and the Grievance Policy and Procedures. — as to any incidents which occur on campus or in connection with any University-sponsored activity or event. Members of the University community who are sexually assaulted in an off-campus, non-University setting may seek assistance from any of the University services set forth in Sections 1(a), (b), and (c) below.

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:

- *For counseling and support:*
Counseling and Testing
Campus Ministry
Women's Center
Student Life Office
Residential Life Staff
- *For medical assistance:*
Student Health Center
Campus Safety and Information
- *To file a formal complaint:*
Student Conduct Coordinator
Dispute Resolution Officers
Campus Safety and Information

b. On-Campus Faculty and Staff Services:

An Employee who has been the victims of an incident of a sexual assault committed on campus or in connection with a University-sponsored activity or event, or by a member of the PLU community,

are/is strongly encouraged to contact Campus Safety and Information, Human Resource Services and/or counseling through the University's Employee assistance program.

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. PLU Services for Alleged Perpetrators

Members of the PLU community who are alleged to have committed a sexual assault against another member of the PLU community are entitled to all rights given within the University's Student Code of Conduct, Faculty Constitution and By-Laws, Personnel Policies and Procedures Manual, and Grievance Policy and Procedures, as appropriate. Such individuals are also entitled to PLU services which may offer them physical and emotional support, consultation and/or referral.

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 the University, the Pierce County Sheriff or the Sexual Assault Crisis Center of Pierce County is not a commitment to pursue legal recourse/press charges. Criminal, civil and University action occur independently; a victim may pursue action in one or both systems concurrently. The University is not required to delay on-campus proceedings pending results in the criminal or civil systems. Because the definitions of sexual assault and the burden of proof required for responsibility are different in the campus, criminal and civil systems, an alleged perpetrator may be found responsible on campus, while in the criminal or civil justice systems, a different result may occur.

a. On-Campus Reporting

Victims of sexual assault which occurs on campus or in connection with a University-sponsored activity or event are strongly encouraged to report the incident, as soon as possible, to campus officials, including faculty members and/or Employees of one or more of the following:

Campus Ministry	Residential Life
Campus Safety	Student Life
Counseling and Testing	Women's Center
Health Center	Human Resource

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 or Campus Safety and Information. The hearing procedures and rights afforded victims and alleged perpetrators in the Student Conduct System are outlined in the Pacific Lutheran University Student Handbook.

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 dispute resolution facilitators: Michelle Ceynar (253.535.7297), Tom Huelsbeck (253.535.7202), Fran Lane Rasmus (253.535.7141), Teri Phillips (253.535.7187), Leon Reisberg (253.535.7280) or Richard Seeger, chair (253.535.7519).

d. Off-Campus Reporting

Victims who wish to report and/or pursue criminal or civil action are encouraged to seek assistance from any of the following resources:

Campus Safety and Information Services, 253.535.7911
 Sexual Assault Crisis Center of Pierce County
 Administrative Offices, 253.597.6424
 24-Hour Crisis/Information and Referral Line,
 253.474.7273
 or 800.756.7473, TTY 253.274.0448
 Pierce County Sheriff, 253.535.7911
 Tacoma Police, ext. 253.535.7911
 Local Police Agency (if away from campus) 911

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 pro-

hibits consensual sexual relationships between a supervisor and a direct subordinate Employee.

For the purposes of this policy, an Employee is in a position of professional responsibility with respect to a student when the Employee is currently in a position to make or influence a decision or to confer or withhold a benefit relating to the student's education, employment, or campus-sponsored activity. This includes, but is not limited to, staff/student, faculty/student, coach/player, supervisor/student worker, and advisor/advisee relationships.

For the purposes of this policy, an Employee is in a direct subordinate relationship with a supervisor if the Employee reports to the supervisor, if the supervisor evaluates or directs the Employee's work, or if the supervisor is in the direct chain of command of the person to whom the Employee reports.

The University strongly discourages consensual sexual relationships such as those between an Employee and a student (even in the absence of a current professional responsibility with respect to the student) and between a faculty member or supervisor and an Employee in a position of less authority (even in the absence of a direct reporting relationship as defined above). While this policy does not prohibit consensual sexual relationships such as these, they are strongly discouraged. Because all such relationships potentially involve a violation of equal opportunity law, it may be difficult, if not impossible, in any subsequent proceeding to defend against a sexual harassment charge where the defense is based on the complainant's consent to the relationship. Moreover, those persons involved in such relationships must be aware that the relationship may be viewed by others as exploitative or as creating actual or apparent conflicts of interest, thereby creating potential difficulties for one or both parties.

INCLUSIVE LANGUAGE

PLU supports the efforts of faculty, students, staff, and administrators to employ and augment the inclusive language guidelines of their professions or disciplines, and to reflect upon the cultural conditions which have made such guidelines integral to contemporary language use. One set of guidelines is that of the Evangelical Lutheran Church in America ("Guidelines for Inclusive Use of the English Language," 1989), which provides examples of language that includes and affirms groups which have often been misrepresented in or left out of discourse. Inclusive language avoids stereotypes or biases such as those based on gender, race, physical ability, sexual orientation, class, nationality, religion, family, and status. Inclusive language directs our attention to the nuances of social reference and calls us to address all individuals with respect.

STUDENT RIGHT-TO-KNOW 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 and Crime Prevention Guide that reports institutional security policies and crime statistics. The current report is available on the PLU Web site at www.plu.edu/~slif/es/.

GRIEVANCE POLICY AND PROCEDURES

A. Introduction

Pacific Lutheran University is committed to the internal resolution of disputes arising within the university community. To that end, the President has appointed a University Dispute Resolution Committee that includes representatives from the faculty, student life, human resources and academic administration. The Committee appointments shall each be for a minimum two-year term.

The University Dispute Resolution Committee (UDRC) is charged with reducing conflicts and helping members of the community resolve disputes appropriately, expediently and fairly. The committee does so by educating the community about campus policies and dispute resolution options; coordinating dispute resolution services; investigating grievances when appropriate and advocating for review of university policies and procedures when necessary.

It is the intent that the University Dispute Resolution Committee be a resource for all members of the PLU community. The UDRC may assist any faculty, administrator, staff or student who needs consultation or referral to resolve an on-campus conflict, or who desires conflict resolution services. The UDRC also processes all formal grievances as allowed by the University's Grievance Policy, except those that relate to faculty tenure or discipline or which otherwise arise under the faculty constitution and bylaws or which arise under the Student Conduct System. The UDRC shall have authority to establish separate policies and procedures for certain types of grievances. Subject to faculty approval, the UDRC shall also have authority to enact special policies and procedures for resolution of grade disputes and issues of academic dishonesty. The University Dispute Resolution Committee has the authority to appoint additional committee members on an as needed basis, for example, when one or more UDRC members would be unable to participate in a specific matter or when an additional member would assist in serving the mission of the University Dispute Resolution Committee.

The university encourages community members to resolve their disputes at the earliest and most informal level (i.e. by talking directly with the individual(s) involved; through facilitated conversation and/or through conflict mediation). When informal resolution is not possible, every member of the university community, whether faculty, student, administrator or staff, has the right to file a grievance and access the grievance procedures established by the UDRC.

Grievances may be initiated by contacting any member of the Committee. Grievances first reported elsewhere in the community should be referred to the Committee for resolution, except for grievances that arise under the faculty constitution and by-laws or under the Student Conduct System.

If, at any time during a conflict resolution or grievance proceedings, a participant believes that a member of University Dispute Resolution Committee has a conflict or the appearance of a conflict, or that the dispute/grievance involves or potentially involves a member of the Committee, that member will be excused from any further involvement in the grievance proceedings. In such circumstances an additional

UDRC member may be appointed by the remaining University Dispute Resolution Committee members.

The grievance policy and procedures will be published bi-annually and distributed to all members of the university community.

B. General Administrative Procedures

The following administrative procedures shall apply to all grievances, with the exception of grade disputes, allegations of academic dishonesty, student conduct issues covered by the Student Code of Conduct and faculty grievances relating to tenure, discipline and other issues expressly provided for in the grievance procedure set forth in Article VI of the Bylaws to the Faculty Constitution. All other matters, including, but not limited to, disputes or complaints relating to discrimination and sexual harassment/sexual misconduct shall be handled in accordance with the following procedures. Neither voluntary nor involuntary terminations of staff and administrative personnel may be grieved nor are they subject to these administrative procedures.

The University is committed to resolving all grievances arising under these procedures, including complaints of sexual harassment and/or misconduct, at the earliest and most informal level.

1. Informal Grievance Resolution

A grievant may pursue any of the following options for informal resolution:

- a. *Direct Resolution.* The grievant may discuss directly with the respondent the allegations of the grievance and work with the respondent to resolve any concerns.
- b. *Supervisor Resolution.* If the action suggested in paragraph 1 is unsuccessful, ill-advised or otherwise inappropriate, the grievant is encouraged to first discuss his or her concerns with the supervisor or department chair who is responsible for taking appropriate action. If the grievance directly involves the supervisor, the grievant may go to the next level of supervision or may bring the matter directly to the University Dispute Resolution Committee as set forth below. If a grievance directly involves an individual at the level of Vice President, Dean, Provost or President, the grievant should bring the matter directly to the Dispute Resolution Committee. The matter may be concluded by mutual consent at this point. Supervisors and chairs must inform the Dispute Resolution Committee when handling grievances, which involve potential violations of the University's policy on discrimination, sexual harassment or sexual misconduct.
- c. *University Dispute Resolution Committee.* If there is no mutually satisfactory resolution at an earlier stage, or if the grievant does not wish to bring the matter to the chair or supervisor, the grievant may contact any member of the University Dispute Resolution Committee to seek resolution. The Dispute Resolution Committee may discuss options for informal handling of the grievance, make referrals to appropriate resources and support services, and, with the permission of all parties, may also attempt to resolve the problem through mediation.

At any point in the process, the grievant may send written notification to the Dispute Resolution Committee that the situation is resolved or that no further University action is desired. The Dispute Resolution Committee will retain records of informal grievances for a minimum of three (3) years.

At any time during the informal resolution process, either party, or the Dispute Resolution Committee, may request that informal resolution efforts be terminated and that the formal grievance procedures be initiated. Such request shall automatically suspend informal procedures. At such time, the Dispute Resolution Committee, or any subcommittee thereof, shall, within five days, hold a meeting with both parties to discuss options for informal resolution, including mediation. If no agreement can be reached as to informal means of resolution or if informal procedures fail, then either party, or the Committee, may request that the grievance proceed in accordance with the formal grievance procedures set forth in Section B, below.

2. Formal Grievance Procedures

- a. *Filing the Written Grievance.* Grievants for whom the matter has not been satisfactorily resolved through the informal process may file a written grievance with the University Dispute Resolution Committee within five (5) working days after termination of the informal process. If no informal resolution was sought, written grievances must be filed within 30 working days of the alleged incident. The grievance shall include the grievant's written statement describing the alleged inappropriate action or misconduct. Upon receipt, the grievance shall be marked with the date received.
- b. *Determination of Whether Grievance is Subject to Procedures.* Within five (5) working days of the grievance filing date, the Dispute Resolution Committee shall determine whether the facts alleged in the grievance fall within the purview of these procedures. If not, the grievant shall be so notified in writing. No appeal may be taken internally of such determination.
- c. *Notification to Respondent.* If it is determined the grievance falls within the purview of these procedures, the Dispute Resolution Committee shall, within three (3) working days of such determination, provide a copy of the grievance to the respondent, together with a copy of these procedures.
- d. *Written Response May Be Filed.* Within five (5) working days after receiving a copy of the grievance, the respondent may submit to the Dispute Resolution Committee a written response to the allegations raised in the grievance. The respondent is encouraged to provide a written response, however, failure to answer a charge or to participate in the investigation will not prevent the process from proceeding. Failure to respond may result in the investigation proceeding solely on the basis of the grievant's testimony and evidence.
- e. *Investigation of the Grievance.* Within fifteen (15) working days of receipt of the respondent's written response, or, if there is no written response, within

twenty (20) working days of notification to respondent, the Dispute Resolution Committee or its designees shall complete an investigation which may include interviews with both parties and with those identified by the parties as having personal knowledge of the facts relating to the grievance; review of written responses as appropriate; and/or review of any documents or other evidence submitted by the parties or by persons with knowledge.

- f. Preliminary Report and Recommendations.* Preliminary Report and Recommendations. Within five (5) working days after completion of the investigation, the Dispute Resolution Committee will prepare a preliminary written report which details the investigative process, summarizes information received, and presents the Committee's factual findings and recommendations. Copies of the preliminary report shall be given to the grievant and respondent.
- g. 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.
- h. Final Report and Recommendations.* Within seven (7) working days of receipt of any rebuttal statements or additional information, the Committee shall complete a final investigative report and recommendations. In the event no rebuttal statements are submitted, the Committee's preliminary report shall be deemed final. Copies of the final investigative report and recommendations shall be given to the grievant, to the respondent and to the appropriate vice president, dean and/or department head. If the grievance involves a faculty member, a copy of the final report shall also be provided to the Provost.
- i. Review by Appropriate Supervisor.* Within ten (10) working days from completion of the Committee's final report, the appropriate Vice President, Dean or Provost shall assess the report, review any written statements, determine whether to accept the recommendations, and take any responsive action. In the event the grievance and/or recommendations of the Dispute Resolution Committee directly involve a Vice President, Dean or Provost, the Committee will designate an alternate authority to assess the report and determine any responsive action. Such action, if any, shall be in accord with applicable University policy. The grievant shall be informed of any corrective action taken involving the respondent.
- j. Time Limits.* Time limits set forth in these procedures may be extended by the Dispute Resolution Committee upon request and showing of good cause. Either party may seek an extension of time. Reasonable extensions of time may also be granted upon initiation of the Committee at its discretion. The Dispute Resolution Committee will not usually

extend the time for filing a written grievance except for those situations in which the grievant alleges violation of the University's Policies on Equal Opportunity, Affirmative Action, and Sexual Misconduct. When appropriate, time limits may also be extended from one school year to the next.

- k. Grievance Initiated by Administration.* The President, Provost, or any Vice President may request that the Dispute Resolution Committee conduct an investigation without a formal grievance from any individual. In such cases, the Provost or applicable Vice President will act as the grievant. In those cases, the Dispute Resolution Committee will use the same notification and process guidelines as outlined in the formal grievance procedures.
- l. Grievance Initiated by Dispute Resolution Committee.* The Dispute Resolution Committee may initiate a formal grievance at any time where an individual declines to pursue the formal grievance process and/or where the Committee believes the University's Policies on Equal Opportunity, Affirmative Action, and Sexual Misconduct may have been violated. In such cases, the grievance will follow the same notification and procedures set forth above. The Dispute Resolution Committee has the right, where appropriate, to protect the identity of a grievant and to proceed with an anonymous grievant. That right should be used only in rare circumstances, taking into consideration the inherent difficulty to the respondent, and only after consultation with the University's attorney.
- m. Record Retention.* The Dispute Resolution Committee is the custodian of all records developed during the investigation of a grievance. All records of the Dispute Resolution Committee are considered confidential and will be retained by the Committee for three (3) years, except records relating to grievances involving violations of the University's policies on Equal Opportunity, Affirmative Action, and Sexual Misconduct, which may be kept indefinitely at the discretion of the Committee.
- n. Sanctions.* The Dispute Resolution Committee has no authority to impose any sanction, however, it may, as part of its investigative report, recommend a particular sanction or course of corrective action. The actual authority to impose sanctions and other corrective action shall remain with the Provost, as to faculty; the Vice President of Student Life, as to students; and the appropriate administrative Vice President as to staff and administrative personnel. The authority imposing sanctions shall report its action to the Dispute Resolution Committee in writing.
- o. 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.
- p. Right of Appeal.* Either party may appeal to the President of the University the findings of the Dispute Resolution Committee's final investigative report. The Dispute Resolution Committee may also request that the President review a particular grievance. Such appeal must be filed in writing to the President's Office

within ten (10) working days after completion of review by the Vice President or Provost in accordance with paragraph 9 above. The President may choose to accept, reject, accept in part, or reject in part the investigative findings and recommendations. The President shall have final authority.

- q. *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.
- r. *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.

C. *Alternative Grievance Procedures*

These grievance procedures do not supersede existing procedures for resolution of grade disputes, academic dishonesty or matters arising under the Student Code of Conduct or any grievance procedures set forth in the Faculty Constitution and Bylaws. Where a grievance may be brought in under an alternative procedure, the grievant must elect at the outset which forum to use. If a grievant chooses to proceed under these administrative procedures in lieu of alternate internal grievance procedures, then the grievant may not subsequently pursue the alternate grievance procedures for resolution of the same grievance. Similarly, if a grievant elects to pursue an alternate grievance procedure, the grievant may not subsequently seek to use these procedures to resolve the same grievance.





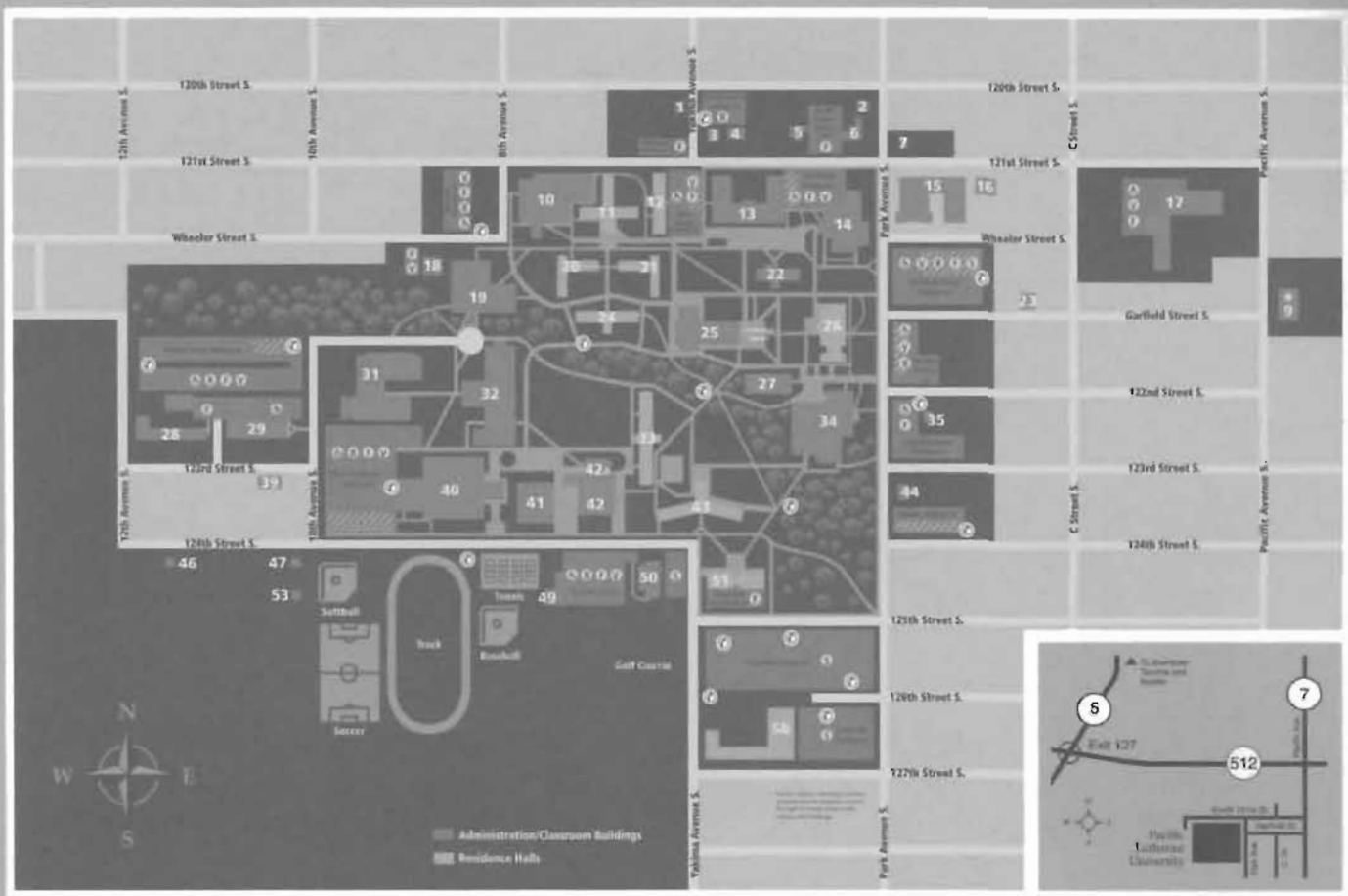
I N D E X

Abbreviations: Department, School and GURs	10	Communication and Theatre	53
Academic Advisors	19	Computer Science and Computer Engineering	61
Academic Assistant Center	24	Campus Concierge	24
Academic Calendar	2	Computing Services	27
Academic Dismissal	20	Conference and Events	25
Academic Dismissal – Second	20	Contact Information	Inside cover
Academic Integrity	19	Continued Probation	20
Academic Internship/Cooperative Education	33	Core I or II Requirements	8
Academic Probation	19	Costs: Tuition, Special Fees, Room and Meals	191
Academic Procedures	19	Counseling and Testing Services	25
Academic Program	5	Course Load	20
Academic Responsibilities and Deadlines	19	Credit Evaluation	180
Academic Standing Policy	19	Credit By Examination	21
Academic Structure	30	Credit Restrictions	21
Academic Warning	19	Cross-Cultural Perspectives	8
Accident Insurance, Sickness & Immunization	27	Dean's List	22
Accommodation of Persons with Disabilities Policy	197	Degree and Course Offerings	30
Accommodations	24	Degree Requirements	6
Accreditation	5	Dentistry	128
Administrative Offices	167	Dining Services	25
Admission	179	Diversity Center	26
Admission: Application Procedure	179	Dropping a Class	23
Admission: Credit Evaluation	180	Economics	64
Admission: Early Admission	179	Education, School of	67
Admission: Entrance Requirements	179	Eligibility for Student Activities	20
Admission: International Student Application Procedures	180	Elliott Press, The	26
Advanced Placement Program	180	Emeriti Faculty	177
Advising	19	Engineering Dual-Degree Program	76
Advisory	167	English	77
Affirmative Action Policy	197	English as a Second Language	71, 94
Afternoon, Late, Saturday Classes	6	Enrollment	5
Alternative Perspectives	8	Environmental Studies	81
Anthropology	34	Environ	5
Army ROTC	129	Equal Educational Opportunity Policy	196
Art	36	Equal Opportunity Policy	197
Arts and Communication, School of	39	Evening Classes	6
Arts and Sciences Requirements	9	Examinations, Credit by	21
Arts and Sciences, College of	40	Faculty	5, 170
Attendance: Class	20	Faculty: Administrative Faculty Associates	177
Auditing	22	Faculty: Emeriti	177
Bachelor's Degrees Offered	31	Faculty: Honorary	177
Baccalaureate General Requirements	8	Faculty: Visiting International Scholars	178
Biology	41	Family Education Rights and Privacy Act	196
Board of Regents	166	Fees: Course	191
Board and Room Information	192	Fees: Educational Placement	191
Bookstore	24	Fees: Graduation Processing	191
Business, School of	43	Fees: Health Service	191
Campus Resources	24	Fees: Late Registration	192
Career Development	25	Fees: Late Card	192
Challenge Program	21, 25	Fees: Orientation Program	192
Chemistry	48	Fees: Parking & Vehicle Registration	192
Chinese Classes	95	Fees: Private Music Lessons	192
Chinese Studies	51	Fees: Unpaid Fines	192
Church Officials	167	Financial Aid	182
Classics	52	Financial Aid: Application Procedure	182

Financial Aid: Endowed/Restricted Scholarships	188	Health Sciences: Medical Terminology	128
Financial Aid: Federal and State Funded	186	Health Sciences: Optometry	128
Financial Aid: First Year Students	182	Health Sciences: Pharmacy	128
Financial Aid: Loans	186	Health Sciences: Physical Therapy	128
Financial Aid: Need-Based	186	History of the University	5
Financial Aid: Non-Need Program	185	History	87
Financial Aid: Scholarships, Grants, Loans and Work Study	184	Holds	194
Financial Aid: Transfer Students	182	Honors	22
Financial Aid: Veterans Affairs	188	Honors: Dean's List	22
Financial Aid: Vocational Rehabilitation	188	Honors: Graduation	22
Financial Privacy Policy	196	Honors Societies	22
First-Year Experience	6	Housing	192
Foreign Language Requirements	9, 179	Humanities, Division of	91
French	95	Immunization	27
General University Requirements (GUR) Information	6	In Progress Grades	22
Geosciences	82	Inclusive Language Policy	201
German	96	Incomplete Grades	21
Global Education Opportunities (WANG-CENTER)	85	Information, General	5
Global Studies Program	86	Information and Technology	27
Good Standing	20	Insurance	26, 192
Grading System	21	Integrative Learning Objectives	3
Graduate Degrees Offered	146	International Baccalaureate (IB)	180
Graduate Studies	146	International Core	8, 92
Graduate Studies: Academic Probation	149	International Programs (See Global Education Opportunities)	85
Admission: Graduate	146	International Student Services	27
Graduation Application Deadlines	22	International Students	27, 180
Graduate Studies: Courses for Graduate Credit	148	January Term First Year	7
Graduate Studies: Examinations I	49	KPLU-FM, National Public Radio	27
Graduate Studies: Faculty Advising	148	Languages and Literatures	93
Graduate Studies: Financial Aid	150	Language Resource Center	93
Graduate Studies: Graduate Credit for Seniors	149	Late-Afternoon, Evening & Saturday Classes	6
Graduate Studies: Hours Required	148	Law	129
Graduate Studies: Immunization Policy	148	Legal Studies	98
Graduate Studies: Nursing Entry Level	149	Library Services	28
Graduate Studies: Pass/Fail Course Policy	148	Limitations on Baccalaureate Degrees	7
Graduate Studies: Petitions	149	Majors Available	31
Graduate Studies: Policies and Standards	147	Major Advisors	19
Graduate Studies: Residency Requirement	148	Master's Degrees Offered: Education (MAE)	155
Graduate Studies: Standards of Work	149	Master's Degrees Offered: Business Administration (MBA)	150
Graduate Studies: Thesis/Research Requirements	149	Master's Degrees Offered: Marriage and Family Therapy (MA)	161
Graduate Studies: Time Limit	148	Master's Degrees Offered: Nursing (MS)	163
Graduate Studies: Transfer of Credit	148	Master's Degrees Offered: Creative Writing, MA in Fine Arts	153
Graduate Studies: Tuition/Fees	150	Mathematics	99
Graduation Information	22, 149	Meal Plans	192
Grievance Policy and Procedures	201	Medical Terminology	128
Guest of University Status	22	Medicine	128
Guidelines, University	196	Midterm Advisory Letter	20
GUR Course Listings	10	Military Science	129
GUR Key	33	Minors Available	32
GURS: Alternative Perspectives (A)	10	Mission and Vision	3
GURS: Arr, Music, or Theatre (AR)	11	Music	102
GURS: Capstone (SR)	16	Natural Sciences, Division of	109
GURS: Cross-Cultural ©	12	No Grade	22
GURS: Freshman Writing Seminars (FW)	13	Non-Credit Informal Study	22
GURS: Inquiry Seminar (190) (F)	13	Non-Discrimination Policy	196
GURS: International Core (I, I2 and I3)	13	Non-Matriculated	20
GURS: Literature (LI)	13	Numbering of Courses	32
GURS: Mathematical Reasoning (MR)	13	Nursing, School of	110
GURS: Natural Sciences, Mathematics or Computer Science (NS)	14	Off-Campus Student Services	28
GURS: Philosophy (PH)	15	Optometry	128
GURS: Physical Education Activity (PE)	15	Orientation: New Student	28
GURS: Religion (R1, R2, R3)	15	Ownership and Support of University	166
GURS: Science and Scientific Method (SM)	16	Pass/Fail Courses and Options	21
GURS: Social Sciences, Line 1 (S1)	17	Payment Options	193
GURS: Social Sciences, Line 2 (S2)	18	Perspectives on Diversity	8
GURS: Writing (WR)	18	Pharmacy	128
Health Center	26	Philosophy	116
Health Insurance Portability and Accountability Act	196	Physical Education, School of	118
Health Sciences	128	Physics	123
Health Sciences: Dentistry, Medicine, Veterinary	128	Policies, Institutional	196

Political Science	125	Student Life and Campus Resources	24
Pre-Professional Studies	128	Student Right-to-Know and Campus Security Act	201
Pre-Professional Studies: Health Sciences	128	Student Services Center	29
Pre-Professional Studies: Law	129	Study Abroad	85
Pre-Professional Studies: Military Science	129	Summer Sessions	29
Pre-Professional Studies: Theological Studies	130	Table of Contents	1
Principles of Education	4	Teacher Certification Loans	188
Privacy Act	196	Testing Services, Counseling and	25
Probation	19	Theatre, Communication and	53
Psychology	130	Theological Studies	130
Public Service, Center For	28	Title IV Funds	195
Publishing and Printing Arts	133	Transcript Information	192
Radio Station (KPLU-FM)	27	Transfer Students	181
Refunds	195	Transitional Advisors	19
Regents, Board of	166	Tuition, Fees and Payments	191
Registration: Procedures	23	Tuition: Advance Payment	193
Registration: Early	23	Tuition: Billing and Payment Questions	193
Religion	134	Tuition: Credit Balances	193
Residential Life	28	Tuition: Payment Information	193
Retention of First-Year Students	6	Tuition: Rights and Responsibilities	193
Rights and Responsibilities	19, 183, 193	University Guidelines	96
Rooms and Meals	192	Veteran Affairs	188
Running Start Program	180	Visiting Classes	22
Safety and Information, Campus	24	Vocational Rehabilitation	22
Satisfactory Academic Progress	20	Volunteer Center	30
Scandinavian Area Studies	136	Withdrawal: From a Course	23
Scholarships	184, 188	Withdrawal: During the Term	23
Sexual Misconduct Policy	198	Withdrawal: From a Future Term	23
Sickness and Accident Insurance	27	Withdrawal: From the University	23
Social Sciences, Division of	127	Withdrawal: Medical	22, 23, 195
Social Work	140	Withdrawal: Official	23
Sociology and Social Work	138	Withdrawal: Unofficial	22, 23, 195
Statistics	142	Women's Center	30
Activities: Student	29	Women's Studies	143
Student Classifications	20	Work Study	188
Student Code of Conduct	29	Writing	145
Student Employment	29	Writing Center	30
Student Health Center	26	Writing throughout the Curriculum	4
Student Life	29		

Notes



Building Legend

Blomquist House	3
Bookstore	34
Columbia Center	50
Development & University Relations	9
East Campus - PLU Community Outreach	17
Eastvold Hall/Tower Chapel	25
Facilities Management/Plant Services	28
Faculty House	4
Foss Residence Hall	33
Harstad Residence Hall	26
Hauge Administration Building	13
Health Services Center	6
Hinderlie Residence Hall	24
Hong Residence Hall	21
Human Resource Services	35
Ingram Hall	10
Keck Observatory	53
Knott House	5
Kreidler Residence Hall	20
Lagerquist Concert Hall	19
Lee House (ROTC)	7
Mail Services, Shipping & Receiving	29
Mary Baker Russell Music Center	19
Math, Computer Science, and Computer Engineering Building	49
McNabb House (ROTC)	1
Memorial Gymnasium	42
Morken Center for Learning & Technology	31
Morwedt Library	14
Music House	39
Names Fitness Center	42a
Nesvig Alumni Center	44
Olson Auditorium	40
Ordal Residence Hall	11
Park Avenue House	2
Pfueger Residence Hall	43

PLU Northwest (Gift Shop)	23
Ramstad Hall	27
Rieke Science Center	32
Scandinavian Cultural Center	34
South Residence Hall	58
Stuen Residence Hall	12
Swimming Pool	41
Tingelstad Residence Hall	51
Trinity House	16
Trinity Lutheran Church	15
University Center	34
University Printing & Publications	29
Wang Center	18
Warehouse	29
West House	46
Women's Center	47
Xavier Hall	22

*The Office of Development and University Relations is located at the intersection of Garfield Street and Pacific Avenue on the east side of Pacific at 12165 Pacific Avenue South, Tacoma.

Parking Legend

♿	Accessible Parking
V	Visitor Parking by Permit
R	Reserved Student Parking
F	Reserved Faculty/Admin/Staff Parking
S	Special Permit Parking
///	Visitor/Public Parking by Permit
☎	Emergency Phones

Visitor parking by permit only. All visitors must obtain a visitor parking permit at Campus Safety located in the basement at the north end of Harstad Hall. Reserved parking slots may be used by visitors during non-working hours (5 p.m. - 7 a.m.) and on weekends (some 24 hr.

exceptions are indicated by signs). If you plan an extended visit, you must obtain a temporary permit from Campus Safety.

Selected Campus Contacts

Area code 253

University Switchboard	531.6900
Campus Phone Information	535.7449
Campus Safety (24 hours)	535.7441
Academic Assistance	535.7518
Admission	535.7151
Alumni and Parent Relations	535.7415
Business Office	535.7171
Church Relations	535.7423
Conference and Events Center	535.7450
Development	535.7177
Emergency	535.7911
Student Services	535.7161
Health Center	535.7337
Liturgic and Information Desk	535.7457
KPLU 88.5	535.7758
News and Information	535.7430
President	535.7101
Registrar	535.7131
Student Life	535.7191
Summer Sessions	535.8628
Transfer Coordinator	535.7138

Visit PLU by Bus

It's easy to visit PLU from anywhere in the Puget Sound area. Seattle and Olympia routes require a transfer in Lakewood or downtown Tacoma. Direct bus routes arrive at the Puyallup Transit Center, only two blocks from the PLU campus. For help planning your trip, call 253.581.8000.

TO LOCATE PLU

Pacific Lutheran University is located 7 miles south of downtown Tacoma, Washington.

Take exit 127 off Interstate 5 and go east on Highway 512.

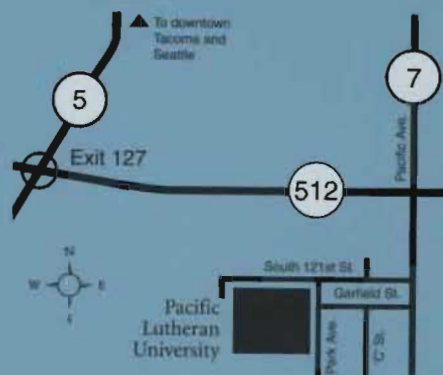
Continue on 512 for approximately 2 miles to Pacific Avenue (Hwy 7) (Parkland-Spanaway exit).

Turn right (south) on Pacific Avenue to 121st Street.

Turn right on 121st.

The Admission Office is in Hauge Administration Building near the intersection of 121st and Yakima.

TACOMA



WASHINGTON

USA



Office of Admission

Tacoma, WA 98447-0003

www.plu.edu

admission@plu.edu

1-800-274-6758

253-535-7151

Fax: 253-536-5135