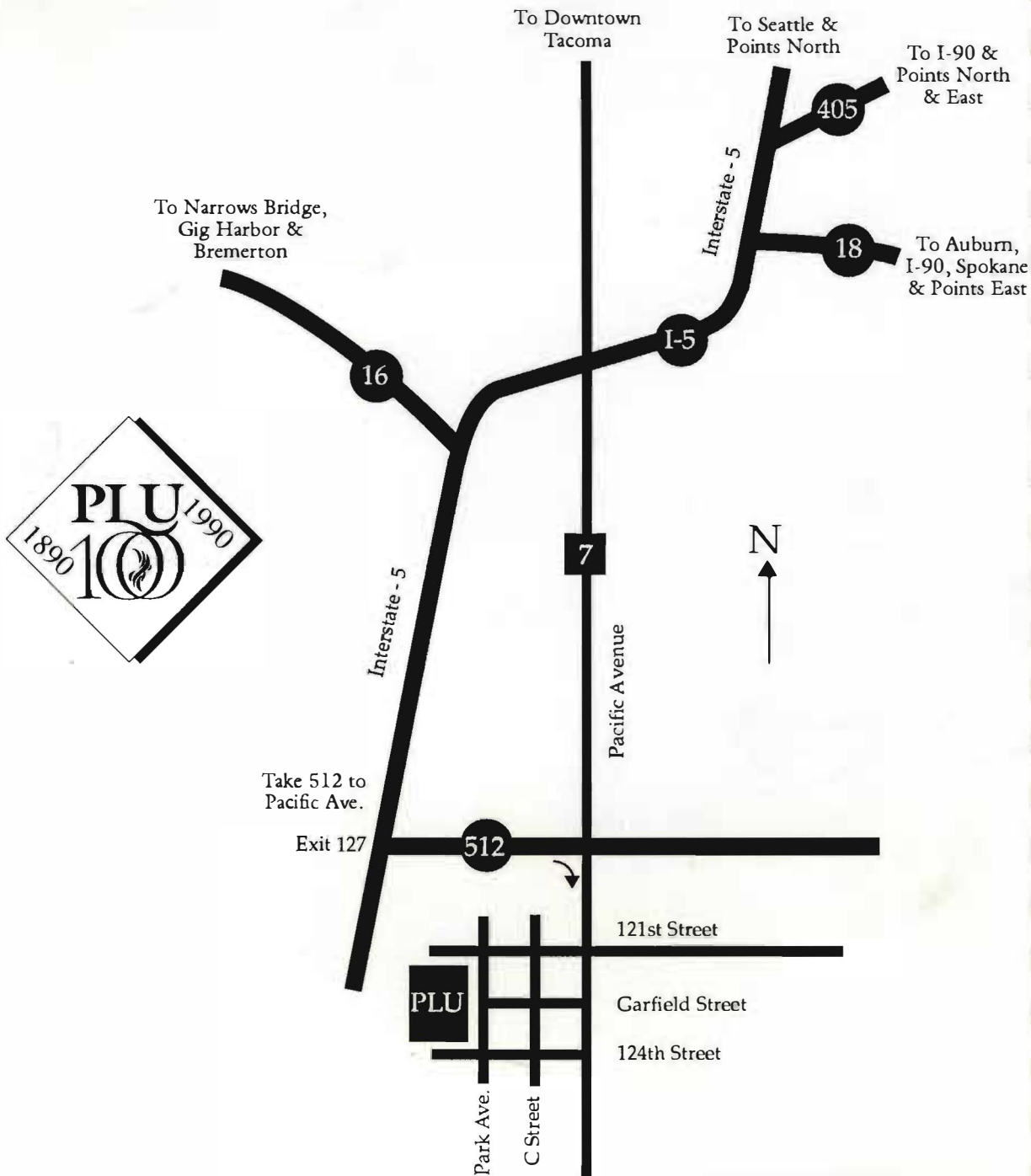


# CATALOG



PACIFIC LUTHERAN  
UNIVERSITY Tacoma, WA





**Volume LXX No. 3**  
**August, 1990**

**Pacific Lutheran University Catalog USPS 417-660**  
 Published quarterly in February, May, August and November by Pacific Lutheran University, South 121st and Park Avenue, Tacoma, WA 98447-0003. Second class postage paid at Tacoma WA. Postmaster: Send address changes to Pacific Lutheran University Catalog, Office of Admissions, PLU, P.O. Box 2068, Tacoma, WA 98447-0003.

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

Listed in this catalog are course descriptions and summaries of degree requirements for majors, minors, and other programs in the College of Arts and Sciences and the Schools of the Arts, Business Administration, 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.





# Table of Contents

<b>Mission Statement 4</b>	<b>Communication and Theatre 40</b>
<b>Academic Calendars 6</b>	<b>Computer Science 43</b>
<b>General Information 8</b>	<b>Cooperative Education 46</b>
<b>Admission 10</b>	<b>Earth Sciences 47</b>
<b>Financial Aid 11</b>	<b>Economics 49</b>
<b>Costs 14</b>	<b>Education 50</b>
<b>Student Life 17</b>	Educational Psychology
<b>Advising 18</b>	Special Education
<b>Academic Structure 19</b>	<b>Engineering 61</b>
Majors/Minors	<b>English 63</b>
<b>Academic Procedures 21</b>	<b>English as a Second Language 66</b>
General University Requirements	<b>Environmental Studies 68</b>
Core Curriculum Alternatives	<b>Global Studies 68</b>
<b>Anthropology 25</b>	<b>Graduate Studies 70</b>
<b>Art 27</b>	<b>History 71</b>
<b>The Arts 30</b>	<b>Humanities 73</b>
<b>Biology 31</b>	<b>Individualized Major 74</b>
<b>Business Administration 33</b>	<b>Integrated Studies 74</b>
<b>Chemistry 37</b>	<b>Interim Program 77</b>
<b>College of Arts and Sciences 39</b>	<b>International Programs 78</b>
	Study Abroad



---

**Languages 81**

Chinese, Classics (Greek, Latin), French,  
German, Norwegian, Scandinavian, Sign  
Language, Spanish

---

**Legal Studies 84**

---

**Marriage and Family Therapy 85**

---

**Mathematics 86**

---

**Music 88**

---

**Natural Sciences 95**

---

**Nursing 95**

---

**Philosophy 100**

---

**Physical Education 102**

---

**Physics 106**

---

**Political Science 108**

Public Affairs

---

**Psychology 110**

---

**Religion 112**

---

**Scandinavian Area Studies 114**

---

**Social Sciences 115**

---

**Social Work 115**

---

**Sociology 117**

---

**Statistics 119**

---

**Women's Studies 120****Affiliate Resources 120**

CHOICE  
KPLU-FM  
Center for Social Science Research  
Elliott Press

---

**Pre-Professional Programs 121**

Health Sciences  
Pre-Law  
Theological Studies  
Army ROTC

---

**Board of Regents 124**

---

**Administrative Offices 126**

---

**The Faculty 129**

---

**Guidelines 138**

---

**For Further Information 139**

---

**Index 140**

---

**Campus Guide 142**

---

**Application Form 143**

# Mission Statement

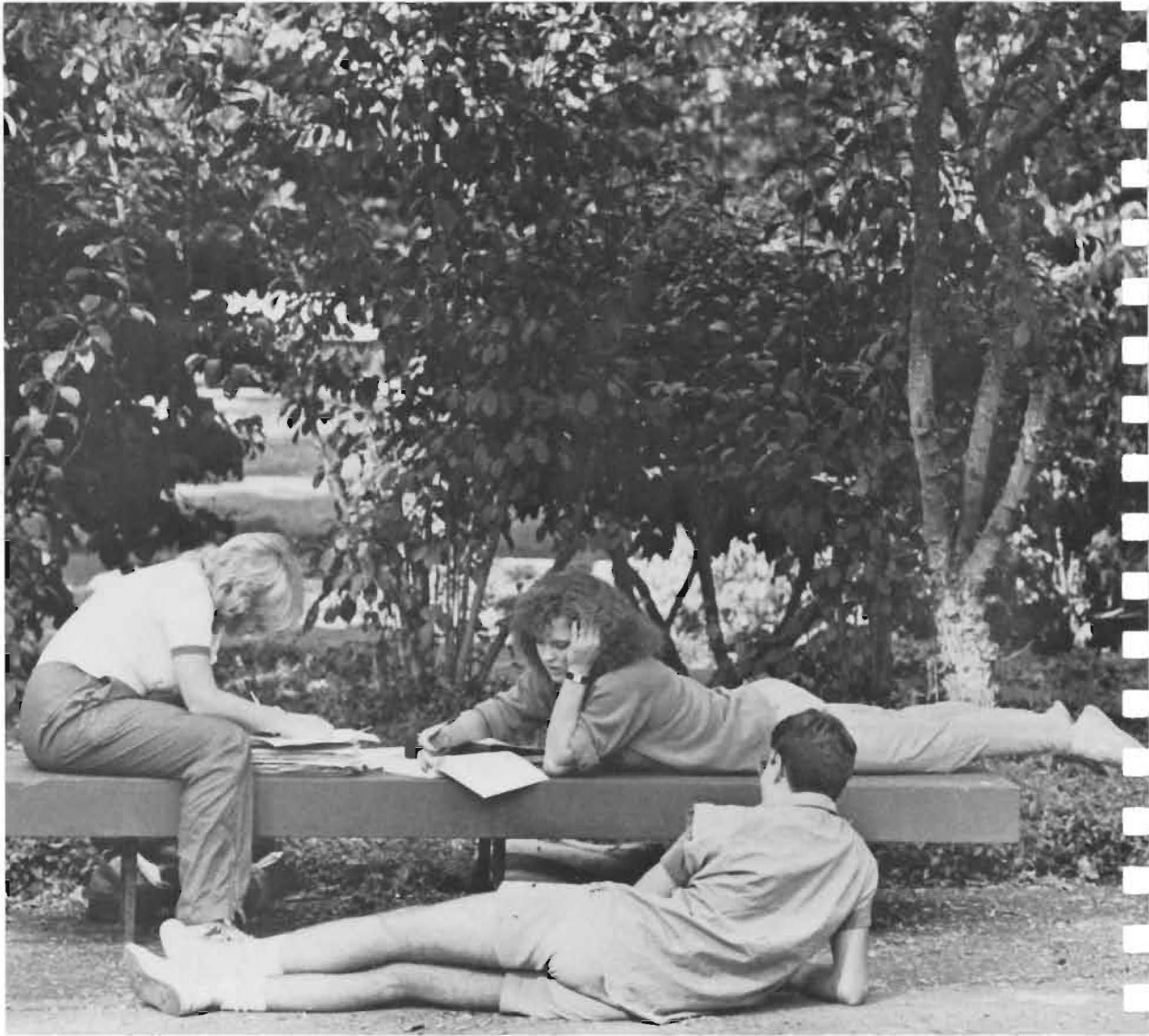
Long committed to providing an education distinguished for quality, in the context of a heritage that is Lutheran and an environment that is ecumenically Christian, PLU continues to embrace its primary mission: the development of knowledgeable persons equipped with an understanding of the human condition,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

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

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

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

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







# Academic Calendar

## 1990-91

Tuesday, May 29 .....	<b>SUMMER SESSION 1990</b>
Friday, August 24 .....	Early term begins
	Summer session closes; commencement
	<b>FALL SEMESTER 1990</b>
Saturday, September 8 to	
Monday, September 10 .....	Orientation and registration
Tuesday, September 11 .....	Classes begin, 8:00 a.m.
	Opening convocation, 10:00 a.m.
Friday, October 26 .....	Mid-semester break
Wednesday, November 21 .....	Thanksgiving recess begins, 12:50 p.m.
Monday, November 26 .....	Thanksgiving recess ends, 8:00 a.m.
Friday, December 14 .....	Classes end, 6:00 p.m.
Saturday, December 15 .....	Mid-year commencement
Monday, December 17 to	
Friday, December 21 .....	Final examinations
Friday, December 21 .....	Semester ends after last exam
	<b>INTERIM 1991</b>
Monday, January 7 .....	Begins
Monday, January 21 .....	Martin Luther King, Jr., Birthday holiday
Friday, February 1 .....	Ends
	<b>SPRING SEMESTER 1991</b>
Tuesday, February 5 .....	Registration
Wednesday, February 6 .....	Classes begin, 8:00 a.m.
Monday, February 18 .....	Presidents' Day holiday
Friday, March 22 .....	Easter recess begins, 6:00 p.m.
Monday, April 1 .....	Easter recess ends, 4:00 p.m.
Friday, May 17 .....	Classes end, 6:00 p.m.
Monday, May 20 to	
Friday, May 24 .....	Final examinations
Friday, May 24 .....	Semester ends after last exam
Sunday, May 26 .....	Worship service and commencement



# Academic Calendar

## 1991-92

Tuesday, May 28 ..... **SUMMER SESSION 1991**  
 Friday, August 23 ..... **Early term begins**  
 Summer session closes; commencement

**FALL SEMESTER 1991**  
 Saturday, September 7 to  
 Monday, September 9 ..... **Orientation and registration**  
 Tuesday, September 10 ..... **Classes begin, 8:00 a.m.**  
**Opening Convocation, 10:00 a.m.**  
 Friday, October 25 ..... **Mid-semester break**  
 Wednesday, November 27 ..... **Thanksgiving recess begins, 12:50 p.m.**  
 Monday, December 2 ..... **Thanksgiving recess ends, 8:00 a.m.**  
 Friday, December 13 ..... **Classes end, 6:00 p.m.**  
 Saturday, December 14 ..... **Mid-year commencement**  
 Monday, December 16 to  
 Friday, December 20 ..... **Final examinations**  
 Friday, December 20 ..... **Semester ends after last exam**

**INTERIM 1992**  
 Monday, January 6 ..... **Begins**  
 Monday, January 20 ..... **Martin Luther King, Jr., Birthday holiday**  
 Friday, January 31 ..... **Ends**

**SPRING SEMESTER 1992**  
 Tuesday, February 4 ..... **Registration**  
 Wednesday, February 5 ..... **Classes begin, 8:00 a.m.**  
 Monday, February 17 ..... **Presidents' Day holiday**  
 Friday, March 20 ..... **Spring break begins, 6:00 p.m.**  
 Monday, March 30 ..... **Spring break ends, 8:00 a.m.**  
 Friday, April 17 ..... **Easter recess begins, 8:00 a.m.**  
 Monday, April 20 ..... **Easter recess ends, 4:00 p.m.**  
 Friday, May 15 ..... **Classes end, 6:00 p.m.**  
 Monday, May 18 to  
 Friday, May 22 ..... **Final examinations**  
 Friday, May 22 ..... **Semester ends after last exam**  
 Sunday, May 24 ..... **Worship service and commencement**

# General Information

## HISTORY

Pacific Lutheran University was founded in 1890 by men and women of the Lutheran Church in the Northwest. Their purpose was to establish an institution in which their people could be educated. Education was a venerated part of the Scandinavian and German traditions from which these pioneers came.

The institution opened as Pacific Lutheran Academy. Growing in stature, PLA became a junior college in 1921. Ten years later, it was organized into a three-year normal school which became a college of education in 1939.

After 1941, it expanded as Pacific Lutheran College until it was reorganized as a university in 1960, reflecting the growth of both its professional schools and liberal arts core.

## ACCREDITATION

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

In addition the following programs hold specialized accreditations and approvals:

*Business Administration* — American Assembly of Collegiate Schools of Business

*Chemistry* — American Chemical Society

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

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

*Music* — National Association of Schools of Music

*Nursing* — National League for Nursing

*Social Work* — Council on Social Work Education

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

## GROUNDS

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

## ENROLLMENT

3,133 full-time students

722 part-time students

## FACULTY

227 full-time faculty

98 part-time faculty

## STUDENT/FACULTY RATIO

15.6:1

## ACADEMIC PROGRAM

Pacific Lutheran University uses a 4-1-4 calendar which consists of two fourteen-week semesters bridged by a four-week interim period.

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

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

## LIBRARY SERVICES

The Robert A.L. Mortvedt Library is the central multi-media learning resource center serving the entire university community. Its collections are housed and services provided in a modern functional building which has study spaces for 850 students and shelving for 500,000 books, periodicals, microfilm, and audio-visual materials. The library receives over 2,000 current magazines, journals, and newspapers.

In addition to its general collection of books and other materials, the library has a special collection devoted to the Scandinavian Immigrant Experience and contains the university and regional Lutheran church archives. Other special collections include the Curriculum Collection of the School of Education, the microfiche collection of college catalogs, maps, pamphlets, and national and trade bibliographies.

The library is open for service 107 hours during a typical week in a regular term. A staff of 30 full and part-time librarians and assistants offer expert reference, information, and media services. The reference staff provides beginning and advanced library instruction for all students. In addition to standard reference service, the library staff also offers computerized bibliographic information service. As the result of the library's extensive collection of bibliographic tools, computer access to other collections, and electronic mail service, students and faculty have rapid access to materials which can be borrowed from other libraries.

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





## COMPUTER CENTER

The Computer Center's offices are located in the southeast corner of the lower floor of Mortvedt Library. The facility houses a cluster of two DEC VAX 6200 computers. Two large academic user rooms provide access to the VAX system, IBM-PC, and Macintosh computers. The user rooms are open seven days a week. Additionally, students with their own computers may connect to the campus data network from their dormitory rooms.

A variety of software programs are available for the systems. Well known programming languages can be used on all types of hardware. The university has adopted standard PC software for word processing, spread sheets, data bases, and statistics.

There is a charge (billed monthly) for use of the university's computer systems.

The Computer Center offers a wide range of services, including free "how to" workshops. Information is available at the Computer Center regarding available workshops, the current software standards, the current charging schedule, and the use of computer facilities.

The Computer Center's main offices are open from 8:00 a.m. until 5:00 p.m. during normal university operations.

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

## WRITING CENTER

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

The Writing Center is open Monday through Friday from 9:00 a.m. until 5:00 p.m. and Sunday through Thursday from 7:00 p.m. until 9:00 p.m.

## LATE AFTERNOON AND EVENING CLASSES

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

## SUMMER SESSION

An extensive summer school curriculum, of the same quality as that offered during the regular academic year, is available to all qualified persons. In addition, summer session typically is a time when the faculty offer innovative, experimental courses which cover a broad range of contemporary issues and perspectives in many fields. The summer session consists of three discrete four-week terms, and a one-week interim session, and begins the last week of May. Many courses are taught in the evening, two nights per week for nine weeks, and Master of Business Administration courses are taught during two six-week terms, two nights per week. Designed for undergraduates and graduate students alike, the program serves teachers and administrators seeking credentials and special courses, freshmen desiring to initiate college study, and others desiring special studies offered by the schools and departments. Transient students who enroll for the summer session need only submit a letter of academic standing or give other evidence of being prepared for college work.

A complete *Summer Session Catalog*, outlining the curriculum as well as special institutes, workshops and seminars, is printed each spring and is available from the dean of the summer session at the university. Additional information may be obtained by calling 535-7143.

## MIDDLE COLLEGE

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

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

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

## PROJECT ADVANCE

Each semester PLU offers Project Advance, a special enrichment program for high school juniors and seniors. Designed to complement high school studies, Project Advance allows students to earn one hour of university credit and to experience college life and study. The topic of the course is different each semester, and fall topics are chosen to coincide with the high school National Debate Topic. Project Advance classes meet once a week for six weeks in the late afternoon.

## RETENTION OF FRESHMEN

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

### Retention of Entering Freshmen

	To Sophomore Year	To Junior Year	To Senior Year
1972	70.1%	51.9%	46.1%
1973	74.7%	54.3%	48.7%
1974	74.0%	54.0%	49.8%
1975	71.2%	52.9%	50.8%
1976	69.3%	52.8%	47.5%
1977	74.7%	57.2%	52.4%
1978	74.2%	58.6%	56.4%
1979	74.8%	60.6%	55.4%
1980	78.6%	58.2%	54.1%
1981	71.1%	57.1%	52.7%
1982	77.6%	60.1%	54.6%
1983	75.7%	59.8%	58.2%
1984	78.5%	65.9%	58.8%
1985	81.5%	68.8%	67.3%
1986	80.6%	71.1%	66.2%
1987	81.7%	65.3%	
1988	75.7%		



# Admission



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

In evaluating applications the dean of admissions interprets grade point averages and class rank in relation to the quality of the curriculum which 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
- Electives: 3 years (selected from the areas listed above, as well as courses in computer science, speech, debate, and the performing arts).

\* Minimum Entrance Requirements:

1. Satisfactory completion of two years of college preparatory mathematics (exclusive of computer science) or an approved course at the baccalaureate level or demonstrate equivalent proficiency.
2. Satisfactory completion of two years of one foreign language in high school or one year at the baccalaureate level or demonstrate 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 interim. The following application deadlines are suggested: *Fall Semester-May 1; Spring Semester-December 15.*

## ENTERING FRESHMEN

### APPLICATION PROCEDURE

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

1. *Formal Application:* Submit the *Uniform Undergraduate Application for Admission to Four-Year Colleges and Universities in the State of Washington*. Available from high school counselors or the PLU Office of Admissions.
2. *\$35.00 Application/Records Fee:* A \$35 fee must accompany your application or be mailed separately. This non-refundable service fee does not apply to your account. Make checks or money orders payable to Pacific Lutheran University and mail to the PLU Office of Admissions.
3. *Transcript:* The transcript you submit must include all credits completed through your junior year of high school. If admission is offered, an acceptable final transcript which indicates satisfactory completion of the senior year and attainment of a diploma must be presented.
4. *Recommendations:* Two recommendations must be prepared by principals, counselors, pastors, or other qualified persons. The PLU Office of Admissions will supply the forms.
5. *Test Requirement:* All entering freshmen must submit scores from either the College Board, Scholastic Aptitude Test (SAT), or the American College Test Assessment (ACT). Registration procedures and forms are available at high school counseling offices.

## EARLY DECISION

High School students who have decided upon PLU as their first choice may be offered admission as early as October 1 of their senior year. Early Decision applications must be made by *November 15* of the senior year. SAT or ACT scores from the previous May or July are acceptable. Early Decision students are given first consideration in campus housing and financial aid. An Early Decision form is available from the Office of Admissions. If an Early Decision is unfavorable, a student may still be considered for regular admission.

## EARLY ADMISSION

Qualified students interested in accelerating their formal education may begin work toward a degree after completion of the junior year or first semester of the senior year of high school. Exceptional students who wish to enroll before completing all required units in high school must have a letter submitted by a recognized school official which approves early college admission and gives assurance that a high school diploma will be issued after completion of specified college work. Only students highly recommended for Early Admission will be considered. Generally these students rank among the top students in their class and present high aptitude test scores.

## ADVANCED PLACEMENT OPPORTUNITIES

1. *College Board Examinations:* Students interested in seeking advanced placement or credit toward graduation through the examination program of the College Board should direct inquiries for specific information to the department or school which offers the academic subject of their choice. General inquiries about the College Board program may be addressed to the Office of Admissions.
2. *Departmental Examinations:* A number of departments and schools offer placement examinations in order that students may be advised as to the level at which they may most advantageously pursue a given subject. Credit toward graduation may be given in certain cases, depending on the examination score and whether the subject matter was *not* part of the course work by which the high school diploma was earned. Again, inquiries for specific information should be directed to the department or school offering the particular subject.

## TRANSFER STUDENTS

### APPLICATION PROCEDURE

Students who began their higher education at other 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. Although it does not guarantee admission, a grade point average of 2.50 in all college work attempted is usually required for admission. For applicants with less than sophomore standing (30 semester hours or 45 quarter hours), secondary school records and standardized test scores will also be considered. Credentials required are:

1. *Formal Application:* Submit a Uniform Undergraduate Application with \$35.00 non-refundable application/records fee.
2. *Transcripts:* Official transcripts from all previous collegiate institutions attended must be sent by those institutions directly to the PLU Office of Admissions. Official high school transcripts of credits are necessary if they are not listed on college transcripts.
3. *Clearance Form:* The office of the dean of students at your most recently attended (full-time) institution must complete a clearance form (provided by the PLU Office of Admissions).
4. *Recommendations:* Two recommendations must be prepared by instructors, counselors, pastors, or other qualified persons. The PLU Office of Admissions provides the forms.

## EVALUATION OF CREDITS

1. The registrar evaluates all transfer records and creates an advising booklet (*Gold Book*) indicating completion of any core requirements and total hours accepted. Individual schools and departments determine which courses satisfy major requirements.
2. Generally, college-level courses carrying the grade of "C" or above apply toward graduation. "D" graded courses will be withheld until a student has successfully completed one semester's work at the university.



3. A community college student may transfer a maximum of 64 semester (96 quarter) hours of credit from the two-year institution.
4. To qualify as a degree candidate, a student must take the final 32 semester hours in residence.

### UNACCREDITED EDUCATIONAL EXPERIENCES

1. Credits earned in unaccredited schools are not transferable at the time of admission. Evaluation and decision on such courses will be made after the student has been in attendance at the university one semester.
2. The university allows up to 20 semester hours of USAFI/Dante credit and up to 20 semester hours for military credit, providing the total of the two does not exceed 30 semester hours.
3. The university does not grant credit for college level GED tests.
4. For information on the College Level Examination Program (CLEP), refer to the section on Credit by Examination under Academic Procedures.

### ACCELERATED UNDERGRADUATE REENTRY FOR ADULTS (AURA)

Qualified adults, 30 years of age or older, who have not been enrolled in a baccalaureate degree program within the last five years, may seek advanced placement at up to the junior level through the AURA Program. Those accepted into AURA are granted one year's provisional admission, during which time they must complete 12 credits at PLU (including Psychology 401) with a grade point average of 2.5 or higher. Credit awards for prior learning are based upon systematic assessment by a faculty panel of the adequacy and appropriateness of knowledge and skills demonstrated in a portfolio prepared by the student with staff assistance. Credit awards may not exceed 48 semester credits less acceptable college transfer credits.

For details of the AURA Program, contact the director, AURA Program, 535-7518.

### FORMER STUDENTS

#### APPLICATION PROCEDURE

Full-time students who have not been in attendance for one semester or more may seek readmission by obtaining an application for re-entrance from the Office of Admissions unless they have been approved, at the time of last enrollment, for a leave of absence. Students who have been dropped for academic or disciplinary reasons must identify a faculty member willing to act as a sponsor and adviser if re-admitted. Re-entering students who have attended another college in the meantime must request that a transcript be sent from the institution directly to the dean of admissions.

### FOREIGN STUDENTS

#### APPLICATION PROCEDURE

Foreign students who are qualified academically, financially, and in English proficiency are encouraged to join the university community. Information and application procedures may be obtained from the dean of admissions.

### FINALIZING AN OFFER OF ADMISSION

1. *Medical Requirement:* Before actual enrollment each new student must submit a Health History Form complete with an accurate immunization record. This information must be acceptable to the PLU Health Services Office.
2. *Advance Payment:* A \$200.00 advance payment is necessary in order to confirm an offer of admission. This payment *guarantees* a place in the student body, *reserves* housing on campus if requested, *holds* financial assistance which may have been awarded, and is required before early 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 submit the payment by May 1.* If circumstances necessitate cancellation of enrollment and the dean of admissions is notified in writing before May 15, the \$200.00 will be refunded. The refund date for interim is December 15, and for spring semester, January 15.
3. *New Student Information Form:* This form includes the application for housing and must be completed by *all* students and returned with the advance payment.



# Financial Aid

Recognizing that many students who want to attend Pacific Lutheran University would be unable to meet all expenses of enrollment from personal or family sources, the university attempts to provide financial assistance to all eligible students. Any student approved for enrollment or currently enrolled may request financial aid. Approximately 70% of the university's students receive help in the form of gift assistance (that is, scholarships, talent 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 quantity and composition of an award is based upon demonstrated financial need, academic achievement, test scores, and other personal talents and interests. Need is determined from analysis of the Financial Aid Form (FAF), which is a statement of financial condition provided by the College Scholarship Service (CSS). Analysis of the Financial Aid Form determines an expected contribution for college expenses from the student and parent(s) or guardian(s). "Financial Need" is defined as the difference between total student expenses for an academic year and the expected student/family contribution and is a primary factor in determining eligibility for most available aid.

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

### APPLICATION PROCEDURE:

#### FRESHMEN AND TRANSFERS

1. PRIORITY DATE: All materials must be in the Financial Aid Office by **March 1**.
2. Mail a Financial Aid Form (FAF) to the College Scholarship Service (CSS) by February 1.
3. Be offered admission by March 1.
4. Submit a PLU Financial Aid Application (applies only to transfer students and is available upon request).
5. Submit a Financial Aid Transcript from all prior institutions attended (transfers only).

### CONTINUING STUDENTS

1. PRIORITY DATE: All materials must be in the Financial Aid Office by **April 1**.
2. Mail a Financial Aid Form (FAF) to the College Scholarship Service (CSS) by March 1.
3. Submit a PLU Financial Aid Application.

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

### NOTIFICATION OF AWARD DECISIONS

1. Award decisions for freshmen and transfer students who meet the March 1 completion date will be made in March, and actual notification will be mailed April 1.
2. Financial aid decisions for continuing PLU students are made during April and May. Notifications are sent out beginning in May for students planning to attend the summer session and the first week in June for those planning to attend only during the regular academic periods of fall, interim, and spring.

### VALIDATING THE AID OFFER

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





Aid, with the exception of College Work-Study and Washington State Need Grants, is credited to the student's account when all paperwork has been completed. One-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. This money will remain on the student's account unless requested by the student through the Business Office after classes have begun.

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 needy students.

### RIGHTS AND RESPONSIBILITIES

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

Additional rights and responsibilities of financial aid recipients include:

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

### ACADEMIC REQUIREMENTS/SATISFACTORY PROGRESS

The policy of the Financial Aid Office is to allow students to continue receiving financial assistance as long as they are in good standing at the university. 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.

To be given priority for most types of financial aid, an applicant must be enrolled as a full-time student. For federal financial aid programs, a full-time student is defined as any person enrolled for a minimum of twelve 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 PLU Financial Aid Office. The following minimum requirements are expected of each financial aid recipient:* To make satisfactory progress toward a degree, an undergraduate student must complete a minimum of 24 semester hours of credit each academic year. An academic year is defined as the fall semester, the interim term, and the spring semester. As part of their undergraduate program, students are required to complete two interim terms (8 hours from courses numbered 300-320); junior and senior transfer students need to complete only one interim term (4 hours from courses numbered 300-320). Graduate students are required to complete 16 semester hours of credit each academic year.

For full-time undergraduate students receiving financial aid, the maximum number of credit hours that may be attempted is 175 and the maximum time-frame for completing a baccalaureate degree is *five* years. Even if a student changes his or her major or academic program, only 175 credit hours may be taken qualifying for financial aid, and the maximum time-frame of five years for receiving a degree is enforced. Some financial aid programs (e.g., Washington State Need Grants) allow aid to be awarded a maximum of four academic years. The maximum number of full-time graduate credit hours that may be attempted is 48, and the maximum time-frame to complete a graduate degree is *three* years.

Provisions to accommodate non-traditional, part-time students have also been established. Undergraduate students who qualify for these provisions must complete a minimum of 12 credit hours each academic year and achieve a degree within a maximum time-frame of *ten* years (the maximum number of credits allowable is 350). Graduate students who qualify for these provisions must complete a minimum of 8 credit hours each academic year and achieve a degree within a maximum time-frame of *seven* years (the maximum number of credits allowable is 56).

The Registrar's Office evaluates the transcripts of credits submitted by transfer students and determines which credits are

acceptable toward a degree at Pacific Lutheran University. Notification of the number of credits yet to be earned and of the time-frame in which financial aid may be awarded is communicated to students during their first term of enrollment. The same procedure applies to all continuing students who have never previously received financial assistance.

The following grades do not indicate successful completion of academic credit applicable toward a degree: E grades, I (Incomplete), W (Withdrawal), EW (Unofficial Withdrawal, recorded by the registrar), F (Failure). Any courses in which such grades are received are, however, included in the maximum number of credits that may be attempted (175) and are considered to be within the maximum time-frame allowable for achieving a degree (five years).

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

Courses that are *repeated* are also counted in the limitation on credits which can be attempted. Once a course has been completed successfully, the credit hours earned are counted toward the minimum number of hours which can be taken under financial aid eligibility. If a course is successfully completed more than once, it is counted only once toward a student's degree requirements and toward the minimum number of hours which can be taken under financial aid eligibility.

The university's curriculum includes very few non-credit courses or courses whose credit hours are not applicable to a degree, but if any such courses are taken by financial aid recipients, the hours will be included in the limitation on credits which may be attempted and will be considered with 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 academic and financial aid probation. Failure to regain satisfactory academic status will result in the cancellation of financial aid.

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

Students who are placed on financial aid probation may petition for reinstatement of their financial aid in one of two ways: (1) They may complete one semester of full-time enrollment using their own financial resources, or (2) they may submit an appeal to the Faculty Committee on Admission and Retention of Students documenting the unusual circumstances which have made it impossible to make satisfactory progress during the semester in question. Summer sessions may also be used as terms during which a student on financial aid probation may regain satisfactory academic status; however, students enrolling in summer sessions for this purpose must use their own financial resources and are ineligible for financial aid.

### TYPES OF AID

#### UNIVERSITY GIFT ASSISTANCE

**UNIVERSITY SCHOLARSHIPS** are granted on the basis of academic achievement and financial need. To be considered, a *freshman* applicant must have a 3.30 secondary school grade point average. Scholastic ability must also be reflected in test scores from the Scholastic Aptitude Test (SAT), or the American College Test (ACT), or the Washington Pre-College Test (WPCT). *Transfer and continuing* students must have a 3.0 cumulative grade point average to be qualified for first-time or renewal awards. PLU is a sponsor of *National Merit Scholarships*. Students who earn semifinalist standing are encouraged to contact the Financial Aid Office for information concerning a PLU Merit Scholarship.

**PRESIDENT'S SCHOLARSHIPS** ranging from \$1,750 to \$4,000 annually are awarded to entering freshmen in recognition of *outstanding* academic achievement in high school and in anticipation of superior performance at PLU. To be a candidate, a student must have an exceptional high school grade average, usually 3.75 or higher, present high test scores, and receive an offer of admission by April 1. Use of a grade prediction equation to determine a predicted end of freshman year grade average is also a qualifying factor. *Financial need is not a determining factor* and no application is required. Renewal for a total of six semesters is automatic provided that a 3.3 grade point average is maintained.

**ALUMNI MERIT AWARDS** of \$1,000 to \$1,200 are given to exceptional students who are sons and daughters of PLU alumni/ae. To be considered, students must be entering freshmen and have a cumulative high school grade point average of 3.5 or higher. Renewal candidates must have a minimum collegiate grade point average of 3.3 to be eligible. *Financial need is not a determining factor* and completion of a special application is recommended. Applicants must also be offered admission by April 1 to be considered.

**FACULTY MERIT AWARDS** of \$1,000 annually are granted to twenty-four (24) students who have completed 45 semester hours or more at PLU and are not receiving any other merit award. No separate application is required. Faculty will recommend students to a selection committee who will select recipients on the basis of scholastic achievement, special talents, and unusual service to the university.

**PROVOST'S MERIT AWARDS** ranging from \$1,000 to \$1,200 are granted to twenty (20) outstanding transfer students each year. To be considered a student must have a 3.6 grade point average in at least 45 semester hours of college level courses and receive an offer of admission by April 1. Preference will be given to students who will complete an associate degree at an accredited community college (or a comparable academic experience at an accredited four-year institution) before enrolling at PLU. A 3.30 grade point average earned at PLU is required for renewal. No application is necessary.

**TALENT AWARDS** are granted to students with financial need who have exceptional ability in the fields of forensics, drama, art, music, or athletics. The candidate must make arrangements with the school or department concerned for an audition and/or a personal interview. In some cases a tape or film will be satisfactory. A recommendation from a faculty member should be on file before the application priority date (see application procedure) for a student to be considered for a Talent Award. Financial need is a requisite for initial receipt and renewal.

**UNIVERSITY GRANTS** are awarded in combination with loans and employment to students with financial need who do not qualify for scholarship assistance. *Foreign Student Grants* are restricted to those foreign students who have provided their own resources for at least one year of attendance. Grants usually amount to less than one-third of the cost of attendance.

**MINISTER'S DEPENDENT GRANTS** are available to unmarried, dependent children of a *regularly ordained, active minister* or missionary of a Christian church. The minister's principal employment and primary source of income must be a result of church work. The annual grant is \$500, and financial need is not a determining factor. If a FAF is submitted no special MDG application is required. June 1 is the deadline for requesting this grant. Requests received thereafter will be honored only as budgeted funds permit.

**ALUMNI DEPENDENT GRANTS** of \$200 are given to full-time students whose parent(s) attended PLU (PLC) for two semesters or more. To be eligible the alumni dependent must be a full-time student (12 credit hours per semester) and complete an application in the Financial Aid Office. December 1 is the deadline for requesting this grant. Requests received thereafter will be honored only as budgeted funds permit.

**NAMED SCHOLARSHIPS:** In addition to its own scholarship funds, the university awards named scholarships to those students who complete the regular application and who have finished their freshman year:

The Ackerley Communications Merit Award  
Aid Association for Lutherans Scholarships  
Alpac (Pepsi-Cola 7 Up)  
Alumni Scholarship Fund  
American Lutheran Church-North Pacific District Scholarship  
American Lutheran Church-Scholarship and Grant Program for Minority Students  
Florence Spinner Anderson Memorial Scholarship  
Ruth Anenson Scholarship  
Mary Jane Aram Scholarship Fund  
Award of Excellence (Pacific Coca-Cola Bottling Co.)  
Marguerite and Wilmer Baer Scholarship  
Don F. Bayer Memorial Scholarship  
B.E.R.C. Minority Scholarship  
Paul M. Bellamy Music Scholarship  
Binder Memorial Scholarship  
Luther & Dillie Quale Boe Education Scholarship  
Jorunn Breiland Scholarship Fund  
Dr. and Mrs. W.B. Burns Fund  
Burzlaff Memorial Scholarship  
Henrietta Button Nursing Scholarship Fund  
Carl Dalk Memorial Scholarship Fund  
Cheney Foundation Educational Scholarships  
Chevron Merit Awards  
Irene O. Creso Merit Award  
Ida A. Davis Fund  
Doolittle Memorial Scholarship  
Leif Erikson Scholarship  
Faculty Memorial Scholarship Fund  
Faith Lutheran Church of Portland Scholarship Fund  
First Interstate Bank Scholarship  
Henry Foss Scholarship (for Norwegian students)  
L.C. Foss Memorial Scholarship  
Fuchs Foundation Scholarship  
John M. Gilbertson Foundation Scholarship  
Gulsrud Family Scholarship  
Haas Foundation  
●Iaf Halvorsen Scholarship  
W.H. Hardtke Seminary Student Scholarship Fund  
Walter A. Heath Charitable Trust  
Walter A. Heath Charitable Trust (Nursing)  
Suzanne Ingram Memorial Scholarship Fund

Terry Irwin Scholarship  
Ole M. Jennestad Memorial Scholarship  
Judge Bertil E. Johnson Scholarship  
Johnson/Larson Scholarship  
Philip C. and Alice L. Kayser Scholarship Fund  
Rev. Karl Kilian Memorial Fund  
William Kilworth Foundation Scholarship Fund  
Melvin Kleweno Memorial Scholarship  
Jimmy Knudsen Memorial Scholarship  
Ebba Larson Nursing Scholarship  
Ludvig and Clara Larson Scholarship  
Louise and Guy Leesman Memorial Scholarship  
Mr. and Mrs. W. Hilding Lindberg Endowed Scholarship  
Lutheran Brotherhood Legal Reserve Life Insurance Co. Scholarship  
Lutheran Brotherhood Scholarship  
Joe Marchinek Memorial Scholarship Fund  
Mathematics Scholarship  
Military Order of the Purple Heart Award  
Lila Moe Scholarship  
Lillian C. Morris Memorial Scholarship  
Murray-Danielson Management Award  
Gladys Mortvedt Voluntary Service Award  
Richard P. Neils Memorial Fund  
Mr. and Mrs. Gus. H. Nieman Memorial Scholarship  
Margaret Nistad Memorial Scholarship  
Roger Paetel Memorial Scholarship  
Blanche Pflaum Scholarship  
PLU Women's Club Scholarship  
PLUS Business Scholarship  
Nora J. Ponder Scholarship Fund  
Portland Area Alumni Scholarship  
Puget Sound Bank Scholarship  
Recreational Equipment, Inc. (REI)  
Kathryn Reese Memorial Scholarship  
Dr. Walter and Joan Redman Schwindt Scholarship  
Charlotte & Lucian Rice Endowed Scholarship  
Frank Russell Company Endowed Scholarship  
Security Pacific Bank Washington Minority Scholarship  
Siqueland Youth Scholarship (North Pacific District Luther League)  
Skinner Foundation Scholarship  
James R. Slater Endowed Scholarship  
Smith Endowment Scholarship Fund  
Dora Stangland Memorial Scholarship  
Emma Storaasli Award  
Edvin and Ida Tingelstad Memorial Scholarship  
Evelyn S. Torvend Scholarship  
Ellen Valle Memorial Scholarship  
Hopper Memorial  
Randall Yoakum Endowed Scholarship  
Robert E. Olson Memorial  
Hedvig Arthur Memorial  
Donald A. Brunner Memorial  
Mark Salzman Memorial  
Louis and Leona Lamp Scholarship  
Gordon Pearson Memorial  
Karl Ufer Memorial Scholarship  
David Ulleland Memorial Scholarship  
Wade/Hinderlie Scholarship Fund  
Ina H. Wake Memorial Scholarship  
Washington Mutual Savings Bank "Great Teachers" Minority Merit Award  
Washington State Automobile Dealers Association Scholarship  
Celestene Yoder Memorial Scholarship

#### GOVERNMENTAL GRANTS

**THE PELL GRANT PROGRAM** is a Federal program designed to provide the "foundation" for a financial aid package. It is intended for students with high financial need. When completing the Financial Aid Form (FAF) applicants should indicate that the information is to be used for determining their eligibility for the Pell Grant by checking the appropriate box. If the Student Aid Report (SAR) you receive indicates eligibility, all three copies should be sent to the Financial Aid Office.

**SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (SEOG)** are available to students who have exceptional financial need. Grants range from \$200 to \$2,000 per year. The SEOG must be matched with at least an equivalent amount of other kinds of aid (grant, loan, or employment). Eligibility is determined by federal guidelines.

**WASHINGTON STATE NEED GRANTS** are available to eligible residents of the State of Washington who attend PLU. These grants are intended for students with high need. On the basis of guidelines established by the Higher Education Coordinating Board, students with specified need as computed from the Financial Aid Form are submitted to the State for consideration. Present procedure does not require a separate application.

**ARMY ROTC SCHOLARSHIPS** are available (three-year or two-year) for students in all disciplines and are not based on need. Scholarships pay up to \$8,000 for tuition, books, fees, and supplies, and include a \$100/month stipend (up to \$1,000 per school year). Weekly classes are held on campus.

#### STUDENT EMPLOYMENT

There are employment opportunities on campus and in the community that can help students meet college expenses. Priority for placement is given to those students who have demonstrated financial need and have been awarded a work-study eligibility. Over 900 students work on campus each year. The university's





annual student payroll exceeds \$1,800,000. The average on-campus job approximates eleven hours per week, and produces around \$1,528 during an academic year.

All student placements for on-campus and off-campus jobs are handled by the Career Services Office. Actual hiring of students is done at the beginning of the school year and at other times as vacancies occur.

The Federal College Work-Study Program offers only on-campus employment. To participate, students must be eligible for work-study.

The State Work-Study Program offers only off-campus work opportunities with profit-making and non-profit employers. Positions must be related to students' academic interests. To participate, students must be eligible for work-study.

#### LOANS

Many students invest in their future by borrowing educational funds. Low interest, deferred loans make it possible to pay some of the cost of education at a later time. Loans are often included with gift assistance and work to form a financial aid package.

There are three major sources of loans at PLU:

**PERKINS LOAN (formerly NATIONAL DIRECT STUDENT LOAN-NDSL)**—Eligibility is determined by the PLU Financial Aid Office from the Financial Aid Form and is based on need. Most loans range between \$1,000 and \$1,500 annually, and cannot exceed \$4,500 for the first two years of school, nor an aggregate of \$9,000 for an undergraduate degree. No interest accrues and no payments on principal are necessary until six months after a recipient ceases to be a half-time student enrolled in an eligible institution. Simple interest is 5% during the repayment period. Up to 100% cancellation is available for teaching the handicapped or in certain low income areas. Repayment may be deferred because of further full-time study or service in the armed forces, VISTA, or the Peace Corps. Exit interviews are required by the Business Office upon leaving PLU or transcripts, grades, and diploma are withheld.

**NURSING STUDENT LOAN (NSL)**—A federal loan program limited to students with need who are accepted for enrollment or are enrolled in the School of Nursing (usually not before the sophomore year). The NSL has provisions similar to the Perkins Loan. Up to \$2,500 is available, dependent on federal funding. Loans average \$1,000. Repayment begins one year after graduation. Partial or full cancellation is possible under certain conditions.

**STAFFORD STUDENT LOAN (formerly Guaranteed Student Loan, GSL)**—Under this program, students may borrow from banks, credit unions, and savings and loan associations. A separate application procedure is required and forms are available from the PLU Financial Aid Office.

The maximums which a student may borrow are:

Undergraduate	\$2,625-\$4,000
Graduate	\$7,500

Repayment of principal is deferred until six months after a recipient ceases to be a half-time student enrolled in an eligible institution. The interest rate is 8%; interest is paid by the federal government while the recipient is attending school.

**PLUS LOAN**—This is a non-need based loan for parents of dependent undergraduate students. Payments are not deferred but begin within 60 days after the loan is disbursed. Not all states offer this loan. Out of state students or parents should check with their nearest college or state higher education authorities to determine if it is operational. If it is, an application must be obtained within the parent's state of residence. PLU's Financial Aid Office has available only the Washington State version.

The interest rate is variable but cannot exceed 12%, and the amount of the loan cannot exceed the student's cost of attendance minus other financial assistance (including a Guaranteed Student Loan).

If the state or lending institution of the student or parent does not participate in the PLUS program, it is possible to borrow through United Student Aid Funds (USAF). The maximum annual amount which a parent may borrow is \$4,000.

**SUPPLEMENTAL LOANS FOR STUDENTS (SLS)**—This non-need based loan program is designed for an independent undergraduate or graduate student. Students borrowing under SLS who are enrolled full-time defer principal payments but begin interest payments sixty (60) days after disbursement of the loan. At the lender's option, full-time students may make no interest payments while they are in school and have the outstanding interest added to the loan principal when they leave school. Loans have a variable interest rate. The variable rate cannot exceed 12%. The maximum amount of money that may be borrowed is \$4,000 annually with a cumulative limit of \$20,000.

**PREP LOAN**—The Private Resource Education Program has no pre-established loan limits. The amount of money that may be borrowed is determined by individual needs, credit capacity, and the cost of the school attended. Citizens, nationals, and permanent legal residents of the United States may take out a PREP loan to cover the costs of their own education or that of an immediate family member. Loans have a variable interest rate. Flexible terms are offered. While the student is in school, no principal payments are required; however, during this period, the borrower makes quarterly or semi-annual interest payments of 2% per year of the loan balance. The borrower begins repaying the loan principal and accrued interest nine months after the student leaves school.

Short term loans are available from various restricted PLU loan funds which include:

- Alumni Association Loan Fund
- American Lutheran Church Women Loan Fund
- Anton Anderson Loan Fund
- John S. Baker Loan Fund
- J.P. Carlstrom Memorial Loan Fund
- Delta Kappa Gamma Student Loan Fund
- Lily C. Ekern Fund
- Marie Huth Loan Fund
- Gerhard Kirkebo Memorial Loan Fund
- Jeanette Olson-Diana Paul-Miriam Stoa Memorial Student Loan Fund
- J.P. Pflueger Student Loan Fund
- O.J. Stuen Alumni Loan Fund
- O.A. Tinglestad Loan Fund
- Women's Club of Tacoma Revolving Loan Fund
- Verne Graham Loan Fund

#### VETERANS AFFAIRS AND VOCATIONAL REHABILITATION

Pacific Lutheran University has been approved by the State Approving Agency as one of the qualified institutions which veterans may attend and receive benefits. Veterans, widows, and children of deceased veterans who wish to inquire about their eligibility for benefits should contact the Regional Office of the Veterans Administration, Federal Building, 915 Second Avenue, Seattle, Washington 98174. Persons within the State of Washington may telephone 1-800-552-7480.

Students should gain admission to the university before making application for benefits. Students are encouraged to register at the university's Veterans Affairs Office before each term to insure continuous receipt of benefits.

# Costs

#### TUITION

Pacific Lutheran University bases its tuition on a **Cost Containment Plan (CCP)** which provides for a maximum of 35 credit hours for the 1990-91 academic year at a cost of \$10,449.00. This can be broken down by terms as follows: Full-time students (those taking 12 or more hours in a regular fall or spring semester) will be charged \$4855.00 for 12-16 hours plus \$296.00 for each hour in excess of 16. Interim full-time students (those taking 4-5 hours) will be charged \$1,415.00 plus \$296.00 for each hour in excess of 5. These charges (for those who stay within the CCP blanket range of 12-16 hours for fall and spring and 4-5 hours for interim) if totalled by term equal \$11,125.00. To reduce this total to the CCP maximum rate of \$10,449.00 for up to 35 hours, an adjustment will be applied to the student's account. This adjustment is called the CCP Spring Discount.

**Part Time Students** (1-11 hours) are charged \$331.00 per credit hour.

**Graduate Students** (those with an undergraduate degree) are charged \$356.00 per credit hour and are not eligible for the Cost Containment Plan or the CCP Spring Discount.

**CCP Spring Discount** is an adjustment which allows for any combination of regular hours during the academic year up to 35 hours, for a maximum charge of \$10,449.00. This adjustment (when applicable) will show on the account at the spring semester pre-billing in late November. Students who do not take interim generally will not receive the CCP Spring Discount. Students participating in a Study Abroad Program during the academic year are not eligible for the CCP Spring Discount. Part-time and graduate students are not eligible for the CCP Spring Discount.



Example #1	Fall	Interim	Spring
Credit Hours 35	13	5	17
CCP Tuition Rate	\$4855	\$1415	\$4855
Excess Hours Rate	-0-	-0-	\$ 296
CCP SP Discount	-0-	-0-	[-\$ 972]
TOTAL: \$10,449	\$4855	\$1415	\$4179
Example #2	Fall	Interim	Spring
Credit Hours 35	17	-0-	18
CCP Tuition Rate	\$4855	-0-	\$4855
Excess Hours Rate	\$ 296	-0-	\$ 592
CCP SP Discount	-0-	-0-	[-\$ 149]
TOTAL: \$10,449	\$5151	\$-0-	\$5298
Example #3	Fall	Interim	Spring
Credit Hours 35	16	4	15
CCP Tuition Rate	\$4855	\$1415	\$4855
Excess Hours Rate	-0-	-0-	-0-
CCP SP Discount	-0-	-0-	[-\$ 676]
TOTAL: \$10,449	\$4855	\$1415	\$4179

**Special Course Fees:** A few specialized courses, e.g., Physical Education, Art and Private Music Lessons, require the payment of a special course fee in addition to the tuition charge.

For information regarding course registration, please contact the Registrar's Office at (206) 535-7134. For information regarding the cost of tuition, please contact the Student Accounts Office at (206) 535-7107.

## ROOM AND MEALS

The university requires that all single, full-time (12 or more semester hours) students live and eat meals on campus unless the student is living at home with parents or legal guardians, is 21 years of age or older during the current semester, or is of senior status (90 semester hours). All exceptions to this policy must be addressed to the Residential Life Office.

Food Service is offering three meal plans for fall 1990 and spring 1991. Questions should be directed to the Food Service Office located in the University Center, (206) 535-7472.

**Plan #1** is 20 meals per week (breakfast, lunch and dinner 6 days and brunch and dinner on Sunday) at a cost of \$860 per semester.

**Plan #2** is any 15 meals per week (the student chooses which meals) at a cost of \$825 per semester.

**Plan #3** is any 10 meals per week (the student chooses which meals) at a cost of \$685 per semester.

During interim 1991 (in January), only Plan #1 will be offered at a cost of \$140. It is the students' responsibility to notify the Food Service Office by late November if they are not going to be on campus during interim. These students should then deduct the \$140 meal cost from the examples below.

## COSTS FOR ROOM AND MEALS

PLAN #1		PLAN #2		PLAN #3	
Fall Room	\$960	Fall Room	\$960	Fall Room	\$960
Fall Meals	\$860	Fall Meals	\$825	Fall Meals	\$685
Interim Meals	\$140	Interim Meals	\$140	Interim Meal	\$140
Spring Room	\$960	Spring Room	\$960	Spring Room	\$960
Spring Meals	\$860	Spring Meals	\$825	Spring Meals	\$685
TOTAL:	\$3780	TOTAL:	\$3710	TOTAL:	\$3430

Meals are not provided during Thanksgiving, Christmas, and spring vacations.

Commuter students are encouraged to eat meals on campus and may select from several options, including those listed above. Lunches only Monday through Friday (**Meal Plan #4**) may be selected at a cost of \$285.00 or any five meals per week (**Meal Plan #5**) may be selected at a cost of \$335.00.

Single rooms are limited and cost an additional \$85 or \$150 per semester. Limited space is available for housing during the spring break at a cost of \$7.00 per day.

A limited amount of family student housing is available. The two- and three-bedroom units cost from \$165.00 to \$225.00 per month. A damage deposit of \$100 must accompany a reservation for family student housing. Applications may be obtained from the PLU Residential Life Office (Harstad 112).

## ADVANCE PAYMENT AND REGISTRATION POLICY

New students pay a \$200 advance payment in order to confirm their offer of admission and register for classes. This payment is refundable until May 15 for fall; December 15 for interim; January 15 for spring. Requests for a refund must be made in writing to the Admissions Office.

Returning students who wish to reserve a room for the following year must also make a \$200 advance payment. The advance payment will be applied to the semester's costs after check-in at the beginning of the term. For returning students, the advance payment is refundable until July 1. Notification must be in writing to the Residential Life Office in order to receive this refund.

All students must make full payment or a satisfactory payment arrangement with the Business Office by *August 1* for fall semester and *January 15* for spring semester in order to hold class schedules.

Failure to satisfy financial requirements by the date indicated will result in a complete drop from classes, which will require a complete re-registration. In addition, being dropped from classes will result in the cancellation of financial aid awards and housing assignments. Students who have been dropped for failure to satisfy financial requirements risk losing their preferred classes, housing assignment, and all financial aid.

## OTHER SPECIAL FEES

- Student Parking - Permit Required No Charge
- Student Sickness and Accident Insurance (premium varies by coverage and is optional) Approx. \$323 (full year)
- Credit by Examination (Department Exam) \$82.75 per credit hour
- Educational Placement Fee (School of Education graduates) \$25
- Miscellaneous fees include computer usage, Health Center charges, library fines, and parking fines.

## FINANCIAL AID

Scholarships, grants, talent awards, and loans awarded by the PLU Financial Aid Office and outside aid (from fraternal organizations, high schools, churches, etc.) sent directly to PLU, are credited to the student's account in the following manner: Half of all awards larger than \$100 are credited to each semester. For example, a \$700 scholarship will result in \$350 being credited toward fall and \$350 for spring semester. Awards of \$100 or less will be applied to one semester only. Outside aid is not applied to the student's account until the money has been received. Because financial aid is equally divided between the fall and spring semesters, the cost to the student is generally higher for the interim/spring semester (estimate: \$879.00) if the student registers for an interim course and lives on campus.

Students are required to sign for the PERKINS (National Direct Student Loans) and Nursing Student Loans in the Business Office at the beginning of each semester. It is the student's responsibility to inform the Financial Aid Office of any changes in financial status. Additional funds or benefits from any source (such as free or partial room and meals) that are received or promised, before or after a student is awarded aid from the university, must be reported. By law, the Financial Aid Office is required to make adjustments to prevent or correct overawards.

Stafford Student Loans (GSL's) obtained through banks and other lending institutions will be applied in total when received after the proper endorsement of the check by the student at the PLU Business Office. Checks not endorsed within 30 days of arrival will be returned to the lending institution as defined by federal regulations.

Students who secure part-time employment as part of their financial aid (work study) receive monthly paychecks. These paychecks may be picked up at the cashier's window of the Business Office on payday and may be applied to unpaid student account balances.

## RIGHTS AND RESPONSIBILITIES

Upon registration, the student and his or her parents or legal guardian, as the case may be, agree to accept the responsibility and legal obligation to pay all tuition costs, room and meal charges, and other special fees incurred or to be incurred for the student's education. The university, in turn, 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 all university bills shall release the university of any obligation to continue to provide the applicable educational benefits and services, to include statements of honorable dismissal, grade reports, transcript of records, diplomas, or pre-registrations. The student shall also be denied admittance to classes and the use of university facilities.

All accounts 60 days delinquent may be turned over to a collection agency.

## PAYMENT OPTIONS

1. Payment Before Term Begins
2. PLU Budget Plan
3. PLU Installment Plan





### 1. PAYMENT BEFORE TERM BEGINS

Early registrants will be sent a pre-billing of tuition, room, meal, and special fee costs less financial aid.

For students who select this option, payment in full is due by August 1 for fall, January 15 for interim/spring, in order to hold class registration.

Early payments are encouraged, and those who pay early may qualify for LUTE BUCKS (coupon redeemable at the PLU Bookstore). LUTE Buck participants need to pay in full by August 1 for fall and by December 21 for spring.

Accounts not on an approved payment plan will be assessed a 1.5% DEFAULT INTEREST CHARGE for previously billed, unpaid charges.

Financial clearance (payment in full or an approved payment plan) is necessary for ID card validation. **Registration is not finalized until tuition and fees are paid. Unpaid balances are subject to late charges if not paid by published deadlines. Contact the Business Office for current charges if a complete statement has not been received. Any currently enrolled student at Pacific Lutheran University whose prior owing balance is paid in full and who has an acceptable credit history with the Business Office can apply for payment options #2 and #3.**

### 2. PLU BUDGET PLAN

This plan allows for paying selected educational expenses on a monthly installment basis without interest. Selected educational expenses are estimated for the entire academic year and paid in equal installments as follows:

- a. Full Year Budget Plan (11 payments) - June 15 through April 15. The plan ends in April so those starting the plan after June must make up any missed payments, plus pay late fees.
- b. Half Year Budget Plan - June 15 through November 15 (summer and fall); November 15 through April 15 (interim and spring).

A Budget Plan Agreement may be obtained from the PLU Student Accounts Office, but is not finalized until approved and signed by a Student Accounts representative. The Budget Plan requires that all prior student account balances be paid in full.

To figure estimated monthly payments, use the formula below:

Yearly tuition, room, meals and special fees, minus allowable financial aid\*, minus the estimated Stafford Student Loan (GSL) amount. Divide the remaining amount by 11 months. This is the amount to be submitted with the application.

\* Allowable financial aid credits do not include Work Study awards or Washington State Need Grants, Washington Scholars awards, or Parent Plus Loan proceeds.

Those applying for this monthly payment option after June will be charged a \$15.00 per month late fee and must pay the back payments at the time of application. If, during the academic year, actual costs vary from the original estimate, it is the student's responsibility to inform the Student Accounts Office of any changes so that the Budget Plan can be revised to incorporate these changes. A reduction in overall cost may require a revision of the financial aid award. The Student Accounts Office must be informed if a student receives a revised award notice from the Financial Aid Office.

Payments on the Budget Plan received after the 20th of the month will be assessed a \$15.00 late fee. Failure to make payments as agreed will result in removal from the Budget Plan. If that should happen, payment in full becomes due immediately. Failure to comply could result in cancellation of class registration for the respective term and will hinder pre-registration for the next term. Transcripts and diplomas may be withheld by the university until the account is paid in full.

### 3. PLU INSTALLMENT PLAN (PIP)

The PLU Installment Plan allows for payment of charges for the academic year (fall, interim and spring) over eight (8) months beginning on September 15 and ending on April 15. This plan requires a \$200.00 advance payment (in addition to any other required deposits) which must be received by August 1 to secure registration for those beginning fall semester or January 15 for those beginning spring semester. The plan has a 1% per month finance charge on amounts not paid within 30 days. Since this plan functions like a revolving charge account, monthly payments will vary as the charges and credits vary. Each monthly statement will reflect the minimum payment amount due. Larger payments will reduce finance charges.

Previous balances and summer charges cannot be included in this plan and must be paid off before a student is eligible for this plan. Those taking summer courses are encouraged to use the Budget Plan if an extended payment option is necessary.

Those who register for classes or sign up for campus housing or meal plans after August 15 will need to contact Student Accounts for the September 15th minimum payment due.

Financial aid is applied to the student's account at the time of billing unless the aid is an estimate. Perkins loans are an estimate until the loan papers have been signed at the beginning of each semester. Pell Grants are an estimate until the award has been validated by the Financial Aid Office. Stafford Student Loans and Alaska Student loans are an estimate until the check has been

signed onto the student account. This estimated aid is used to reduce a current balance for calculating payments and finance charges, but does not show on a statement as a credit until the aid is actual.

Outside scholarships, Supplemental Student Loans and Parent Plus Loans will not reduce the balance until they have been received by the university or endorsed by the student. Washington State Need Grants and work study paychecks can be applied to the student's account as a payment, but cannot be used to reduce the balance due until they have been received to the account.

Monthly payments for the PIP are calculated as follows:

- 1) The September 14th minimum payment is one-fourth (1/4) of the current balance as of August 27th. (No interest is charged this month).
- 2) The October 15th minimum payment is one-third (1/3) of the current balance (plus interest) as of September 28th.
- 3) The November 15th minimum payment is one half (1/2) of the current balance (plus interest) as of October 26th.
- 4) The December 14th minimum payment is the remaining balance (plus interest) as of November 21st.
- 5) The January 15th minimum payment is one-fourth (1/4) of the current balance as of December 14th and includes interim/spring charges. January interest will not be calculated on interim and spring charges, but will be charged on any remaining fall charges.
- 6) The February 15th minimum payment is one-third (1/3) of the current balance (plus interest) as of January 25th.
- 7) The March 15th minimum payment is one-half (1/2) of the current balance (plus interest) as of February 22nd.
- 8) The April 15th minimum payment is the remaining balance (plus interest) as of March 22nd.

After April 15th this plan ends and all accounts revert to open account status with the requisite 1.5% monthly default interest charged to all previously billed, unpaid charges. Failure to make the minimum monthly payments as designated could result in removal from the plan and cause the balance of the account to become due in full immediately, and could jeopardize future registration.

### PAYMENTS

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

Checks should be made payable to Pacific Lutheran University. The student's name and account number (Social Security number) should be included with all payments. A \$10.00 fee is charged on all returned checks.

VISA and MasterCard bank cards are accepted. Indicate card type, account number, and expiration date if transaction is done by mail.

Please do not mail cash. A discount rate, which is periodically adjusted, will be charged against Canadian funds.

### REFUNDS

If a student officially drops a single class or completely withdraws from the term during the first two weeks of the fall or spring semester, a full tuition refund will be given. The Advance Payment is not refunded. A 10% per day charge will be assessed for complete withdrawals during the third and fourth week. No refunds are available after the fourth week for complete withdrawals or after the second week of the term for dropping individual courses.

In the event of a withdrawal from interim during the first week, a full tuition refund will be given. No refund is available after the first week.

Residence hall and meal plan refunds will adhere to the terms of the Residential Life Contract.

Students who completely withdraw from the university will be refunded the semester room charge as follows:

First two weeks of semester	80% refund
Third week of semester	70% refund
Fourth week of semester	60% refund
Fifth week of semester	50% refund
Sixth week of semester	NO REFUND

A pro-rata meal plan refund will be made for necessary withdrawal from the university. Meal plan refunds may be considered due to working, but will not be made for any university trips, such as choir, band, orchestra, athletics, and so forth.

Student requests for withdrawals for medical reasons are considered on an individual basis by the Vice President for Student Life. Such requests require documentation from a physician or the director of the Health Service.

Notice of withdrawal must be made in writing to the registrar of Pacific Lutheran University, and received before the deadlines given above. Oral requests are not acceptable.





# Student Life

The quality of life cultivated and fostered within the university is an essential component of the academic community. The environment produced is conducive to a life of vigorous and creative scholarship. It also recognizes that liberal education is for the total person and that a complementary relationship exists between students' intellectual development and the satisfaction of their other individual needs. Interaction with persons of differing life styles, application of classroom knowledge to personal goals and aspirations, and co-curricular experiences are all valuable and vital 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 provided 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 below.

## CAMPUS MINISTRY

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

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

Several denominations and religious groups have organizations on campus, and there are numerous student-initiated Bible study and fellowship groups. The Campus Ministry Council, an elected student and faculty committee, coordinates these activities in a spirit of openness and mutual respect.

## RESPONSIBILITIES OF COMMUNITY LIFE

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

## ORIENTATION

Students are introduced to university life during a three-day orientation before the beginning of the fall semester. In addition, shorter orientation sessions are held before the interim term in January and before the spring semester.

## ACCESSIBILITY

The university complies with Section 504 of the Rehabilitation Act and provides reasonable accommodations to students with handicaps and/or disabilities. Coordination of services is handled by the Counseling and Testing Services. The Student Needs Advocacy Panel provides an avenue for student concerns.

## RESIDENTIAL LIFE

Residential living is an integral part of the educational process at PLU. The university requires that all single full-time (12 or more semester hours) students room and board on campus unless the student is living at home with parent(s) or legal guardian(s), is 21 years of age or older during the current semester, or has senior status (90 semester hours). All exceptions to this policy must be requested from the Residential Life Office regarding room and the Food Service regarding board.

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

Campus residence halls are small. They are organized into communities in which each individual counts as a person. New

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

The university cares about the quality of life on campus. The attractive and comfortable residence halls enrich the quality of life and enhance the learning process. The university offers students high-quality housing opportunities including student leadership experiences, 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-men's hall and one all-women's hall are available for those who desire this type of living experience.

Further information regarding residence halls can be obtained from the Residential Life Office.

In addition to housing for single students, the university maintains a limited number of apartments on campus for family student housing. Two and three-bedroom units are available. Application for these apartments can be made through the Residential Life Office.

## ACTIVITIES

PLU annually registers over 50 academic and non-academic organizations, clubs, societies, and interest groups, which testifies to the diversity of campus co-curricular life. Social action, religious, and political organizations; interest and sporting clubs; and service, professional, and academic societies are among the options from which to choose. A complete listing of recognized clubs and their officers is maintained in the University Center.

Student government is an integral part of student activities at PLU. By virtue of enrollment at PLU students are part of the associated students. Senators from each residence hall and from off campus are elected to govern ASPLU in conjunction with elected executive officers. They oversee an extensive committee program that involves hundreds of students in planning programs and representing student opinion on various university boards and committees.

## ADULT STUDENT SERVICES

Adult Student Services provides assistance to students over 25. Information for accessibility to student support services such as personal and career counseling, orientation, special facilities, and health care programs can be obtained from the office. Adult Student Services is located on the lower level of the University Center (MICA Office).

## MINORITY STUDENT SERVICES

Minority Student Services coordinates services that seek to provide for the academic and social needs of students of color. Supportive services include academic and personal counseling, pre-admissions advising, scholarship and financial aid assistance, book fund, faculty mentors, and cultural programs.

## INTERNATIONAL STUDENT SERVICES

International Student Services provides for the various needs of foreign students. Support services include orientation to the U.S. and PLU, the Host Family Program, a liaison with immigration offices, counseling, and advising the International Student Organization, I.I.F.E.

## SERVICES FOR COMMUTING STUDENTS

Over one-half of all PLU students commute to the campus. Every effort is made to assure they enjoy the same university experiences as those in residence. First-year students make a special effort to participate in the orientation program. The student government (ASPLU) sponsors a committee to assist those who do not reside on campus and welcomes students desiring to participate. Special facilities include mailboxes and a day lounge located on the lower level of the University Center for all full-time commuters. Off-campus students are encouraged to





participate in the varied and frequent activities available to all students.

### ENVIRONS

The university's geographical setting affords students a wide variety of both recreational and cultural entertainment options.

Recreationally, the grandeur of the Pacific Northwest encourages participation in hiking, camping, climbing, skiing, boating, and swimming.

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

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

### STUDENT SERVICES

**Health Services** is staffed with two nurse practitioners, a part-time physician's assistant, a registered nurse, and a part-time health educator. A physician is available for consultation and referral. Services available include outpatient health care, alcohol/drug referral, laboratory tests, contraception/pregnancy counseling, and health education. All students may use the Health Services.

**Sickness and Accident Insurance** is available to all students on a voluntary basis. The Health Service strongly urges all students to have medical insurance. The Group Accident and Sickness Plan offers coverage 24 hours a day, 12 months a year, anywhere in the world. This plan is available throughout the year. A brochure outlining the program is available from the Business Office and the Health Services.

**Counseling and Testing Services** assist students in coping with developmental issues. Trained and experienced psychologists, counselors, and a consulting psychiatrist offer individual counseling. Periodically, group counseling is also provided. A variety of interest inventories and psychological tests are available to assist students with career planning, educational adjustment, and personal problems. Coordination of services to students with disabilities is also available. Student grievances, except academic, are addressed through this office.

**Food Service**, owned and operated by Pacific Lutheran University, is available to all students, faculty, staff, and their guests. Students living on campus are required to take their meals in one of two cafeterias. No deductions are made for students eating fewer meals than previously contracted unless a conflict exists due to work. In case of a conflict, a student must contact the Food Service Office in the University Center to obtain approval for a deduction.

Residential students are offered 3 meal options: (1) Breakfast, Lunch, and Dinner 7 days a week; (2) Breakfast, Lunch, and Dinner, Monday through Friday; (3) Lunch and Dinner 7 days a week.

Students living off-campus are encouraged to select one of the meal plans offered. Students may sign up for either plan at the Food Service Office.

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

The Food Service operates two coffee shops. One is located on lower campus in Columbia Center, and the other is located in the University Center. A discounted meal card is available at the Business Office and the University Center Coffee Shop, and is designed to be used in either coffee shop. Only the coffee shop in Columbia Center is open during vacation periods.

Visitors may eat in any of the facilities.

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

**PLU Bookstore** is owned and operated by Pacific Lutheran University for the benefit of students, faculty, and staff. The bookstore sells textbooks and supplies that are required or suggested by faculty members for their courses. Additional reading matter, supplies, gift items, greeting cards, clothing, film processing, toiletries, and other convenience items are also available.

**Career Services'** goal is to provide a program of career development and life planning. Students are assisted in integrating their personal values and aptitudes with career choices through individual counseling, workshops, residence hall presentations, and a computerized career guidance program. The office staff assists students and alumni in developing job search techniques by providing instructional videos, company literature, an extensive career library of opportunities in specific majors, industry directories, and employment forecasts. Additionally, the office coordinates a schedule of recruiters from industry, business, government, and graduate schools.

Career Services coordinates and promotes all part-time and full-time employment opportunities for students. This consists of financial assistance programs such as work study, campus and community opportunities, updated listings of local jobs, and nation-wide internships and summer employment opportunities. Specially selected forums throughout the year also bring students and employers together, in order to help students to find work that is both financially and personally rewarding.

### GRIEVANCE PROCEDURES

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

The University has a team of grievance officers to facilitate the grievance process. The grievance officers are: John Schiller (Xavier 121), Academic Grievance Officer; Cristina del Rosario, (University Center MICA Services), Student Grievance Officer; and Mary Pieper (Hauge Administration 107), Staff Grievance Officer. Any one of the three grievance officers may be contacted to receive assistance. If an officer cannot be reached, messages may be left by calling 535-7186.

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

# Advising

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

### FACULTY ADVISERS

All students in degree programs have faculty advisers whose overall responsibility is to guide academic progress. In their work with individual students, advisers have the assistance of personnel in a number of student services offices: the Academic Advising Office, the Academic Assistance Center, the Career Services

Office, Counseling and Testing Services, MICA Services, the Campus Ministry, the international student adviser, and residence hall directors and resident assistants.

**General Advisers:** At the time of entry, each student is assigned a general adviser on the basis of matching student and adviser interests. Students who wish to explore the general curriculum before deciding on an interest area are assigned to *interest advisers*.

During the first semester, an advising file for each student is sent to the adviser, and a *Gold Book*, the student's official record of academic progress, is issued to the student.

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

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

#### **ACADEMIC ASSISTANCE CENTER**

The Academic Assistance Center provides a number of academic resources for students:

1. *tutoring* by trained upper-division skills counselors is available for lower-division courses;
  2. *study skills* are taught either on a one-to-one basis or in one credit courses;
  3. *group help sessions* in several subject areas are scheduled on a daily or weekly basis each semester;
  4. *academic counseling* the director assures responsive and personal assistance with academic problems.
- Services are free to all PLU students. Students may also find up-to-date information on PLU policies, procedures, and programs in the Center. The office is open Monday through Thursday from 9:00 a.m. until 10:00 p.m., Friday from 9:00 a.m. until 5:00 p.m., and Sunday from 2:00 until 10:00 p.m.

# Academic Structure

## **COLLEGE OF ARTS AND SCIENCES**

### **Division of Humanities**

English  
Languages  
Philosophy  
Religion

### **Division of Natural Sciences**

Biology  
Chemistry  
Earth Sciences  
Mathematics and Computer Science  
Physics and Engineering

### **Division of Social Sciences**

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

## **SCHOOL OF THE ARTS**

Art  
Communication and Theatre  
Music

## **SCHOOL OF BUSINESS ADMINISTRATION**

## **SCHOOL OF EDUCATION**

## **SCHOOL OF NURSING**

## **SCHOOL OF PHYSICAL EDUCATION**

## **OFFICE OF GRADUATE AND CONTINUING STUDIES**

### **DEGREES OFFERED**

#### **Bachelor's Degrees**

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

#### **Master's Degrees**

Master of Arts in Computer Applications  
Master of Arts in Education  
Master of Arts in Music  
Master of Arts in Social Sciences  
Master of Business Administration  
Master of Physical Education  
Master of Science in Computer Science  
Master of Science in Nursing

**MAJORS AVAILABLE****BACHELOR OF ARTS (B.A.)**

Anthropology  
 Art  
 Biology  
 Chemistry  
 Classics  
 Communication  
 (Broadcasting, Interpersonal Communication, Journalism,  
 Public Relations, Theatre)  
 Computer Science  
 Earth Sciences  
 Economics  
 English  
 French  
 German  
 History  
 Honors  
 Legal Studies  
 Mathematics  
 Music  
 Norwegian  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Religion  
 Scandinavian Area Studies  
 Social Work  
 Sociology  
 Spanish

**BACHELOR OF SCIENCE (B.S.)**

Biology  
 Chemistry  
 Computer Engineering  
 Computer Science  
 Earth Sciences (Geology Specialty)  
 Engineering Physics  
 Engineering Science (3-2)  
 Mathematics  
 Physics

**BACHELOR OF ARTS IN  
EDUCATION (B.A.E.)****Concentrations in:**

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

**BACHELOR OF ARTS IN PHYSICAL  
EDUCATION (B.A.P.E.)**

Physical Education

**BACHELOR OF ARTS IN  
RECREATION (B.A.Rec.)****Concentrations in:**

Administration  
 Programming  
 Therapeutics

**BACHELOR OF BUSINESS  
ADMINISTRATION (B.B.A.)****Concentrations in:**

Accounting  
 Finance  
 Human Resource Management  
 International Business  
 Management Information Systems  
 Marketing  
 Operations Management

**BACHELOR OF FINE ARTS (B.F.A.)**

Art  
 Communication  
 (Broadcasting, Theatre)

**BACHELOR OF MUSIC (B.M.)**

Piano Performance  
 Organ Performance  
 Vocal Performance  
 Instrumental Performance  
 Theory and Composition  
 Church Music

**BACHELOR OF MUSIC  
EDUCATION (B.M.E.)**

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

**BACHELOR OF MUSICAL ARTS  
(B.M.A.)**

Music

**BACHELOR OF SCIENCE  
IN NURSING (B.S.N.)**

Nursing

**BACHELOR OF SCIENCE IN  
PHYSICAL EDUCATION (B.S.P.E.)****Concentrations in:**

Exercise Science  
 Pre-therapy

**COMPLEMENTARY MAJOR**

Global Studies

**MINORS AVAILABLE**

Anthropology	Greek
Art	History
Biology	Information Science
Business Administration	Latin
Chemistry	Legal Studies
Chinese	Mathematics
Communication Arts	Norwegian
Interpersonal Communication	Philosophy
Theater	Physical Education
Dance	Aquatics
Computer Science	Coaching
Earth Sciences	Dance
Economics	Exercise Science
Education	Health
Cross Disciplinary Studies	Physics
Reading	Political Science
Learning Resource Specialist	Psychology
Special Education	Public Affairs
Electrical Engineering	Religion
English	Sociological Data Analysis
Literature	Sociology
Publishing and Printing Arts	Spanish
Writing	Statistics
French	Women's Studies
German	
Global Studies	



# Academic Procedures

## REGISTRATION

The normal course load for full-time students is 13 to 17 hours per semester, including physical education. A normal student load during the interim is four hours with a maximum of five hours. The minimum semester load for a full-time student is twelve hours.

Students registering full-time (12 hours or more) must be formally admitted to the university by the admissions office. Refer to the Admission section of this catalog for application procedures.

Only a student with a "B" (3.00) average or higher may register for more than 17 hours per semester without the consent of the provost. A student engaged in much outside work for self-support may be restricted to a reduced academic load.

In the spring semester, students who plan to return in the fall are encouraged to pre-register. Students must register for each new semester on the designated days and are not officially enrolled until their registration has been cleared by the Student Accounts Office.

## COURSE NUMBERINGS

100-200 Lower Division Courses: Open to freshmen and sophomores\* unless otherwise restricted.

300-320 Interim Courses

321-499 Upper Division Courses: Generally open to juniors and seniors unless otherwise specified. Also open to graduate students, and may be considered part of a graduate program provided they are not specific requirements in preparation for graduate study.

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

\*Upon approval of their adviser and course instructors, lower division students may be assigned to upper division courses if prerequisites have been met.

## COURSE OFFERINGS

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

## EXPLANATION OF SYMBOLS

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

Other symbols are explained as follows:

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

## EARLY REGISTRATION PROGRAM FOR FRESHMEN

Well in advance of arrival on campus for the first semester, all accepted freshmen are sent registration materials. Most students have the opportunity to work personally with an adviser as they

plan their schedules. A limited number of students register by mail, and their course selections are verified by a counselor.

Early registration for new freshmen occurs during June or January, depending on whether students begin in the fall or spring semester. Early registration is coordinated by the Office of Admissions.

## COURSE SELECTIONS FOR FRESHMEN

Students should be thoroughly acquainted with all registration materials, including the current catalog and special information sent by the Admissions Office. It is important also to study the requirements of all academic programs in which one may eventually declare a major.

First semester freshmen are advised to plan a class schedule that does not exceed 16 credit hours. A normal first semester schedule will include three courses of 4 credit hours each, plus one or two of the following: physical education activity course (1 credit hour), music ensemble (1 credit hour), or a choice from among several 2 credit hour courses. (NOTE: Unless otherwise stated in the catalog or class schedule, most courses are valued at 4 credit hours.)

In order to insure appropriate academic progress, freshmen should plan to take an interim course in January and to complete a total of 32-35 semester hours during their first year. The following will illustrate several first-year credit hour loads:

	Fall	Interim	Spring	TOTAL
(1)	13	4	15	32
(2)	14	5	14	33
(3)	15	4	15	34
(4)	15	5	15	35

The number of credit hours taken may vary from year to year, usually within a range of 30 to 34. However, in order to complete the 128 hours required for graduation within four years, an average of 32 credit hours a year is necessary.

1. *PLU does not have particular courses which are required of all freshmen.* General university requirements, including a core curriculum (Core I or Core II), must be completed before graduation. The English writing requirement must be fulfilled before the senior year.
2. *Students are responsible for selecting their courses.* Counselors and faculty advisers are always available to assist with planning and to make suggestions.
3. *Students who are sure of their major should be careful to include those courses which insure completion of that major within four years.* Some departments or schools have prerequisite courses which must be taken before entering upon the major program itself.
4. *Students who are undecided about their major course of study should take the opportunity to explore options.* A good way to begin is to take some courses that meet general university or core requirements while selecting several others for exploration of special interests.

## CHANGES IN REGISTRATION

Students may add or drop a class with full refund during the first two weeks after a class has begun. Necessary forms are available at the Registrar's Office.

Students may officially withdraw from a class after the first two weeks by obtaining the instructor's signature on the drop/add form. The grade of W will appear on a student's grade report and transcript.

Students may also completely withdraw for medical reasons. Written evidence from a physician must support a medical withdrawal. This evidence should be provided to the vice president and dean for student life. The grade of WM will appear on a student's grade report and transcript.

An unofficial withdrawal from a course will be recorded as EW. No student may withdraw during final examination week. In courses that are completed before the normal ending date of a term, no student may withdraw after the final examination has been administered.



## CREDIT RESTRICTIONS

Credit is not allowed for a mathematics or a foreign language course listed as a prerequisite when taken after the higher-level course. For example, a student who has completed Spanish 201 cannot later receive credit for Spanish 102.

## WITHDRAWAL FROM THE TERM

Students wishing to withdraw from the term must obtain a withdrawal form from the Office of the Registrar. IT IS ALWAYS TO THE STUDENT'S ADVANTAGE TO WITHDRAW OFFICIALLY. Students withdrawing for a specified period of time (for example, one semester to one year) may obtain a leave of absence form. Students are entitled to honorable dismissal from the university if their record of conduct is satisfactory and if all financial obligations have been satisfied.

## THE GRADING SYSTEM

Students are graded according to the following designations:

- A+ = 4.00 grade points per hour, credit given
- A = 4.00 grade points per hour, credit given
- A- = 3.67 grade points per hour, credit given
- B+ = 3.33 grade points per hour, credit given
- B = 3.00 grade points per hour, credit given
- B- = 2.67 grade points per hour, credit given
- C+ = 2.33 grade points per hour, credit given
- C = 2.00 grade points per hour, credit given
- C- = 1.67 grade points per hour, credit given
- D+ = 1.33 grade points per hour, credit given
- D = 1.00 grade point per hour, credit given
- D- = 0.67 grade point per hour, credit given
- E = 0.00 grade points per hour, no credit given

Registrar's notations:

- NC = No grade submitted by instructor
- EW = Unofficial withdrawal, recorded by the registrar (equivalent to an E in calculation of the grade point average)

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

- H —credit given (honors); used only for courses unique to interim
- P —credit given (Passing)
- F —no credit given (Failure)\*
- I —no credit given (Incomplete)
- IP —no credit given (In Progress; applicable only to certain courses whose work extends beyond a regular term)
- AU —no credit given (Audit)
- W —no credit given (Withdrawal)
- WM —no credit given (Withdrawal/Medical)

\* A failure in a 300-320 interim course is not recorded on the transcript nor is the registration recorded.

Incomplete (I) grades indicate that students have been unable to complete their work because of circumstances beyond their control. To receive credit an Incomplete must be converted to a passing grade WITHIN THE FIRST SIX WEEKS OF THE FOLLOWING SEMESTER. Incomplete grades which are not converted by removal are changed to the grade indicated by the instructor when the Incomplete is submitted. The Incomplete is not intended to be a permanent grade.

Medical Withdrawal (WM) is given when a course is not completed due to medical cause. The WM does not affect the grade point average.

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

Any course may be repeated by an undergraduate student. The higher of the two grades earned is used in computing the cumulative grade point average, but credit toward graduation is allowed only once.

## INTERIM GRADING SYSTEM

The instructor of a 300-320 interim course will indicate in the catalog description which of two grading systems will be used:

1. Honors (H)—for exceptional work; Pass (P); Fail, no credit—the registration will not be recorded. (H and P do not affect the grade point average.)
2. The regular letter grades: A,B,C,D,E. (Such grades contribute to the grade point average.) Students in a "regular letter-grade" course may use one of their two pass-fail options.

## PASS-FAIL OPTION FOR UNDERGRADUATE STUDENTS

The pass-fail option permits students to explore subject areas outside their known abilities and to add a broader range of courses without being forced to compete with majors who are specializing in those areas of study.

1. The pass-fail option is limited to 8 credit hours (regardless of repeats, pass or fail).

2. Not more than one course (4 credit hours) may be taken pass-fail in fulfillment of general university or core requirements, or of the foreign language requirement of the College of Arts and Sciences and of the School of Physical Education.
3. The pass-fail option may *not* be applied to a course taken in fulfillment of a student's major or minor program, *except* for a first course in the major or minor field that is taken before the student's declaration of a major or minor program.
4. To exercise the pass-fail option, students must file their intention with the Registrar's Office no later than the last day of the eighth week. In courses that meet less than the full length of the semester, the pass-fail agreement must be filed by the mid-point of the course.
5. In the pass-fail option, only grades of A+ through C- will be regarded as "pass"; grades of D+ through E will be regarded as "fail." Pass-fail grades do not affect the grade point average.

## EXCLUSIVE PASS-FAIL COURSES

Departments or schools may offer courses in which only pass-fail grades are given. These courses should pursue goals primarily concerned with appreciations, value commitments, creative achievements, or the like. Decisions to offer exclusive pass-fail courses are reported to the provost and this fact is made known to students before they register for these courses.

Exclusive pass-fail courses may not be used to meet major or university requirements unless they have been approved as such by the faculty. Taking exclusive pass-fail courses in no way affects the student's personal pass-fail option.

## 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 encouraged as a matter of courtesy, as well as in their own best interest, to inform the instructor. Assignment of make-up work, if any, is at the discretion of the instructor.

## ACADEMIC HONESTY

Both the value and the success of any academic activity, as well as of the entire academic enterprise, have depended for centuries on the fundamental principle of absolute honesty. The university, therefore, 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.

## ACADEMIC STATUS

Most students make normal academic progress; however, some may from time to time be notified that they must improve their grades. The following terms are used at PLU to describe such students. Advisers make regular contact with academically marginal students, and monitor their progress closely.

*Admission with Probation.* Each year PLU admits a few students on probation. These students, who do not meet all or part of admission requirements, are screened carefully and notified of their special status. These students must limit first semester loads to 14 credit hours, including study skills, and are assigned to probationary advisers.

*Mid-term Warnings.* Warning grade reports are sent to any students who are doing "D" or "E" work at mid-semester. Advisers are sent copies of the grade reports and contact advisees who receive them. No transcript notation is made of this action.

*Academic Warning.* Students whose last term grade point average is below 2.0, but whose cumulative grade point average is above 2.0, are sent notice of academic warning. No transcript notation is made.

*Academic Probation.* Students, including first-term freshman students, are placed on academic probation with transcript notation if their cumulative grade point average falls below 2.0 or if they receive two successive term grade point averages below 2.0. Such students are required to meet with the director of advising in the first ten days of their probationary semester to draw up an agreement specifying actions they will take to improve their academic performance. Compliance with that agreement is monitored by the student's assigned adviser or an appointed probationary adviser. Failure to draw up the agreement or to comply with its terms may result in denial of continued probation or dismissal from the university. In the case of first-term freshman students with no previous college-level credits, the probation notation will be removed from the transcript if the subsequent term's cumulative grade point average is above 2.0.

*Continued Probation.* Probationary students whose probationary term grade point average is above 2.0, but whose cumulative grade point average remains below 2.0, may be granted an additional





term of probation at the discretion of the Committee on Admission and Retention of Students.

**Academic Dismissal.** The enrollment of a probationary student who fails to earn a cumulative grade point average of 2.0 at the end of a probationary semester is terminated. A terminated student may apply for reinstatement by securing a faculty sponsor and submitting a letter of petition to the registrar. The petition and letter of sponsorship are acted upon by the Faculty Committee on Admission and Retention of Students. A student whose petition for reinstatement has been denied may apply for readmission after one semester has elapsed unless informed otherwise.

**Second Academic Dismissal.** The enrollment of a student who fails to earn a cumulative grade point average of 2.0 after reinstatement with a faculty sponsor is terminated. A student dismissed for the second time may not be reinstated for at least one semester, and only if new evidence is presented that the student will probably succeed.

## ELIGIBILITY FOR STUDENT ACTIVITIES

Any regularly enrolled, full-time student (twelve hours) is eligible for participation in university activities. Limitations on a student's activities based upon academic performance may be set by individual schools, departments, or organizations. A student on academic probation is not eligible for certification in inter-collegiate competition and may also be advised to curtail participation in extra-curricular activities.

## CLASSIFICATION OF STUDENTS

**Freshmen:** students who have met entrance requirements.

**Sophomores:** students who have satisfactorily completed 30 hours.

**Juniors:** regular students who have fulfilled lower division requirements and have satisfactorily completed 60 hours.

**Seniors:** regular students who have satisfactorily completed 90 hours.

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

**Non-Degree Undergraduates:** undergraduate students who are attending part-time but are not officially admitted to a degree program.

**Non-Degree Graduates:** graduate students who are attending part-time but are not officially admitted to a degree program.

## HONORS

**Honors at Entrance:** These honors are conferred at Opening Convocation on the most highly qualified entering freshmen. Certificates are mailed in early May to high schools for presentation to recipients. The granting of Honors at Entrance recognizes outstanding high school achievement and anticipates superior performance at the university level. These awards have no monetary value.

**Graduation Honors:** Degrees with honors of *cum laude*, *magna cum laude*, and *summa cum laude* are granted. A student must earn an average of 3.40 for *cum laude*, 3.70 for *magna cum laude*, and 3.90 for *summa cum laude*. Physical education activities are not included in the determining of honors.

**Honor Societies:** Election to the Arete Society is a special recognition of a student's commitment to the liberal arts together with a record of high achievement in relevant course work. This academic honors society was organized in 1969 by Phi Beta Kappa members of the faculty. The society's fundamental purpose is to encourage and recognize excellent scholarship in the liberal arts. Elections for the society take place each spring. Both juniors and seniors are eligible for election, although the qualifications for election as a junior are more stringent. The faculty fellows of the society conduct the election after careful review of academic transcripts according to the following criteria. Students must:

- attain a high grade point average (for seniors, normally above 3.70; for juniors, normally above 3.90);
- complete 110 credit hours in liberal studies;
- demonstrate the equivalent of two years of college work in foreign language; and
- complete one year of college mathematics (including statistics or computer science) or have taken an equivalent amount of high school math and college science.

To be eligible for election, students must have completed a minimum of three semesters in residence at the university.

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

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

**Undergraduate Fellowships:** A limited number of Undergraduate Fellowships are awarded annually to outstanding senior students with a view to encouraging recipients to consider college teaching as a career. An undergraduate fellow is given a variety of opportunities to sample the professional life and work of a faculty

member in his or her major discipline. A tuition credit accompanies the appointment.

## CREDIT BY EXAMINATION

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 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.

Arrangement for departmental credit examinations must be made by students with respective departmental chairs or deans. Evidence of approval and of payment of the fee should be presented by a student to the instructor who administers the examination. The instructor should attach a copy of the receipt to the grade sheet when submitting a grade for the examination.

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

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

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

The university does not grant credit for college level GED tests.

## INFORMAL STUDY

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

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

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

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

## JUNIOR REVIEW

All students who have accumulated 70 semester hours toward graduation must complete a junior review before they may register for a subsequent term. The review includes progress reports on general university, major, and minor requirements, and a plan for the completion of any remaining requirements. Forms are available at school or department offices.

## GRADUATION

Students expecting to fulfill degree requirements WITHIN THE ACADEMIC YEAR (including August) are required to file application for graduation with the Office of the Registrar by October 3.

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

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

Attendance at commencement exercises is expected unless the candidate is excused by the provost.





## SECOND BACCALAUREATE DEGREE

A student may be awarded two *different* bachelor's degrees simultaneously, provided that at least 28 *additional* hours are earned for the second degree. A total of 156 acceptable hours are required for two simultaneous baccalaureate degrees.

## GENERAL UNIVERSITY REQUIREMENTS

The university is committed, in principle as well as historically, to providing a strong liberal arts base for all its baccalaureate degree programs. Accordingly, in addition to fulfilling certain specified requirements, all undergraduate students must satisfactorily complete a core curriculum.

### SPECIFIED REQUIREMENTS

- WRITING** (4 hours): English 101 or an equivalent prose writing course. Students should fulfill this requirement early, preferably in their first or second semester.
- PHYSICAL EDUCATION** (4 hours): Four 1-hour activity courses, including PE 100. One hour of credit may be earned through approved sports participation. All activities are graded on the basis of A, Pass, or Fail.
- INTERIM** (8 hours): Only courses numbered 300-320 satisfy this requirement. Junior and senior transfer students need to complete only 4 hours from 300-320 interim courses.
- The completion of a minimum of 128 semester hours with a grade point average of 2.00 (2.50 in the Schools of Business Administration and Education).
- The completion of a minimum of 40 semester hours from courses numbered 321 or above. Courses from two-year institutions are not considered upper division regardless of subject matter parallels. At least 20 of the minimum 40 semester hours of upper division work must be taken at PLU.
- 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 interim exchange study are excluded from this limitation.)
- The completion of a major as detailed by each school or department. At least 8 semester hours must be taken in residence.
- The completion of all courses counted toward a major or a minor with grades of C- or higher and with a cumulative grade point average of 2.0 or higher in those courses. Departments, divisions, or schools may set higher grade requirements.

## LIMITATIONS—ALL BACCALAUREATE DEGREES

- Not more than 40 hours earned in one department may be applied to the B.A., B.S., B.A.P.E., B.A.Rec., or B.S.P.E. degrees. Interim courses are excepted.
- Non-music majors may count toward graduation requirements not more than 8 semester hours in music ensembles.
- A maximum of 24 hours in accredited correspondence or extension studies may be credited toward degree requirements, contingent on approval by the registrar.
- A maximum of 64 hours will be accepted by transfer from an accredited community college. All community college courses are transferred as lower division credit.
- No more than eight 1-hour physical education activity courses may be counted toward graduation.

## FOREIGN LANGUAGE REQUIREMENT

All candidates for B.A., B.S., B.A.P.E., B.A.Rec., or B.S.P.E. degrees must complete one of three options involving a foreign language or specified alternative. See under College of Arts and Sciences.

## INTERDISCIPLINARY READING AND WRITING AT PLU

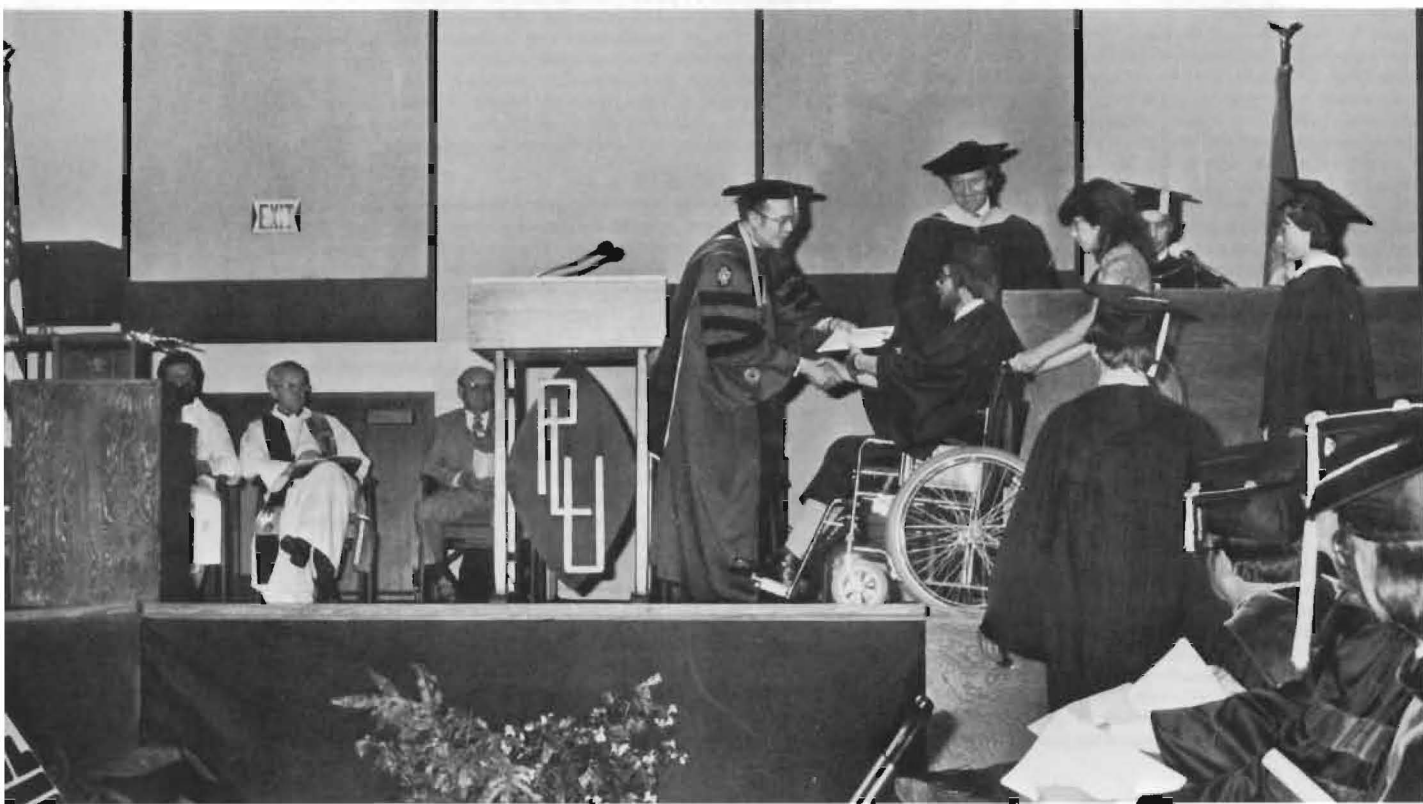
Pacific Lutheran University is a community of scholars, a community of readers and writers. Reading informs the intellect and liberates the imagination. Writing pervades our academic lives as teachers and students, both as a way of communicating what we learn and as a means of shaping thought and ideas.

Our emphasis on literacy begins with courses designed to fulfill the university writing requirement, courses in which students learn to use various kinds of academic and personal writing, to read different kinds of texts more effectively, and to organize the powers of clear thought and expression.

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

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

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





**CORE CURRICULUM: ALTERNATIVES****CORE I (DISTRIBUTIVE CORE)**

**ARTS/LITERATURE** (8 hours)—4 hours from each line:

1. Art, Music, or Communication and Theatre—Any combination of four semester hours from Art, Music, or Communication, with the following exceptions:
  - a. Only theatre/drama credits may be used from the Department of Communication and Theatre: 151, 160, 162, 241, 358, 359, 363, 364, 458.
  - b. Teaching methods courses may not be used.
2. Literature—Any literature course from English or Languages. (English courses in writing, language, and publishing do not fulfill this requirement.)

**NATURAL SCIENCES/MATHEMATICS** (8 hours)—4 hours from each of two lines:

1. Chemistry, Physics, Engineering, and Natural Sciences.
2. Biology, Earth Sciences, and Natural Sciences.
3. Mathematics (except 91 and 99) and Computer Science.

**PHILOSOPHY** (4 hours)—Any Philosophy course except 100, 121, and 233. (However, 226, 323, 325, 326, and 328 count toward fulfillment of this requirement only when paired with 225, 341, 342, and 343 count only when taken in addition to 225 or 233.)

**RELIGIOUS STUDIES** (8 hours)—4 hours from each of two lines:

1. Biblical Studies—Any of the following: 111, 211, 212, 330, 331, 332, 333.
2. Christian Thought, History, and Experience—Any of the following: 121, 221, 222, 223, 224, 225, 226, 360, 361, 362, 363, 364, 365, 366, 367, 369.
3. Integrative and Comparative Religious Studies—Any of the following: 131, 132, 133, 231, 390, 391, 392, 393. (Additional courses that relate religion to other topics or disciplines and are approved to meet this requirement will be listed in the time schedule.)

Junior and senior transfer students need to complete only 4 hours at PLU (one course from lines 1 or 2).

**SOCIAL SCIENCES** (8 hours)—4 hours from each line:

1. Anthropology, History, and Political Science.
2. Economics, Psychology (except 110 and 111), Social Work, and Sociology.

TOTAL: 36 hours, 9 courses.

**CORE II (INTEGRATED STUDIES PROGRAM)**

A coherent program of interdisciplinary courses that explores a central theme—THE DYNAMICS OF CHANGE.

1. **SEQUENCE I—THE IDEA OF PROGRESS** (2 courses, 8 hours; normally taken in the freshmen year).
  - INTG 111 Nature and Supernature
  - INTG 112 From Finite to Infinite
2. **TWO OF THREE 200-LEVEL SEQUENCES** (2 courses each, 4 total; 16 hours)
  - SEQUENCE II—HUMAN RESPONSIBILITY** (Courses in the 220s)
    - INTG 221 The Experience of War
    - INTG 222 Prospects for War and Peace
    - INTG 223 The Emergence of Mind and Morality
    - INTG 224 The Brain, Consciousness, and Transcendence
  - SEQUENCE III—WORD AND WORLD** (Courses in the 230s)
    - INTG 231 Creating Gender
    - INTG 232 Experiencing Gender
    - INTG 233 Imaging the Self
    - INTG 234 Imaging the World
  - SEQUENCE IV—TECHNOLOGY AND THE ENVIRONMENT** (Courses in the 240s)
    - INTG 241 Energy, Resources, and Pollution
    - INTG 242 Population, Hunger, and Poverty
    - INTG 243 Technology and Computers
    - INTG 244 Computers and Models
    - INTG 245 The Development of Third World Underdevelopment
    - INTG 246 Cases in Third World Development
3. **CONCLUDING SEMINAR:** INTG 351 (1 course, 4 hours)
4. **FRESHMAN SEMINAR:** INTG 110 (2 hours) (elective)

TOTAL: 28 hours, 7 courses

For course descriptions and further details, see the Integrated Studies Program section of this catalog. A brochure is available from the Office of Admissions or the program coordinator in the Special Academic Programs Office.

Core I requirements may be met by certain Core II courses and/or sequences upon written authorization by the Integrated Studies Program coordinator:

- Arts/Literature**
1. INTG 233-234 together
  2. INTG 112, 233-234 together
- Natural Sciences/Mathematics**
1. or 3. INTG 233-234 together
  1. INTG 241-242 together
  2. INTG 223, 241-242 together
  3. INTG 243-244 together
- Philosophy**
- INTG 111, 223, 224, 221-222 together
- Religious Studies**
- 2 or 3. INTG 111, 221-222 together, 241-242 together
  3. INTG 233-234 together, 245-246 together
- Social Sciences**
1. INTG 112, 221-222 together, 241-242 together, 243-244 together, 245-246 together
  2. INTG 224, 241-242 together

See course descriptions for information about which Core I requirements a given Core II course may fulfill. ▶



# Anthropology

# A

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 requires an understanding of many disciplines, from geology and biology to art and psychology.

Regardless of the specific area that is studied, the essence of anthropology is the observation of

different peoples and cultures—studying them as they really are instead of how people think they are or should be. It is through this detailed study of all people that we gain the full picture of what it really means to be human.

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.

Anthropology

## A

## Anthropology

Linguistic anthropology studies human language to discover what it can tell about the human past and behaviors in the present. Physical anthropology studies the emergence and subsequent biological adaptations of humanity as a species.

## FACULTY

Klein, Chair; Brusco, Guldin, Huelsbeck.

**BACHELOR OF ARTS MAJOR:** 34 semester hours, including 101, 102, 103, 480, 490, and one course from those numbered 330 to 345, one course from those numbered 350 to 392, and 8 additional hours.

**MINOR:** 18 semester hours, including 102, 101 or 103, 490, one course from those numbered 330 to 345, and one course from those numbered 350 to 480.

## COURSE OFFERINGS

### 101 EXPLORING ANTHROPOLOGY: MONKEYS, APES, AND HUMANS

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

### 102 EXPLORING ANTHROPOLOGY: CULTURE AND SOCIETY

Introduction to social-cultural anthropology and cultural linguistics, concentrating on the exploration of the infinite variety of human endeavor in all aspects of culture and all types of societies; from tool-making to language, religion, politics, law, warfare, family kinship and art; from hunters and gatherers to industrialists. (4)

### 103 EXPLORING ANTHROPOLOGY: ARCHAEOLOGY AND PREHISTORY

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

### 104 EXPLORING ANTHROPOLOGY: LANGUAGE AND SYMBOLS

Introduction to anthropological linguistics and symbolism. An overview of the nature of human languages, 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. Exploration of the wider issues of symbolic communication: how symbols order the world and how transactions in meaning can be seen as forms of social action. (4)

### 210 GLOBAL PERSPECTIVES: THE WORLD IN CHANGE

A survey of global issues affecting the human condition in a rapidly changing and increasingly interdependent world: modernization and development; economic change and international trade; diminishing resources; war and revolution; peace and justice; and cultural diversity. These issues are examined in a multidisciplinary light using case studies drawn from non-Western and Western nations. Emphasis on the development of a global perspective which recognizes human commonalities as well as diversity in perceptions, values, and priorities. (Cross-referenced with HIST 210 and POLS 210) (4)

### 220 PEOPLES OF THE WORLD

An exploration of the world's cultures through anthropological films, novels, and eye-witness 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)

### 230 PEOPLES OF THE NORTHWEST COAST

A survey of the ways of life of the native peoples of coastal Washington, British Columbia, and Southeastern Alaska from European contact to contemporary times. Of special interest are the traditional methods of fishing, arts, potlatches, status systems, and wealth and their impact on the modern life of the region. (2)

### 240 PEOPLES OF EUROPE

A survey of contemporary social life and customs in Europe, from city-dwellers to peasants, examining the broad historical, political, ethnic, economic, and religious patterns that tie European cultures together. (2)

### 270 JEWISH CULTURES

A survey of Eastern European Jewish cultures of the past and present in a variety of settings including Poland, New York, and Tacoma. Jewish ethnicity and identity related to questions of assimilation, Jew/Gentile relations, and nationalism with a focus on the Jewish communities of Eastern Europe, the U.S.A., and Israel. Emphasis on religion, history, literature, music, and humor as reflections of basic Jewish cultural themes. Films and guest speakers complement class lectures and discussion. (2)

### 330 CULTURES AND PEOPLES OF NATIVE NORTH AMERICA

A comparative study of Native North American cultures from their arrival on the continent through today. Stress on traditional societies, their history under colonization and their emergence as vital contemporary societies. Examination of U.S. and Canadian laws, policies, and conflicts, including land and fishing claims, issues of sovereignty, and religious rights. (4)

### 332 PREHISTORY OF NORTH AMERICA

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

### 334 THE ANTHROPOLOGY OF CONTEMPORARY AMERICA

An investigation of American social patterns and problems designed to give insights from a cross-cultural perspective; exploration of American solutions of common human problems; education, religion, politics, family and concepts of justice; a determination of what is unique about the "American Way." (4)

### 336 PEOPLES OF LATIN AMERICA

Millions of Americans have never been north of the equator. Who are these "other" Americans? This survey course familiarizes the student with a broad range of Latin American peoples and problems. What remains of the great Inca empire? What is life like in the Amazonian rain forests and in the high Andes? Case studies and films as a basis for discussion of themes ranging from visions of the supernatural to problems of economic development. (4)

### 340 CULTURES AND PEOPLES OF ASIA

Survey of South, Southeast and East Asia with an emphasis on the cultural patterns (social, religious, kinship, political, and economic) of the region; concentration on the civilization centers of India and China and their effect on surrounding peoples; the role of Asian peoples in a contemporary setting. (4)

### 345 CHINESE CULTURE AND SOCIETY

An immersion into the Chinese world-view, culture and society—geared to exposing the student to the way of life for one-quarter of humanity; Chinese culture, both traditional and contemporary, including folk religion, family life, human relations, politics, social structure, Confucianism and Communism; the People's Republic, Hong Kong, Taiwan, and the Overseas Chinese. (4)

### 350 WOMEN AND MEN IN WORLD CULTURES

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

### 354 GEOGRAPHY AND WORLD CULTURES: PEOPLE, PLACES AND PROSPECTS

Explorations of how societies in North America and around the world have adapted to their varied human and physical environments. Cases drawn from widely different environments — from the desert to temperate woodlands to the arctic to urban neighborhoods. Global patterns of variation in life styles and social opportunities will be stressed and used for projections of future world patterns. Knowledge of locations and map reading will be emphasized. Prerequisite: 102 or consent of instructor. (4)

### 355 TECHNOLOGY IN CULTURE

A study of the use and meaning of technology, crafts, and artifacts in the world's cultures. Investigation of technology in the context of culture, including the symbolic and artistic world of traditional technologies. Exploration of how cultures create the worlds they inhabit and change their social and natural worlds through time. Students will be encouraged to work with a specific technique or technological aspect of a culture. (4)

### 360 ETHNIC GROUPS

An examination of 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)





**365 ARTIFACTS AND ARCHAEOLOGY**

Laboratory interpretation of archaeological materials. Techniques used in interpreting past human technology and ecology. Replication of the steps of manufacture, use, and discard of tools; analytical procedures for ceramic, bone, stone, and metal artifacts; analysis of debris from food processing activities; the use of computers to analyze cultural data. (4)

**370 THE FIRST CIVILIZATIONS**

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)

**375 LAW, POLITICS, AND REVOLUTION**

A study of politics and law through the political structures and processes of traditional and contemporary societies; concepts of leadership, factionalism and feuds, power, authority, revolution, and other reactions to colonization; law and conflict resolution; conflicts of national and local level legal systems. Examples from around the world: Burma, Pakistan, the Pacific, Africa, Latin America, and Native America. (4)

**380 SICKNESS, MADNESS, AND HEALTH**

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

**385 MARRIAGE, FAMILY, AND KINSHIP**

The idea of family has a wide range of meanings and expressions cross-culturally, but everywhere it serves as a fundamental organizing principle and rationale for the allocation of valued resources, including power and status within domestic groups, and personal and social identities. Special attention to the expression of individual strategies and interests in various domestic contexts. Other topics include: 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; how class and gender systems intertwine with kinship, domestic forms, and the meaning of "family." (4)

**392 GODS, MAGIC, AND MORALS**

The anthropology of religion; a survey of humanity's concepts of and relationships to the supernatural; examination of the varying personal and group functions that religions fulfill; exploration of rituals, beliefs, and systems of morality in religions both "primitive" and historical; origins of religion; science "versus" religion; the nature of reality. (Cross-referenced with RELI 392) (4)

**465 ARCHAEOLOGY: THE FIELD EXPERIENCE**

A field class involving the excavation of a historic or prehistoric archaeological site, with emphasis on basic excavation skills and record keeping, field mapping, drafting, and photography. The laboratory covers artifact processing and preliminary analysis. Prerequisite: 101, 102, or 103, or consent of instructor. (4)

**480 ANTHROPOLOGICAL INQUIRY**

An 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. a/y (4)

**490 SEMINAR IN ANTHROPOLOGY**

Selected topic in contemporary anthropology to be investigated through student research and consultation. Required of majors and minors in their junior or senior year. Prerequisite for other students: departmental consent. a/y (2)

**491 INDEPENDENT STUDY: UNDERGRADUATE READINGS**

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

**492 INDEPENDENT STUDY: UNDERGRADUATE FIELDWORK**

Study of specific areas or issues in anthropology through in-field methods of analysis and research supported by appropriate reading under supervision of a faculty member. Prerequisite: 490 and departmental consent. (1-4)

**501 GRADUATE WORKSHOPS**

Graduate workshops in special fields or areas for varying periods of time. (1-4)

**590 GRADUATE SEMINAR**

Selected topics as announced. Prerequisite: consent of the instructor. (1-4)

**591 DIRECTED STUDY (1-4)****595 GRADUATE READINGS**

Independent study card required. (4)

**598 RESEARCH PROJECT (4)****599 THESIS (4)**

A

Art



Art

In this time of rapidly changing concepts and an almost daily emergence of new media, emphasis must be placed on a variety of experiences and creative flexibility for the artist and the designer. Students with professional concerns must be prepared to meet the modern world with both technical skills and the capacity for innovation. The department's program therefore stresses individualized development in the use of mind and hand. A highly professional faculty, well-equipped studios, and a comprehensive curriculum offer diverse opportunities for study in the visual arts.

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.

Recent graduates are employed in a variety of fields. Several have become established as painters, printmakers, or sculptors; some are successful studio potters; others have gone into commercial photography or film animation—even the production of feature films. The television industry employs still others. A number are working in the design field as graphic designers, illustrators, package designers, or art directors in firms around the country, in New York, Chicago, Los Angeles, and Seattle. Alumni have been involved in museum work and serve on the faculties of various educational institutions, including elementary, secondary, community college, and university levels.

Some students go directly from the university into their field of interest. Others find it desirable and appropriate to attend a graduate school.

# A

Art

Many alumni have been accepted into prestigious graduate programs, both in this country and abroad.

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

## FACULTY

Hallam, Chair; Cox, Geller, Gold, Keyes, Kittleson, Schwidder, Tomsic. Artist-in-Residence: Frehse.

The department has sought to minimize prerequisites, enabling students to elect courses relating to their interests as early as possible, but majors are urged to follow course sequences closely. It is recommended that students interested in majoring in art declare their major early to insure proper advising. Transfer students' status shall be determined at their time of entrance.

The department reserves the right to retain, exhibit, and reproduce student work submitted for credit in any of its courses or programs, including the B.F.A. candidacy exhibition. A use or materials fee is required in certain courses.

**BACHELOR OF ARTS MAJOR:** Minimum of 32 semester hours, including 160, 250, 230 or 350, 365, 370, and the art history sequence (180, 181, 380); 110 and 116 or courses in teaching methods may not be applied to the major. A maximum of 40 hours may be applied toward the degree. Candidates are registered in the College of Arts and Sciences and must satisfy general university requirements, including a core curriculum (Core I or Core II), and the foreign language/alternative requirement.

**BACHELOR OF FINE ARTS MAJOR:** A minimum of 60 semester hours, including 160, 150 or 250; the art history sequence (180, 280, 380); 8 hours in 2-dimensional media, 8 hours in 3-dimensional media, and 4 hours in art history or theory (381, 386, 390, or as approved by the department faculty); requirements and electives in area of emphasis; and 499 (B.F.A. candidacy seminar). 110, 116, or courses in teaching methods may not be included. Candidates are registered in the School of the Arts and must satisfy general university requirements, including a core curriculum (Core I or Core II).

### B.F.A. in 2-Dimensional Media

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

#### Drawing/Painting:

- 160 Drawing
- 260 Intermediate Drawing
- 360 Life Drawing (R)
- 365 Painting I
- 465 Painting II (R)
- Printmaking:
- 370 Printmaking I
- 470 Printmaking II (R)

#### Film Arts:

- 226 Black and White Photography
- 326 Color Photography
- 328 Moving Images
- 426 Projects in Photography

Independent Study (may be applied to any area):

- 490 Special Projects (R)
- 492 Studio Projects (R)

(R)-may be repeated for credit

### B.F.A. in 3-Dimensional Media

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

#### Ceramics:

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

#### Sculpture:

- 250 Sculpture I
- 350 Sculpture II (R)

#### Crafts:

- 238 Stained Glass I
- 255 Jewelry I
- 338 Stained Glass II (R)
- 335 Fibers (R)
- 355 Jewelry II (R)

Independent Study (may be applied to any area):

- 490 Special Projects (R)
- 492 Studio Projects (R)

(R)-may be repeated for credit

### B.F.A. in Design

Required basic sequence:

- 196 Design I: Fundamentals
- 296 Design II: Concepts
- 381 Twentieth Century Design and Architecture
- 396 Design: Graphics I
- 491 Design: Workshop

Elective courses:

- 150 Three-Dimensional Design
- 395 Design: Environments
- 398 Drawing: Illustration (R)
- 496 Design: Graphics II

Supporting courses in art may be chosen in accord with individual interests. Supporting courses from other departments and schools may also be elected (for example, Business Administration 370 or 472 and Communication Arts 374 or 380). Applicable courses will be recommended by advisers.

**BACHELOR OF ARTS IN EDUCATION:** See School of Education.

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

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

**MINOR IN ART HISTORY:** 24 semester hours, including 180 and 181, 12 hours in art history/theory electives, and 4 hours in studio electives. Non-concentration courses (110 and 116), practical design courses (150, 196, 296, 395, 396, 398, 491, 496), and courses in teaching methods (341, 440) may not be applied to the minor.

## COURSE OFFERINGS

### STUDIO

- 150 THREE-DIMENSIONAL DESIGN
- 160 DRAWING
- 196 DESIGN I: FUNDAMENTALS
- 226 BLACK AND WHITE PHOTOGRAPHY
- 230 CERAMICS I
- 238 STAINED GLASS I
- 250 SCULPTURE I
- 255 JEWELRY I
- 260 INTERMEDIATE DRAWING
- 296 DESIGN II: CONCEPTS
- 326 COLOR PHOTOGRAPHY
- 328 FILM MAKING
- 330 CERAMICS II
- 335 FIBERS
- 338 STAINED GLASS II
- 341 ELEMENTARY ART EDUCATION
- 350 SCULPTURE II
- 355 JEWELRY II
- 360 LIFE DRAWING
- 365 PAINTING I
- 370 PRINTMAKING I
- 395 DESIGN: ENVIRONMENTS
- 396 DESIGN: GRAPHICS I
- 398 DRAWING: ILLUSTRATION
- 426 PROJECTS IN PHOTOGRAPHY



A

Art

- 430 CERAMICS III  
 465 PAINTING II  
 470 PRINTMAKING II  
 490 SPECIAL PROJECTS/INDEPENDENT STUDY  
 491 DESIGN: WORKSHOP  
 492 STUDIO PROJECTS/INDEPENDENT STUDY  
 496 DESIGN: GRAPHICS II  
 499 B.F.A. CANDIDACY SEMINAR

### HISTORY AND THEORY

- 110 INTRODUCTION TO ART  
 116 DESIGN IN THE CONTEMPORARY WORLD  
 180 HISTORY OF WESTERN ART I  
 181 HISTORY OF WESTERN ART II  
 380 CONTEMPORARY ART  
 381 TWENTIETH CENTURY DESIGN AND ARCHITECTURE  
 386 IMAGERY AND SYMBOLISM  
 390 STUDIES IN ART HISTORY  
 440 SEMINAR IN ART EDUCATION  
 497 RESEARCH IN ART HISTORY—THEORY

### 110 INTRODUCTION TO ART

Art in the modern world seen in relation to history; a search for meaning in an age of science, industrialization, and nationalism. Not intended for majors. (4)

### 116 DESIGN IN THE CONTEMPORARY WORLD

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

### 150 THREE-DIMENSIONAL DESIGN

An introduction to the concept of three-dimensional forms and their use in structures; emphasis on use of design elements including planes, masses, volumes, and textures. Various materials used in problem solutions. (4)

### 160 DRAWING

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

### 180 HISTORY OF WESTERN ART I

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

### 181 HISTORY OF WESTERN ART II

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

### 196 DESIGN I: FUNDAMENTALS

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

### 226 BLACK AND WHITE PHOTOGRAPHY

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

### 230 CERAMICS I

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

### 238, 338 STAINED GLASS I, II

A survey of glassworking techniques and materials. Integrates historical styles, their origins and evolution, with contemporary types and new technology. 238 must be taken before 338. 338 may be taken twice. (4,4)

### 250, 350 SCULPTURE I, II

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

### 255, 355 JEWELRY I, II

A study of form and technique in the design and execution of jewelry objects. Includes stone setting, fabrication, and casting. 255 must be taken before 355; 355 may be taken twice. (4,4)

### 260 INTERMEDIATE DRAWING

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

### 296 DESIGN II: CONCEPTS

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

### 326 COLOR PHOTOGRAPHY

Exploration of the issues of both painters and photographers. Students learn to make color prints and process color negatives. Includes a historical survey of color photography as well as perspectives of contemporary artists. Prerequisite: 226 or consent of instructor. (4)

### 328 MOVING IMAGES

A studio course in film making and videography as art forms. Study of materials and techniques in film and video media and production of student films and/or videotapes. Experimental techniques using computer and electronic imaging systems may be explored. Survey of classic and experimental films and tapes. (4)

### 330, 430 CERAMICS II, III

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

### 335 FIBERS

Exploration and development of fiber structures and soft art forms with non-loom and loom techniques. May be repeated for credit. (4)

### 338 STAINED GLASS II

(See 238)

### 341 ELEMENTARY ART EDUCATION

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

### 350 SCULPTURE II

(See 250)

### 355 JEWELRY II

(See 255)

### 360 LIFE DRAWING

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

### 365, 465 PAINTING I, II

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

### 370, 470 PRINTMAKING I, II

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

### 380 CONTEMPORARY ART

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

### 381 TWENTIETH-CENTURY DESIGN AND ARCHITECTURE

A study of twentieth century developments in architecture and related fields as well as certain design areas. (4)

### 386 IMAGERY AND SYMBOLISM

A survey of symbolic, pictorial, and plastic expressions in Western tradition from the perspective of their philosophical and theological implications, with particular emphasis on the development of the Christian cultus. (4)

### 390 STUDIES IN ART HISTORY

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

### 395 DESIGN: ENVIRONMENTS

An investigation into various types of environments with particular emphasis on residential. Included will be a brief history of furniture and design styles; approaches to planning and procedures; and an introduction to technical drawing and model building. Prerequisite: 196 or consent of instructor. (4)



## A

## School of the Arts

**396, 496 DESIGN: GRAPHICS I, II**

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

**398 DRAWING: ILLUSTRATION**

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

**426 PROJECTS IN PHOTOGRAPHY**

A studio/seminar course designed for students who want to continue working in black and white or color. Among the topics are basic view camera techniques, non-silver processes, zone systems and Cibachrome printing. Prerequisite: 226 or 326 or consent of instructor. (4)

**430 CERAMICS III**

(See 330)

**440 SEMINAR IN ART EDUCATION**

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

**465 PAINTING II**

(See 365)

**470 PRINTMAKING II**

(See 370)

**490 SPECIAL PROJECTS/INDEPENDENT STUDY**

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

**491 DESIGN: WORKSHOP**

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

**492 STUDIO PROJECTS/INDEPENDENT STUDY**

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

**496 DESIGN: GRAPHICS II**

(See 396)

**497 RESEARCH IN ART HISTORY-THEORY**

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

**499 B.F.A. CANDIDACY SEMINAR**

A course designed to help the graduating senior make the transition into the professional world or to prepare for graduate school. Topics may include professional interests (e.g., portfolio development, exhibition design) as well as business-related concerns (e.g., tax information, marketing). A major portion of the seminar will involve preparation for the B.F.A. exhibition, participation in which is the final requirement for the degree. Students have primary responsibility for design of the exhibition, but are expected to work closely with their major advisers. Must be taken in the student's final semester. Prerequisites: declared major in art, senior status, reasonable expectation of completion of all departmental and university requirements for graduation. (4)



# School of *The Arts*

The School of the Arts of Pacific Lutheran University is a community of artists dedicated:

to provide energies and facilities for the focused refinement of creative activity;

to operate in the vanguard of artistic understanding and to assume an additive rather than imitative position relative to that understanding;

to pursue study of both the historical and theoretical aspects of our creative legacy;

to recognize change in artistic criteria without devaluing the traditional concepts of discipline, craftsmanship, and academic professionalism;

to foster activity free from the caprice of the marketplace but, by virtue of its substance, not aloof from nor incompatible with practical concerns;

to animate and "humanize" the academic climate of Pacific Lutheran University via the creative presence by sponsoring a rich and varied program of events in the arts;

and to provide the students of Pacific Lutheran University an opportunity to experience first hand the unique "chemistry" of the creative process.

## FACULTY

**Moe, Dean: faculty members of the Departments of Art, Communication and Theatre, and Music.**

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

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

For course offerings, degree requirements, and programs in the School of the Arts, see:

ART  
COMMUNICATION AND THEATRE  
MUSIC



# Biology

# B

Biology

The Department of Biology is dedicated to a teaching process, not merely to delivery of facts. Facts form the foundation of science, but to be a science student requires more than accumulating facts. The biology faculty stresses gathering information, processing new information in the context of that already available, retrieving appropriate information, and interpreting observations.

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

Members of the department faculty are trained across the total spectrum of modern biology, from population biology through molecular biology, and have professional teaching and research expertise with a full range of organisms: viruses, bacteria, fungi, plants, and animals. The diversity of courses in the curriculum provides broad coverage of contemporary biology and allows flexible planning. Each biology major completes a three-course sequence in the principles of biology. Planning with a faculty adviser, the student chooses upper division biology courses to meet individual needs and career objectives. Extensive facilities are available, including: herbarium, invertebrate and vertebrate museums, greenhouse, research microscopy room, growth chambers, containment facilities for recombinant DNA research, darkroom, walk-in cold room for low-temperature experiments, electronic instrument room, various research laboratories, a field station located in Manchester State Park, and a boat equipped for studies of Puget Sound. Students are invited to use these facilities for independent study and are encouraged to participate in ongoing faculty research.

Career avenues for biology majors are numerous. Faculty members are committed to helping students investigate career opportunities and pursue careers which most clearly match their interests and abilities. The department maintains a comprehensive career information file, as well as a file devoted to graduate training in the biological sciences.

## FACULTY

Carlson, *Chair*; Alexander, Boyd, Crayton, Gee, Hansen, J. Jensen, Kerk, Knudsen, Lerum, Main, D.J. Martin, Matthias, McGinnis.

### 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. Several options for major programs are available. In each plan the student must take the principles of biology sequence (161, 162, 323). Completion of this sequence is required before upper division biology courses can be taken. Courses not designed for biology majors (111, 112, 201, 205, 206) cannot be used to satisfy major requirements unless those courses are taken before completion of Biology 161; under no circumstances can more than 8 hours from courses designed for non-majors be counted toward completion of major requirements. Interim courses (300-320) cannot be counted toward the major. At least 12 hours in biology must be earned in residence at PLU. Each student must consult with a biology adviser to discuss selection of electives appropriate for educational and career goals. Basic requirements under each plan for the major are listed below.

**Plan I—Bachelor of Arts:** 32 semester hours in biology, including 161, 162, and 323, plus 19 additional hours. Required supporting courses: Chemistry 105 or Chemistry 115 and Math 140. Recommended supporting courses: Physics 125 (with laboratory 135) and Physics 126 (with laboratory 136).

**Plan II—Bachelor of Arts—Comprehensive:** 36 semester hours in biology, including 161, 162, and 323, plus 23 additional hours. Required supporting courses: Chemistry 115, Chemistry 116, and Math 140. Recommended supporting courses: Chemistry 331 (with laboratory 333); Physics 125 (with laboratory 135) and Physics 126 (with laboratory 136).

**Plan III—Bachelor of Arts—Chemistry Emphasis:** 28 semester hours in biology, including 161, 162, and 323, plus 15 additional hours. Required supporting courses: Chemistry 115, Chemistry 116, Chemistry 331 (with laboratory 333), Chemistry 332 (with laboratory 334), and either Chemistry 321 or Chemistry 403; Math 140. Recommended supporting courses: Physics 125 (with laboratory 135) and Physics 126 (with laboratory 136).

**Plan IV—Bachelor of Science:** 40 semester hours in biology, including 161, 162, and 323, plus 27 additional hours. Required supporting courses: Chemistry 115, Chemistry 116, and Chemistry 331 (with laboratory 333); Math 151; Physics 125 (with laboratory 135) and Physics 126 (with laboratory 136), or Physics 153 (with laboratory 163) and Physics 154 (with laboratory 164).

**Plan V—Bachelor of Science—Research Emphasis:** 40 semester hours in biology, including 161, 162, 323, and 495, plus 25 additional hours. Required supporting courses: Chemistry 115, Chemistry 116, Chemistry 331 (with laboratory 333), and Chemistry 332 (with laboratory 334); Math 151; Physics 125 (with laboratory 135) and Physics 126 (with laboratory 136), or Physics 153 (with laboratory 163) and Physics 154 (with laboratory 164).

**BACHELOR OF ARTS IN EDUCATION:** Students interested in this degree develop their biology program through the Biology Department in conjunction with the School of Education. Such students should have a biology adviser. See the School of Education section of the catalog for recommended biology courses and other pertinent information.

**MINOR:** At least 20 semester hours selected from any biology courses except those numbered 300-320 (interim courses). A grade of C or higher must be earned in each course. Prerequisites must be met unless written permission is granted in advance by the instructor. Applicability of non-PLU biology credits will be determined by the department chair. At least eight credit hours in biology must be earned in residence at PLU. Consult the department chair for assignment of a minor adviser.



## COURSE OFFERINGS

### 111 BIOLOGY AND THE MODERN WORLD

An introduction to biology, designed primarily for non-biology majors. Fundamental concepts chosen from all areas of modern biology including the environment, population, human anatomy and physiology, genetics, evolution and biological controls. Lectures, laboratories, and discussion. I II (4)

### 112 HUMANISTIC BOTANY

An introduction to the basic principles of biology with an emphasis on plants and their impact on people. Topics included are: basic plant structure and function; poisonous plants; medicinal plants; food plants; propagation of house plants; home care of plants; plant identification. Includes laboratory. II (4)

### 161 PRINCIPLES OF BIOLOGY I: CELL BIOLOGY

Cellular and molecular levels of biological organization; cell ultra-structure and physiology, Mendelian and molecular genetics, energy transduction. Required of all biology majors. Includes laboratory and a one hour faculty seminar on current topics in biology. Co-registration in chemistry (104 or 115) recommended. I (5).

### 162 PRINCIPLES OF BIOLOGY II: ORGANISMAL BIOLOGY

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

### 201 INTRODUCTORY MICROBIOLOGY

The growth, control, physiology, isolation, and identification of microorganisms, especially those which affect human beings. Includes laboratory. Prerequisite: CHEM105 or consent of instructor. I (4).

### 205, 206 HUMAN ANATOMY AND PHYSIOLOGY

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

### 323 PRINCIPLES OF BIOLOGY III: ECOLOGY, EVOLUTION AND DIVERSITY

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

### 324 NATURAL HISTORY OF VERTEBRATES

Classification, natural history, and economic importance of vertebrates with the exception of birds. Field trips and laboratory. Prerequisite: 323. a/y 1991-92 I (4)

### 326 ANIMAL BEHAVIOR

Description, classification, cause, function, and development of the behavior of animals. Lectures emphasize an ethological approach to the study of behavior focusing on comparisons among species, as well as physiological, ecological, and evolutionary aspects of behavior. Laboratory is not rigidly scheduled and will consist of a behavioral investigation of the students' choosing. Prerequisite: 323 or consent of instructor. II (4)

### 327 ORNITHOLOGY

The study of birds with emphasis on local species; designed for students with hobby interests as well as for advanced biology students. Field trips. Includes laboratory. Prerequisite: 323 or consent of instructor. II (2)

### 328 MICROBIOLOGY

The structure, physiology, genetics, metabolism, and ecology of microorganisms. Includes laboratory. Prerequisite: 323 or consent of instructor; one semester organic chemistry recommended. II (4)

### 331 GENETICS

Basic concepts including consideration of molecular basis of gene expression, recombination, genetic variability, and consideration of cytogenetics and population genetics. Includes laboratory. Prerequisite: 323 II (4)

### 340 PLANT DIVERSITY AND DISTRIBUTION

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

### 346 CELLULAR PHYSIOLOGY

Deals with how cells are functionally organized; enzyme kinetics and regulatory mechanisms, biochemistry of macromolecules, energy metabolism, membrane structure and function, ultra-structure, cancer cells as model systems. Prerequisites: 323 and one semester of organic chemistry or consent of instructor. II (4).

### 347 CELLULAR PHYSIOLOGY LABORATORY

A laboratory experience in techniques and types of instrumentation often encountered in biochemical and cellular research including animal cell culture, cell fractionation, use of radiotracers, biochemical assays, membrane phenomena, spectrophotometry, respirometry. May be elected only by students with a serious interest for this type of training; not required with 346. Corequisite/prerequisite: 346 or CHEM 403 and consent of instructor. II (1).

### 359 PLANT ANATOMY AND PHYSIOLOGY

Higher plant structure and function from germination to senescence, including basic anatomy, seed germination, water relations, respiration, mineral nutrition, photosynthesis, growth regulators, and reproduction. Includes laboratory. Prerequisites: 323 and one semester of organic chemistry. I (4)

### 361 COMPARATIVE ANATOMY OF THE VERTEBRATES

After a history of the vertebrate body (the evolutionary story of the vertebrates is better known than any other animal group) and an introduction to embryology, the structural and functional anatomy of the vertebrates is presented. Includes laboratory dissections following a systems approach. Mammals are featured plus some observational and comparative study with a human cadaver is included. Knowledge of vertebrate structure is of practical value to workers in many fields of biology. Prerequisite: 323. II (4)

### 385 IMMUNOLOGY

Immunology is the study of the biological properties which enable an organism to respond to changes within itself when the changes represent the presence of foreign substances, either from the external environment or self-induced. Consideration of the biology and chemistry of immune response: the specificity of the organism's immune reactions, the types and roles of lymphatic cells, chemical and functional characteristics of immunoglobulins and complement, genetic control of the immune response, hypersensitivity reactions, and immunodeficiency diseases. Practical ramifications include methods of immunochemical analysis and clinical applications. Prerequisites: 328, 346, or CHEM 403. I (2)

### 403 DEVELOPMENTAL BIOLOGY

The development of multicellular organisms, emphasizing the molecular bases for development. Major topics include interaction of egg and sperm to initiate the developmental program, the origin of cell differences in early development, genetic control of development, cellular differentiation, morphogenetic processes, and how rules for cell behavior govern the formation of specific patterns in developing organisms. Laboratory includes cellular and molecular experimental problems. Prerequisite: 323. I (4)

### 407 MOLECULAR BIOLOGY

An introduction to molecular biology, emphasizing the central role of DNA in eukaryotic cells. Topics include: foundations (DNA structure as genetic storehouse, central dogma of molecular biology, recombinant DNA technology); function (regulation of gene expression, genome organization and rearrangement); frontiers (cancer, development, evolution, genetic engineering — methodology, applications, trends, implications). Laboratory features an introduction to basic recombinant DNA techniques. Prerequisite: 323. I (4)

### 411 HISTOLOGY

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

### 424 ECOLOGY

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

### 425 BIOLOGICAL OCEANOGRAPHY

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

### 426 FIELD METHODS IN ECOLOGY

Sampling techniques and analysis of natural ecosystems. Independent project required. Prerequisites: 323 and 424 or consent of instructor. II (2)





**441 MAMMALIAN PHYSIOLOGY**

Functions of principal mammalian organ systems emphasizing control mechanisms and homeostatic relationships. Human-oriented laboratory includes work in circulation, cardiography, psychophysiology, temperature regulation, and other areas. Students are required to design and execute a major experiment of their own. Prerequisites: 323 and CHEM 331. Anatomy and biochemistry recommended. I (4)

**475 EVOLUTION**

Evolution as a process: sources of variation; forces overcoming genetic inertia in populations; speciation. Evolution of genetic systems and of life in relation to ecological theory and earth history. Lecture and discussion. Term paper and mini-seminar required. Prerequisite: 323. I a/y 1990-91 (4)

**490 SEMINAR**

Selected topics in biology based on literature and/or original research. Open to junior and senior biology majors. (1)

**491, 492 INDEPENDENT STUDY**

Investigations or research in areas of special interest not covered by regular courses. Open to qualified junior and senior majors; students should not elect independent study unless they know in advance the specific area they wish to investigate and can demonstrate a serious interest in pursuing that investigation. It is suggested that the student spend one semester searching pertinent literature and writing a proposal (for one credit hour) and a second semester actually carrying out the project (for one more credit hour). Prerequisite: written proposal for the project approved by a faculty sponsor and the department chair. III (1-4)

**495 DIRECTED STUDY**

Original experimental or theoretical research open to upper division students intending to graduate with a Bachelor of Science-Research Emphasis. Requires a written proposal approved by a faculty sponsor and the department chair. (2)

# School of *Business* *Administration*

The main purpose of the School of Business Administration is to provide business curricula of high quality to help the school's graduates become enlightened leaders in responsible positions in business, education, and government. Curricula are designed to give a modern background for the competent executive or staff specialist. Preparation includes a fundamental base of values, and a deep appreciation of the service opportunities and obligations in a changing ethical, social, political, and economic environment for business. In addition to a global framework, analytical techniques, and information technology, a thorough understanding of incisive and sensitive decision-making in complex business organizations is included.

**FACULTY**

King, Dean; Polcyn, Assistant Dean; Ahna, Bancroft, Barndt, Barnowe, Berniker, Finnie, Gibson, Hegstad, Kibbey, Lauer, MacDonald, Matthaei, McNabb, Myers, Ramaglia, Schafer, Sepic, Stoller, Sumner, Thrasher, Van Wyhe, Waters, Yager, Zulauf.

**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 Administration, a student must:

1. Be officially admitted to the university, and
2. Have successfully completed 24 semester hours, and
3. Have a minimum cumulative grade point average of 2.50, and
4. Have completed and/or be currently enrolled in: MATH 128, CSCI 220, ECON 150, STAT 231 and BUSA 281; and
5. Declare a major or minor in business administration.

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

Students considering graduate-level study should seek early planning advice from the faculty concerning appropriate undergraduate course selection.

Graduate students are admitted to the School of Business Administration when they meet the requirements specified in the M.B.A. Catalog.

**AFFILIATIONS**

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

**DEGREE REQUIREMENTS**

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

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

**BACHELOR OF BUSINESS ADMINISTRATION**

Required supporting courses: Math 128 (or 151 and 230) (or 151, 152, and 331), Economics 150, Computer Science 220 (or equivalent), Statistics 231 or Math 341, and one upper division economics course. Required Business Administration courses: 230, 281, 282, 350, 354, 364, 370, 455, and at least eight semester hours of upper division business electives or concentration courses.

**CONCENTRATIONS**

A concentration is a specialization within the School of Business Administration. The concentration, which is noted on the student's transcript, must be completed with at least a 3.0 grade point average. C- is the minimal acceptable grade for concentration courses.



**Accounting**

- BUSA 281 Financial Accounting
- BUSA 282 Management Accounting
- BUSA 380 Accounting Systems
- BUSA 381 Intermediate Financial Accounting
- BUSA 382 Advanced Financial Accounting
- BUSA 385 Cost Accounting
- BUSA 483 Income Taxation
- BUSA 484 Auditing

**Finance**

- BUSA 364 Managerial Finance
- BUSA 462 Investments
- BUSA 463 Portfolio Analysis and Management
- BUSA 464 Financial Analysis and Strategy
- BUSA 381 Intermediate Accounting
  - OR 465 International Financial Management
- ECON 352 Intermediate Micro Economic Analysis
  - OR ECON 361 Money and Banking
 (Either course will fulfill the business requirement for an upper division economics course.)

**Human Resource Management**

- BUSA 354 Human Resource Management
- BUSA 454 Organizational Change and Development
- BUSA 457 Productivity and the Quality of Work Life
- BUSA 458 Advanced Human Resource Administration
- ECON 321 Labor Economics, Labor Relations, and Human Resources (This will fulfill the requirement for an upper division economics course.)

**International Business (complementary concentration)**

- BUSA 340 International Business
  - BUSA 465 International Finance
  - BUSA 474 International Marketing
  - ECON 331 International Economics
- Two years of one college level foreign language (or equivalent)

**Management Information Systems (Completion of this concentration also fulfills the requirements for an Information Science minor within the Department of Mathematics and Computer Science.)**

- CSCI 144 Pascal
  - CSCI 270 Data Structures
  - CSCI 367 Data Base Management
  - BUSA 325 Information Systems in Organizations
  - BUSA 380 Accounting Systems
  - BUSA 421 Systems Design and Analysis
  - BUSA 428 Seminar in Management Information Systems
- Students in the MIS concentration may substitute the CSCI 144, 270, 367 series for the supporting course CSCI 220 requirement.

**Marketing**

- BUSA 370 Marketing Systems
  - BUSA 471 Marketing Research
  - BUSA 475 Marketing Management
- Two of the following:
- BUSA 472 Advertising and Sales Management
  - BUSA 473 Industrial Marketing and Purchasing
  - BUSA 474 International Marketing
  - PSYC 430 Consumer Psychology

**Operations Management**

- BUSA 350 Management
- BUSA 385 Cost Accounting
- BUSA 450 Production and Operations Management
- BUSA 473 Industrial Marketing and Purchasing

**MINOR IN BUSINESS ADMINISTRATION:** Required supporting courses: Economics 150; Math 128 (or 151 and 230) (or 151, 152, and 331); Computer Science 220 (or equivalent); Statistics 231 or Math 341; Required Business Administration courses: 281, 350, 364, 370. A grade point average of 2.50 in the business courses is required for the minor.

**MASTER OF BUSINESS ADMINISTRATION:** See Graduate Catalog.

**BUSINESS ADMINISTRATION COURSES**

Courses numbered 100-299 are available to all students. Courses numbered 321-499 are open to students with junior standing, the required prerequisites, and a 2.50 cumulative g.p.a. Courses numbered 500-599 are reserved for students in the M.B.A. program and students in other PLU graduate programs who have an approved field in business.

The middle digit of the course number indicates the field of concentration:

- 2—management information systems
- 3—law
- 4—general service
- 5—management
- 6—finance
- 7—marketing
- 8—accounting
- 9—specialized and predominantly independent studies

**COURSE OFFERINGS****230 LAW AND SOCIETY**

A study of the American legal system and the legal relationships among the natural environment, individuals, groups, business organizations, governmental agencies, and the judicial system. Current business and social problems are addressed from a global perspective with an emphasis on business ethics and social responsibility. Prerequisite: Sophomore standing, I II (4)

**281 FINANCIAL ACCOUNTING**

An introduction to accounting concepts and principles. Valuation theories in the U.S. compared to those in other nations. Preparation (manual and computer) and analysis of financial reports. Sophomore standing, I II (4)

**282 MANAGEMENT ACCOUNTING**

Introduction to the use of accounting data in planning, control, and decision making. Topics include cost-volume-profit relationships, cost accounting methods, management accounting systems, and budgeting; spreadsheet applications; International applications of performance evaluation systems. Prerequisites: 281; MATH 128, CSCI 220 (or equivalents). Sophomore standing, III (4)

**325 INFORMATION SYSTEMS IN ORGANIZATIONS**

Introduction to the fundamental concepts of systems and information as they apply to decision-making in organizations. A focus on complex systems and the assumptions, models, and thinking processes used in their design and management. Ethical and decision-making implications of information systems will be explored. Prerequisites: MATH 128, CSCI 220 (or 144) (or equivalents); Junior standing, I II (4)

**340 INTERNATIONAL BUSINESS**

Integrated study of international business functions, and related concepts, practices, and policies, using project and case analyses. This is the principal business administration course for students in the Global Studies International Trade minor. Prerequisites: 281, 350; ECON 150; STAT 231; ECON 331. I (4)

**350 MANAGEMENT**

A critical examination of the principles and processes of administration in an increasingly international context. Management techniques and the functions of planning, organizing, leading and directing, and controlling are discussed from the classical, behavioral, and more recent integrative points of view. Included is the study of concepts and characteristics related specifically to the operations function. Introduction to case analysis and problem solving techniques. Prerequisites: 281, ECON 150, STAT 231 (may be concurrent). Junior standing, I II (4)

**354 HUMAN RESOURCE MANAGEMENT**

Detailed examination of the behavior of individuals and groups in business organizations, with emphasis on policies and practices for solving problems. Fundamentals of personnel/human resource procedures in the U.S. and other countries. International aspects of human resource management will provide insight into the problems of managing foreign operations. Prerequisites: 281, 350; ECON 150; STAT 231. I II (4)

**364 MANAGERIAL FINANCE**

Introduction to the principal problems, theories and procedures of financial management: valuation, financial planning, financial statement analysis, capital asset acquisition, cost of capital, financing strategies (including capital structure theory and dividend policy), management of working capital accounts, and financial dimensions of international trade (including foreign exchange risk, country risk, translation gains and losses). Prerequisites: 281; MATH 128, CSCI 220, (or equivalents); ECON 150; STAT 231. Junior standing, I II (4)



**370 MARKETING SYSTEMS**

The flows of goods and services in the U.S. and global economies; economic and behavioral approaches to the analysis of domestic and international demand; the role of marketing functions in business and not-for-profit organizations. Determination of a marketing mix: product policy, pricing, channels and physical distribution, and marketing communications. Prerequisites: 281; MATH 128 (or equivalent); ECON 150; STAT 231. Junior standing. I II (4)

**380 ACCOUNTING SYSTEMS**

Study of the design, implementation, and operation of manual and computerized accounting information systems. Prerequisites: 281, 282; MATH 128, CSCI 220, (or equivalents). I II (4)

**381 INTERMEDIATE FINANCIAL ACCOUNTING**

Concentrated study of the conceptual framework of accounting, valuation theories in the U.S. and abroad, asset and income measurement, financial statement disclosures, and foreign currency translation for multinationals. Prerequisites: 281, 380. I II (4)

**382 ADVANCED FINANCIAL ACCOUNTING**

Concentrated study of equity measurement including the accounting aspects of partnerships, corporations, and consolidations. Also includes accounting for multinational corporations and not-for-profit organizations. Prerequisites: 281, 381. I II (4)

**385 COST ACCOUNTING**

Development and analysis of cost information for management use in decision making, income determination, and performance evaluation, using a variety of computer and quantitative techniques. International implications arising from the use of traditional inventory models. Prerequisites: 281, 282; MATH 128, CSCI 220, (or equivalents); STAT 231. I II (4)

**392 INTERNSHIP**

A program of full-time experience closely related to the student's specific career and academic interests. The student is expected to develop the internship opportunity with a firm or organization, and the School will provide an internship agreement. This agreement identifies the problems to be researched, experience to be gained, and related readings to be accomplished. Monthly progress reports and other measures of achievement will be used to determine the grade. Not more than 2 hours of credit will be granted for a full month of internship, and not more than 8 hours of accumulated credit will be granted for the internships taken. The internship must be taken for a grade if used to meet one of the required upper division business elective courses, and it must be completed in advance of the last semester before graduation. Prerequisites: 281, 282, 350; MATH 128, CSCI 220, (or equivalents); ECON 150; STAT 231; one additional course in the student's area of concentration. (2 or 4)

**393 INTERNSHIP ABROAD**

Credit is offered for PLU-sponsored academic or experiential study in other countries. Students may spend a summer, semester, interim term, or full academic year abroad.

**421 SYSTEMS DESIGN AND ANALYSIS**

Information systems analysis and design for management decision making. Emphasis is on the organization of the systems analysis and development process. Exercises and case studies deal with information analysis and with the logical specification of a project. Prerequisites: 281, 325 (may be concurrent); MATH 128, CSCI 220, (or equivalents). I (4)

**428 SEMINAR IN MANAGEMENT INFORMATION SYSTEMS**

Exploration of current topics in the development and use of management information systems and decision support systems. Emphasis on information systems projects which are applicable to functional areas of business or government. Prerequisites: 281, 282, 325, 380, 421; MATH 128 (or equivalent); CSCI 220 (or CSCI 144, 270, 367). II (4)

**435 BUSINESS LAW**

An in-depth study of the legal principles governing business entities and commercial transactions. Study includes transactions governed by the Uniform Commercial Code including sales, secured transactions, negotiable instruments and letters of credit, both in the U.S. and in international transactions. Among federal statutes studied are those dealing with securities, employment and antitrust as well as state laws on real estate, estates, trusts and wills. Junior standing. I II (4)

**450 PRODUCTION AND OPERATIONS MANAGEMENT**

Study of key concepts, quantitative techniques, and practices applied by domestic and foreign management to the production of goods and services. Includes examination of facility design; work design and measurement; quality assurance techniques; and production planning, control, and scheduling methods. Prerequisites: 281, 350; MATH 128, CSCI 220 (or equivalents); ECON 150; STAT 231. I (4)

**454 ORGANIZATIONAL CHANGE AND DEVELOPMENT**

Examination of the need for change in organizations, using a diagnostic approach and employing appropriate strategies to develop human resources vital to every organization's economic viability. Emphasis on developing the skills of an internal change agent with knowledge of evaluation methods and interventions that facilitate planned change. Prerequisites: 281, 350, 354; ECON 150; STAT 231. I II (4)

**455 BUSINESS POLICY**

Study of organizational administration from top management perspective. Formulation and execution of strategies and policies to integrate all management and business functions in support of organizational objectives. Implications of resource availability, technology, and the economy; education, religion, ethics, and personal values; social responsibility; public policy; and international relations for top management decisions. Includes comprehensive case analyses. Required for business administration majors. Prerequisites: 281, 282, 350, 354, 364, 370; MATH 128, CSCI 220, (or equivalents); ECON 150, STAT 231. Senior standing. I II (4)

**456 HONORS SEMINAR**

Integrative capstone experience for senior students in business administration. Comprehensive case analysis and field study drawing on the student's knowledge of all business functions. Formulation of plans and policies reviewing relevant social, ethical, religious, economic, legal, and international issues. This course can substitute for business policy, BUSA455, but requires a higher grade point average. Prerequisites: 281, 282, 350, 354, 364, 370; MATH 128, CSCI 220, (or equivalents); ECON 150; STAT 231. Senior standing. (4)

**457 PRODUCTIVITY AND THE QUALITY OF WORK LIFE**

Examination of the sociotechnical determinants of organizational and individual productivity, with subsequent exploration of issues that affect quality of work life in service and manufacturing industries. Comparison of U.S. and foreign firms and cultures will provide reasons for differences in productivity and QWL. Prerequisites: 281, 350, 354, 454; ECON 150; STAT 231. II (4)

**458 ADVANCED HUMAN RESOURCE ADMINISTRATION**

Detailed coverage of modern human resource procedures: job analysis, employee selection, training and career development, compensation, safety and health, labor relations. Review of the U.S. legal context of employment practices in other countries. Prerequisites: 281, 350, 354; ECON 150; STAT 231. II (4)

**462 INVESTMENTS**

Emphasis on concepts, principles, and issues relating to individual securities: risk, return, and valuation of bonds, preferred stock, common stock, options, warrants, convertibles, and futures; determination and term structure of market interest rates; market transactions structure; capital market efficiency. Prerequisites: 281, 364; MATH 128, CSCI 220, (or equivalents); ECON 150; STAT 231. I II (4)

**463 PORTFOLIO ANALYSIS AND MANAGEMENT**

The implications of modern investment theory for bond portfolio management. Emphasis on management of interest rate risk and clientele effects in the bond markets and on modern portfolio theory and its implication for individual investment decisions. Methods for evaluating portfolio performance. Description of existing equilibrium asset pricing models in finance. Prerequisites: 281, 364, 462; MATH 128, CSCI 220, (or equivalents); ECON 150; STAT 231. I II (4)

**464 FINANCIAL ANALYSIS AND STRATEGY**

An extension of the conceptual and analytical principles and procedures of managerial finance (valuation, capital budgeting, planning and control, growth strategies, financing strategies, leverage and capital structure theory), as well as treatment of selected special topics. Context is both multinational and domestic. Extensive use of computerized financial models and cases. Prerequisites: 281, 364; MATH 128, CSCI 220, (or equivalents); ECON 150; STAT 231. I II (4)

**465 INTERNATIONAL FINANCIAL MANAGEMENT**

Analysis of direct and indirect international investments; international regulatory environment; international money flows and capital markets; international risk. Prerequisites: 281, 364; MATH 128; CSCI 220 (or equivalents); ECON 150; STAT 231; ECON 331 (may be concurrent). II (4)

**471 MARKETING RESEARCH AND CONSUMER BEHAVIOR**

Techniques and uses of marketing research in the business decision-making process. Emphasis on research design, various survey methods, research instruments, and sampling plans as they relate to marketing consumer products and services in domestic and international environments. Contemporary behavioral science concepts to be examined and incorporated in selected marketing projects. Prerequisites: 281, 370; MATH 128, CSCI 220, (or equivalents); ECON 150; STAT 231. I II (4)

**472 ADVERTISING AND SALES MANAGEMENT**

The role of promotion activities (advertising, personal selling, sales promotion and publicity) in the domestic and international marketing of goods and services; analysis of target markets; developing market potentials; media selection; designing the promotional message; evaluation and control of the promotional mix. Prerequisites: 281, 370; MATH 128 (or equivalent); ECON 150; STAT 231. I II (4)

**473 INDUSTRIAL MARKETING AND PURCHASING**

Analysis of the industrial buying and selling process in domestic and international business exchanges; purchasing policies and procedures; selection of sources of supply, including international sourcing; ethical standards; marketing problems of manufacturers and suppliers of industrial goods and services; developing and implementing domestic and global industrial marketing strategies. Prerequisites: 281, 370; MATH 128 (or equivalent); ECON 150; STAT 231. I II (4)

**474 INTERNATIONAL MARKETING**

Introduction to marketing problems and opportunities facing U.S. firms in an international marketing context. Covered are the changes necessary in marketing programs whenever business transactions cross international boundaries; the economic and cultural forces that make these changes necessary. Prerequisites: 281, 370; MATH 128 (or equivalent); ECON 150; STAT 231; ECON 331. II (4)

**475 MARKETING MANAGEMENT**

Analytical approaches to the solution of domestic, international, and multinational marketing problems. Developing strategies, planning, and administering comprehensive marketing programs; use of computer models; evaluation and control of marketing operations. Prerequisites: 281 370, two 400 level marketing courses; MATH 128; CSCI 220 (or equivalents); ECON 150; STAT 231. I III (4)

**483 INCOME TAXATION**

Comprehensive study of income tax concepts, regulations, and tax planning principles. Emphasis on individual and business income taxation. Prerequisite: 281. I II (4)

**484 AUDITING**

Comprehensive study of auditing concepts and procedures; analysis of risk through the study and evaluation of internal controls, and through the study and evaluation of account balances; reporting of risk; review of the development and meaning of professional responsibility and ethics; review of operational auditing. Prerequisites: MATH 128, CSCI 220, (or equivalents). I II (4)

**487 ACCOUNTING INFORMATION SYSTEMS SEMINAR**

Contemporary development in accounting systems. Topics may include analysis and design, controls, audit of computerized systems, and systems for large concerns. Prerequisites: 281, 282, 380; MATH 128, CSCI 220, (or equivalents). (4)

**490 SEMINAR**

Seminar on specifically selected topics in business. Offered on demand. Prerequisite: consent of instructor. (4)

**491 DIRECTED STUDY**

Individual studies; readings on selected topics approved and supervised by the instructor. Prerequisite: consent of instructor. (1-4)

**501 FUNDAMENTALS OF ACCOUNTING AND FINANCE**

Fundamental assumptions, principles, and procedures underlying accounting; transaction analysis and the fundamental accounting model; matching of expenses with revenue; measurement and reporting of income statement and balance sheet accounts; consolidated statements; and accounting implications of basic international transactions. Theoretical framework for financial decisions; decision theory relative to working capital management, short and intermediate-term financing, capital investments and valuation, capital structure and dividend policy, long-term financing, and multinational financing and investing. I II (4)

**502 FUNDAMENTALS OF MANAGEMENT AND MARKETING**

Principles and processes of administration. Techniques and functions of planning, organizing, directing, and controlling. The flows of goods and services in the economy; economic and behavioral approaches to the analysis of demand; the marketing functions in business firms. Determination of the marketing mix. An examination of the cultural and economic implications of international business transactions on the management and marketing functions of U.S. firms. I II (4)

**505 MANAGEMENT USE OF COMPUTERS**

An introduction to computer systems and their uses by managers in industry. Topics include hardware components of micro and mainframe systems; current issues surrounding computer usage; use of application software to aid in managerial decision-making (wordprocessing, spreadsheets, data base packages, statistical packages); and elementary programming techniques. I II (4)

**520 PROGRAMMING FOR MANAGERS**

Computer programming including branching, looping, subscripts, input/output, character manipulation, subroutines, file manipulations, data storage and retrieval. Advanced work with software packages. Prerequisite: 505. (4)

**521 INFORMATION SYSTEMS DESIGN**

Information systems development processes. Emphasis placed on the analysis and design of information systems for support of management decision making. Case studies and systems design projects focus on solutions to problems of systems design. Prerequisites: 501, 505. I (4)

**535 LEGAL ASPECTS OF THE MANAGEMENT PROCESS**

A survey of federal and state law affecting business decision-making. Areas covered include employment relations, consumer protection, investor protection, worker protection, environmental protection, and organizational and managerial liability. The purpose is to help prepare the student for imaginative and ethically responsible citizenship and leadership roles in business and society, domestic and worldwide. (4)

**550 ORGANIZATIONAL BEHAVIOR AND ENVIRONMENT**

The study of open sociotechnical systems within which a manager must operate. Three major perspectives are encompassed: the external organization environment, including legal, ethical, social, economic, political, and international influences; the organization itself as an entity; and the internal organization environment. Comparisons with administrative practices in other countries and cultures. Prerequisite: 502. I II (4)

**551 OPERATIONS MANAGEMENT SEMINAR**

Intensive study of key concepts, practices, and techniques applicable to management of production of goods and services including work-facility-design, planning, scheduling, quality control, and materials management and advanced internationally competitive manufacturing practices. Organizational impacts of production systems. Case analyses used to address complex situations. Prerequisites: 502, 505, 550; ECON 500, 543. I II (4)

**553 CONTEMPORARY ISSUES IN MANAGEMENT**

Investigation of the roles of managers in modern society. The exploration may include, but is not limited to, the topics of corporate responsibility, ethical issues in management, the impact of technological change on organizations and society, and the challenges posed by international competition and management innovations in other countries. The workshop approach to these topics combines the use of cases, readings, discussions, and simulations. Prerequisites: 550, ECON 504. (4)



**554 PLANNED ORGANIZATIONAL CHANGE**

Detailed examination of techniques for diagnosing administrative problems requiring change, and for planning, implementing, and evaluating changes undertaken through systematic programs of individual, group, and organization development. Emphasis on the problem assessment skills of internal change agents and on interventions aimed at structural changes, management training, and career development. Comparative organization development practices in other countries. Prerequisite: 550. II (4)

**555 BUSINESS STRATEGY AND POLICY**

An integrated management approach based on decision-making analysis in complex cases and comprehensive field situations. Advanced readings and library research integrate concepts of management and business functions including consideration of legal, social, and international aspects of the business environment. Prerequisites: 551, 564, and 570, any one of which may be taken concurrently with 555. I II (4)

**561 INVESTMENT ANALYSIS AND MANAGEMENT**

Analysis of the general problem of portfolio management. Emphasis is placed on the application of investment theory in portfolio construction and risk management. Issues discussed include fundamental valuation, managing interest rate risk, option pricing, modern portfolio theory, and current equilibrium asset pricing models in finance. Prerequisites: 501; ECON 500, 543. I (4)

**564 FINANCIAL MANAGEMENT SEMINAR**

Analysis of optimal financial policies. Intensive investigation of the valuation process and its resulting impact on firm investment, financing, and dividend policies. Discussion of the implications of international financing and investing activities. Extensive use of the case method. Prerequisites: 501, 505, ECON 504, 543. I II (4)

**570 MARKETING MANAGEMENT SEMINAR**

Introduction to marketing strategy decisions in both domestic and international contexts; marketing resource allocation decisions in a competitive selling environment; marketing alternatives for both consumer and industrial goods and services. Prerequisites: 502, 505; ECON 504, 543. I II (4)

**582 ACCOUNTING INFORMATION AND CONTROL**

Applications of accounting information, services, and systems to management problems. Impact on decision making by international accounting practices. Prerequisites: 501, 505. I II (4)

**590 SPECIAL SEMINAR**

Selected advanced topics; offered on demand. (4)

**591 INDEPENDENT STUDY**

Individual reading and studies on selected topics; minimum supervision after initial planning of student's work. Prerequisite: consent of instructor. (1-4)

**593 THESIS**

Research study to meet Thesis Option requirement for elective in the M.B.A. degree program. (4)

# Chemistry

The history of civilization is inseparable from the history of chemistry. Everything that occurs in nature—from mental processes and behavior, to the furniture we live around, to the tools we use for work or play, to the problems of pollution—is chemically based. Chemistry seeks to understand the fundamental nature of matter, the changes in its composition, and the energy changes accompanying these changes. Use of this knowledge influences our lives in many profound ways. Whether interested in the chemical profession itself, including biochemistry, polymer chemistry, radiation chemistry, and other specialties, or in chemistry in conjunction with other fields such as business, the social sciences, and the humanities, students will have suitable programs available to meet their interests at PLU. Diversity in career planning is a key concept in the chemistry department. Programs are available which are broadly applicable to the health, biological, physical, environmental, behavioral, and fundamental chemical sciences.

The chemistry department's courses, curriculum, faculty, and facilities are approved by the American Chemical Society. The staff of eight persons with doctorates has composite expertise in virtually every field of pure and applied chemistry. The faculty are very active in basic and applied research, and most are also significantly involved in the community, applying their expertise to enhance the quality of life of the citizens.

The department uses numerous scientific instruments in the laboratories. Such major research and teaching equipment includes: 300 MHz Fourier transform nuclear magnetic resonance, Fourier transform infrared, ultra-violet, visible, atomic absorption, emission, and electron spin resonance spectrometers; X-ray crystallographic diffractometer; gas and liquid chromatographs; gas chromatograph—mass spectrometer; precision refractometer; dipolometer; scintillation counter; zone refiner; and a fluorometer.

Faculty research projects involving student participation are in progress in many important fields of chemistry. Some of the general areas are: *polymer structure and properties, synthesis of heterocyclic compounds, chemical cleavage of lignin, environmental chemistry, structural and magnetic studies of inorganic complexes, organic kinetics, photochemical reactions, characterization of fungal enzymes, the role of nutrition in health, and the biochemistry of drug actions.*

## FACULTY

Tonn, Chair; C. Anderson, Fryhle, Giddings, Huestis, Nessel, Swank, Tobiason.

Degrees in chemistry are the Bachelor of Arts and the Bachelor of Science for students wishing to structure their undergraduate education around a full chemistry major. The B.A. program is the minimum preparation suitable for further professional studies and is often combined with extensive study or a second major in an allied field. The B.S. program involves additional chemistry courses and serves both students going directly into employment on graduation and those going into





graduate programs. It is offered with emphasis in chemistry, biochemistry, or chemical physics. The first option is an American Chemical Society certified program. The latter two options are offered in cooperation with the biology and physics departments for students wishing to work at the interfaces between chemistry and biology or physics.

Students contemplating a major in chemistry are invited to discuss their interests and plans with members of the chemistry faculty at the earliest possible time. Opportunities for honors work in chemistry are described below.

Students deciding to major in chemistry should officially declare their intent after having completed Chemistry 331 and after consultation with a faculty adviser in the chemistry department. Transfer students desiring to major in chemistry should consult a departmental adviser no later than the beginning of the junior year.

The foreign language requirement of the College of Arts and Sciences should be met by Option I, preferably in German.

The chemistry department considers computer usage to be an increasingly important tool in professional and personal activities. Further, laboratory work in the department places considerable emphasis on computer use. Therefore, the department strongly recommends that a student planning to major in chemistry take at least one two-credit hour course in computer science.

**BACHELOR OF ARTS MAJOR:** Chemistry 115, 116, 321, 331, 332, 333, 334, 341, 342, 343, 460. Required supporting courses: Physics 147, 148, 153, 154; Math 151, 152.

**BACHELOR OF SCIENCE MAJOR (three alternatives):**

- General—leads to American Chemical Society certification:* Chemistry 115, 116, 321, 331, 332, 333, 334, 341, 342, 343, 344, 405 or 450 or 456, 435, 460, 490; Physics 147, 148, 153, 154; Math 151, 152. For American Chemical Society certification, 450 and either 405, 456, or Cooperative Education 476 are required.
- Biochemistry emphasis:* Chemistry 115, 116, 321, 331, 332, 333, 334, 341, 343, 403, 405, 435, 460, 490; Biology 161, 162, 323; four hours selected from Biology 326, 328, 331, 346, 359, 385, 407, 441 or Chemistry 342; Physics 153, 154, 163, 164; Math 151, 152.
- Chemical-physics emphasis:* Chemistry 115, 116, 331, 332, 333, 334, 341, 342, 343, 344, 460; Physics 147, 148, 153, 154, 331, 332, 336, 356; Math 151, 152, 253.

#### Generalized Chemistry Curriculum for the B.S. Degree

FALL	SPRING
Freshman (1)	
Chem. 115	Chem. 116
Math 151	Math 152
Physics 153, or Biology 161 for biochemistry emphasis (2)	Physics 154 or Biology 162 (2) (or core course)
Optional fourth course (3) PE 100 or activity	PE 100 or activity
Sophomore	
Chem. 331, 333	Chem. 332, 334
Physics 153 or Biology 161 (2) Two additional courses	Physics 154 or Biology 162 (2) Two additional courses
Junior	
Chem. 341, 343	Chem. 342, 344
Chem. 321	Chem. 410
Core course(s)	Core course(s)
Electives	Electives
Senior	
Chem. 460	Chem. 435
Electives	Electives

- Refer to the Division of Natural Sciences section of this catalog for other beginning curriculum options.
- The department stresses the importance of taking physics during either the freshman 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.
- Students desiring to fulfill the College of Arts and Sciences foreign language requirement under Option I, or who desire to attain or maintain a language proficiency, should take a language course as part of their optional course selections.

**DEPARTMENTAL HONORS:** In recognition of outstanding work, the designation *with Departmental Honors* may be granted 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) will be kept for later summary evaluation.
- Oral communication:* Students must evidence ability to communicate effectively as indicated by the sum of their participation in class discussions, seminars, help 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 section of this catalog. The department chair should be consulted for assignment of a program adviser.

**MINOR:** 22 semester hours, including 115, 116, 321, 331, 332, 333, and 334, completed with grades of C or higher.

## COURSE OFFERINGS

### 104 ENVIRONMENTAL CHEMISTRY

Basic principles of chemical structure and reactions, with applications to human activities and the natural environment. No prerequisite; students without high school chemistry are encouraged to take 104 before taking 105 or 115. Also suitable for environmental studies, general science teachers, B.A. in earth sciences, and general university core requirements or College of Arts and Sciences option III. I (4)

### 105 CHEMISTRY OF LIFE

General, organic, and biochemistry pertinent to chemical processes in the human organism; suitable for liberal arts students, nursing students, and prospective teachers. Students who have not completed high school chemistry are encouraged to take 104 before taking 105. II (4)

### 115, 116 GENERAL CHEMISTRY

First semester topics include the structure of matter, atomic and molecular theory, states of matter and quantitative relationships. Second semester topics include kinetics, chemical equilibrium, thermochemistry, study of the elements grouped according to the periodic table, radio-chemistry, and inorganic qualitative analysis. Designed primarily for students who want to major in biology, chemistry, engineering, geology, or physics. Students interested in health sciences should refer to the Preprofessional Programs section of this catalog. High school chemistry or permission of instructor required. Students with no high school chemistry or weak mathematical background should take 104 before this course. Corequisite: MATH 140. Prerequisite: 115 or 116; I for 115, II for 116. (4, 4)

### 210 NUTRITION, DRUGS, AND THE INDIVIDUAL

An introduction to basic metabolic interactions, general endocrinology, mind and body interactions, and roles of drugs in modifying biological and behavioral functions. Nutrition topics include food preparation, "the balanced meal philosophy," nutritional myths, the effects of stress, environmental and societal influences on diet. Prerequisites: one year of high school chemistry or equivalent suggested. Meets general university core requirements. I (4)

### 321 ANALYTICAL CHEMISTRY

Chemical methods of quantitative analysis, including volumetric, gravimetric, and selected instrumental methods. Prerequisites: 116 and MATH 140. I (4)

### 331, 332 ORGANIC CHEMISTRY

An interpretation of properties and reactions of aliphatic and aromatic compounds on the basis of current chemical theory. Prerequisite: 116. Corequisites: 333, 334. I II (4, 4)




**333, 334 ORGANIC CHEMISTRY LABORATORY**

Reactions and conventional and modern techniques of synthesis, separation, and analysis of organic compounds. Must accompany 331, 332. I II (1, 1)

**336 ORGANIC SPECIAL PROJECTS LABORATORY**

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

**341 PHYSICAL CHEMISTRY**

A study of the relationship between the energy content of systems, work, and the physical and chemical properties of matter. Topics include classical and statistical thermodynamics, thermochemistry, solution properties, and phase equilibria. Prerequisites: CHEM 115, MATH 152, PHYS 154. I (4)

**342 PHYSICAL CHEMISTRY**

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

**343, 344 PHYSICAL CHEMISTRY LABORATORY**

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

**403 BIOCHEMISTRY**

An overview, including biochemical structure, mechanisms of reactions, metabolism, genetics, and the biochemistry of the cell. Majors are encouraged to take both 403 and 405 for a more complete understanding of biochemistry. Also for B.A. majors and non-majors interested in biochemistry as a supporting field of knowledge. Laboratory designed to stimulate creativity and problem-solving abilities through the use of modern biochemical techniques. Prerequisites: 332, 334. I (4)

**405 BIOCHEMISTRY**

A study of chemical reactions and structures in living cells. Topics include enzyme kinetics and mechanisms of catalysis, metabolism, and biochemical genetics. Concepts introduced in Physical Chemistry and Biochemistry will be applied in this course. Designed for students interested in graduate school or research. Prerequisites: 332, 334, 341 and/or 342 or permission, 403. II (2)

**410 INTRODUCTION TO RESEARCH**

A course designed to introduce the student to laboratory research techniques, use of the chemical literature, including computerized literature searching, research proposal and report writing. Emphasis on the student developing and making progress on an independent chemical research problem chosen in consultation with a member of the chemistry faculty. Students will attend seminars as part of the course requirement. Corequisite: 342. I (1)

**435 INSTRUMENTAL ANALYSIS**

Theory and practice of instrumental methods along with basic electronics. Special emphasis placed on electronics, radiochemical, mass spectrometric, and spectrophotometric methods. Prerequisites: 321, 341 and/or 342, 343. II (4)

**450 INORGANIC CHEMISTRY**

Techniques of structural determination (IR, UV, VIS, NMR, X-ray, EPR), bonding principles, non-metal compounds, coordination chemistry, organometallics, donor/acceptor concepts, reaction pathways and biochemical applications are covered. Laboratory will include synthesis and an in-depth exploration of the physical properties of non-metal, coordination and organometallic compounds. Prerequisites: 331, 332, 341; corequisite 342. a/y II (3)

**456 POLYMERS AND BIOPOLYMERS**

A course presenting the fundamentals of polymer synthesis, solution thermodynamic properties, molecular characterization, molecular weight distributions, and solution kinetics. Free radical, condensation, ionic, and biopolymer systems are covered, with illustrated applications taken from the medical, engineering, and chemical fields. The one-credit laboratory examining polymer synthesis through experiments is optional. Prerequisite: 341; corequisite, 342. a/y II (3)

**460 SEMINAR**

Presentation by students of knowledge gained by personal library or laboratory research, supplemented with seminars by practicing scientists. Participation of all senior chemistry majors is required and all other chemistry-oriented students are encouraged to participate. Seminar program will be held during the entire year but credit will be awarded in the spring semester. I II (1)

**491 INDEPENDENT STUDY**

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

**497 RESEARCH**

Experimental or theoretical investigation open to upper division students with consent of department chair. May be taken more than once. Generally consists of an expanded study of the research project developed in 490. I II (1, 2 or 4)

**597, 598 GRADUATE RESEARCH**

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

# College of Arts and Sciences

**Division of Humanities**

English  
Languages  
Philosophy  
Religion

**Division of Natural Sciences**

Biology  
Chemistry  
Earth Sciences  
Mathematics and Computer Science  
Physics and Engineering





### Division of Social Sciences

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

### Degrees Offered

Bachelor of Arts  
Bachelor of Science

### MAJOR REQUIREMENT

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

Recognized majors are:

Anthropology	Legal Studies
Art	Mathematics
Biology	Music
Chemistry	Norwegian
Classics	Philosophy
Communication Arts	Physics
Computer Engineering	Political Science
Computer Science	Psychology
Earth Sciences	Religion
Economics	Scandinavian Area Studies
Engineering	Social Work
English	Sociology
French	Spanish
German	
History	

Not more than 40 semester hours earned in one department may be applied toward the bachelor's degree in the College.

### FOREIGN LANGUAGE/ALTERNATIVE REQUIREMENTS

In addition to meeting general university requirements, candidates in the College must meet the requirements of Option I, II, or III:

- I. 16 semester hours in one foreign language\*
- II. 8 semester hours in one foreign language\*  
4 semester hours in history, literature, or language (must be a different language or intermediate level of the language used in line I)  
4 semester hours in logic, math/computer science (except MATH 91 and 99), or statistics
- III. 4 semester hours in history, literature, or language  
4 semester hours in social science, which may include geography  
4 semester hours in natural science, excluding math, computer science, and geography  
4 semester hours in logic, math/computer science (except MATH 91 and 99) or statistics

\*Option I may be satisfied by four years of high school study in one foreign language. If students have less than four years, placement and credit should be determined by examination. Freshmen planning to continue in a foreign language begun in high school should take the College Board Placement Test offered during orientation. (This test is required of those freshmen who plan to study German, French, or Spanish.) Continuation of a foreign language should not be deferred.

Students with 2-3 years of high school language who wish to continue should register for the second year course. Students may receive credit for any language course in which they are placed without regard to high school credit. Final decision of placement is made by the Department of Languages. Students may not receive credit if they voluntarily select a course level lower than that in which the department places them.

The foreign language requirement in Option II may be met by satisfactory scores on a proficiency examination or by more than two years of high school work in a single language. Two years are sufficient if the grade point average for the total units in that language is 3.00.

Candidates for the B.A. in English, or for the B.A. in Education with concentration in English, must meet Option I.

No course will be allowed to meet both general university requirements and College of Arts and Sciences requirements. Where possible, courses taken to fulfill such requirements shall be in different areas.

# Communication and Theatre

The faculty of the Department of Communication and Theatre\* is committed to a philosophical perspective on communication as the process by which shared understandings are created between audiences through the use of symbols. Implicit within this understanding is agreement upon 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.

Teaching must balance the need to prepare students with specific skills as communicators with the need to locate the learning of those skills in the broader context of the liberal arts tradition. We strive to produce students who have mastered

the competencies demanded in their field of communication study. We also endeavor to insure that our students have an appreciation of all aspects of the communication spectrum as well as a broader understanding of the process by which shared meanings are created.

Within the Department of Communication Arts, five distinct, yet interrelated areas of human communication may be explored: broadcasting, interpersonal communication, journalism, public relations, and theatre. Students majoring in any of these areas articulate and test their ideas, develop their individual abilities, and gain competence in various strategies for improving effective communication. They acquire knowledge and skills



that apply to nearly every aspect of their private and public lives.

Career prospects for students trained in communication are excellent. A person's career may ultimately turn out to be quite different from what was originally anticipated, of course, but in a rapidly changing world, certain fundamental skills and resources are necessary for adaptation and success. As the work environment in the coming decades becomes increasingly oriented toward communications, it will be critically important for students to have the ability to communicate clearly and effectively, both orally and in writing. Those who major or minor in one of the communication arts will be far ahead of their contemporaries who neglect to prepare for the world of tomorrow.

(\* formerly, Department of Communication Arts; final faculty approval of the name-change pending fall 1990)

## FACULTY

Spicer, Chair; Bartanen, Becvar, Doughty, Ewart, Inch, Nolan, Nordholm, W. Parker, Rowe, West, Wills, Wilson.

**CORE REQUIREMENT:** Only the following courses from Communication and Theatre may be used to meet the general university core requirement in the arts: 151, 160, 162, 241, 358, 359, 363, 364, 458.

### COMMUNICATION CORE SEQUENCE

Broadcast, journalism, interpersonal communication, and public relations majors must take an initial core of courses as follows: 123, 271, 283, and 333. NOTE: 123, 271, and 333 must be taken in the sequence listed. They cannot be taken concurrently. A student may take 283 concurrently with 271 or 333.

### DECLARATION OF MAJOR

Students who want to declare a communication major with an emphasis in broadcasting, interpersonal communication, journalism, or public relations:

1. Will, at the time of declaration, have a cumulative grade point average of at least 2.5.
2. Will have successfully completed the Communication Core (123, 271, 283, and 333) with a grade point average of 2.5 or higher. Transfer students will be given the opportunity to pass a pre-test on material taught in 123, 271, and 283. 333 will be required of all transfer students regardless of their performance on the pre-test examinations for the other three courses.

**BACHELOR OF ARTS MAJOR:** 40 semester hours in any of the areas of concentration:

1. Broadcasting-Required Courses: 123, 271, 283, 333, 373, 374, 378, and 381, plus 8 additional hours from 300 and 400 level communication courses selected after consultation with adviser. Required supporting areas: 4 hours each in economics, history, and political science plus 8 additional hours in one of those areas. Students must earn a grade of B in 283 or have the instructor's permission in order to advance in the sequence.
2. Interpersonal Communication-Required Courses: 123, 271, 283, 333, 328, 330, 437, plus 12 additional hours from 300 and 400 level communication courses selected after consultation with adviser.
3. Journalism-Required Courses: 123, 271, 283, 333, 380, 381, 384, 480, plus 8 additional hours from 300 and 400 level communication courses selected after consultation with adviser. Required supporting areas: 4 hours each in economics, history, and political science plus 8 additional hours in one of those areas. Students must earn a grade of B in 283 or have the instructor's permission in order to advance in the sequence.
4. Public Relations-Required Courses: 123, 271, 283, 333, 385, 435, plus 16 additional hours from 300 and 400 level communication courses selected after consultation with adviser.

5. Theatre—Acting/Directing Emphasis—Required Courses: 151, 160, 225, 250, 352, 357, 363, 364, 425, plus 6 hours from communication and theatre courses in consultation with adviser.
6. Theatre—Design/Technical Emphasis—Required Courses: 151, 160, 225, 250 or 454, 352, 356, 363, 364, 425, 452 or 453, plus 6 hours from communication and theatre courses in consultation with adviser.

In addition to requirements listed above, candidates for the B.A. degree must meet the foreign language requirement in the College of Arts and Sciences.

**BACHELOR OF FINE ARTS MAJOR:** At least 52 semester hours plus 2 practicums in any of the two areas of concentration:  
Broadcasting-Required Courses: 123, 271, 333, 283, 373, 374, 378, and 381, plus 20 hours selected in consultation with adviser.

Theatre—Acting/Directing Emphasis—Required Courses: 123, 151, 241, 250, 352, 357, 363, 364, 454, plus 16 hours selected in consultation with adviser.

Theatre—Design/Technical Emphasis—Required Courses: 151, 225, 250 or 454, 352, 356, 363, 364, 425, 452 or 453, plus 16 hours selected in consultation with adviser.

**BACHELOR OF ARTS IN EDUCATION:** See School of Education.

### MINORS

Interpersonal Communication: 20 semester hours, including 123, 333, 437, plus 8 hours from 300 and 400 level communication courses selected in consultation with adviser.

Public Relations: 20 semester hours, including 123, 271, 283, 385, plus 4 hours from 400 level communication courses selected in consultation with adviser.

Theatre: 20 semester hours, including 151, 160, 241, 250, plus 4 hours from communication and theatre courses selected in consultation with adviser.

The Dance Minor is cross-referenced with the School of Physical Education. See the description of that minor under Physical Education.

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

## COURSE OFFERINGS

### 123 FUNDAMENTALS OF HUMAN COMMUNICATION

Foundations course that introduces the student to a variety of communication contexts. Emphasizes three areas: communication concepts, interpersonal communication, and public speaking. I II (4)

### 151 STAGE TECHNOLOGY

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

### 160 INTRODUCTION TO THEATRE

Study of both practical and theoretical aspects of theatre. Exposure to theatre and its numerous offshoots (e.g., film, television, rock concerts) through audience participation and personal contact. Development of heightened awareness and appreciation of what makes for good theatre. (4)

### 162 HISTORY OF AMERICAN FILM

Concentrates on the development and growth of the motion picture in the United States from 1895 to the present. Emphasis on the film director, whose implementation of film technique and theory serves as the formative artistic force in the cinema. Societal influences such as economic factors, public attitudes and mores, and political positions reflected in the United States throughout the past 75 years, which provide the film media with shape and thematic focus, will provide parallel points of reference. (4)

### 225, 425 COMMUNICATION PRACTICUM

One semester hour credit may be earned each semester, but only 4 semester hours may be used to meet university requirements. Students put classroom theory to practical application by individually completing a project relating to an aspect of communication. An instructor in the area of interest must approve the project and agree to provide guidance. I II.

### 234 INTRODUCTION TO RESEARCH IN COMMUNICATION

The study of methods of gathering, interpreting, and evaluating data in the study of human communication. Both quantitative and qualitative research methods. (2)



**241 ORAL INTERPRETATION OF LITERATURE**

The art of communicating the essence of a piece of literature to an audience; interpreting it experientially, logically, and emotionally. Individual and group performance. I II (4)

**250 FUNDAMENTALS OF ACTING**

An examination of the work of actors and actresses, their natural and learned skills; exercises in memory, imagination, and observation; improvisations and scenes from modern plays. (4)

**271 MASS MEDIA**

Survey of the mass media. History, organization, and mechanics of print and broadcast media. Role of mass communication in developing the political, social, and economic fabrics of a democratic society. Analysis of the journalist's audience, journalistic vocations, and social and legal responsibilities of the media. II (4)

**283 NEWS WRITING**

Basic news and feature writing for print and broadcast media with special attention to clarity, accuracy, and deadlines. Most writing done in class under deadline. Techniques of interviewing and fact-gathering. News staff organization and procedures. I,II (4)

**324 NONVERBAL COMMUNICATION**

Focus on the nonverbal aspects of communication within the framework of interpersonal interaction. Prerequisite: 123 or consent of instructor. (2)

**326 GROUP COMMUNICATION**

Survey and analysis of small group communication theory and research. II (4)

**328 ARGUMENTATION**

The study of reason-giving in social decision-making. Analysis of the genres, forms, and techniques of arguers. Particular emphasis is given to studying academic, legal, and public policy debates. I (4)

**330 PUBLIC SPEAKING**

Focus on a variety of speaking situations and presentational methods. Topics vary according to the skill level of course participants. Potential topics include audience analysis, technical reporting, using visual aids, and persuasion. Open to both majors and non-majors. I II (4)

**333 FOUNDATIONS OF COMMUNICATION THEORY**

An introduction to the theoretical concepts and research tools of interpersonal and mass communication research. Prerequisite: 123 or consent of instructor. I II (4)

**351 STAGE MAKEUP**

Specialized work in planning and application techniques from straight makeup through aging, three dimensional, and special effects. (4)

**352 STAGE MANAGEMENT**

All of the facets of managing a theatrical production: planning, scheduling, rehearsal process, documentation, and interpersonal relationships. (4)

**356 STAGE LIGHTING**

Stage lighting from the basic development of electricity and lighting instruments to the complete design of lighting a show. II (4)

**357 INTERMEDIATE ACTING, THE ACTOR AT WORK**

Study of the actor on today's stage. Work on the analysis and performance of the modern realistic play. Practical experience in the art of the actor through performance of scenes from plays of the modern theatre, emphasis on the importance of play analysis by the actor, and examination of current acting theory. Prerequisite: 250. (4)

**358 ADVANCED ACTING**

Study of the work of an actor; character analysis and embodiment, using scenes from plays; includes styles of acting as defined by historical period. Prerequisite: 357. II (4)

**359 ACTING FOR THE NON-ACTOR**

Study of the actor's craft and the implementation of theory. 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. Introduction of acting theory to those who have never participated in any theatrical endeavor. Emphasis on individual awareness and interest. Not open to theatre majors or minors. (4)

**363 HISTORY OF THE THEATRE: AESCHYLUS THROUGH TURGENIEV**

Theatre as it evolved from its primitive origin through representative societies; Ancient Greece, Rome, Renaissance, modern European and American. Emphasis on religious, philosophical, and political thought as reflected in the drama of each period. I (4)

**364 HISTORY OF THE THEATRE: IBSEN THROUGH TO THE PRESENT**

(See description for 363.) II (4)

**373 AUDIO PRODUCTION**

Elements of audio production; analysis of program design, scripting, and production tools and techniques. Lecture and laboratory. Prerequisite: 283 or consent of instructor. (4)

**374 VIDEO PRODUCTION**

Analysis and application of program design, writing and production tools and techniques. Lecture and laboratory. Prerequisite: 283 or consent of instructor. (4)

**378 BROADCAST JOURNALISM**

Techniques of broadcast journalism. Applications of news gathering, writing, and reporting in a broadcast context. News and feature assignments using broadcast equipment in the field and studio. Prerequisite: 374. (4)

**380 NEWSPAPER EDITING, LAYOUT, AND DESIGN**

Selection and editing of news copy and headline writing. Selection, sizing, and cropping of photos. Functions of layout. Principles of newspaper design and their practical applications. Prerequisite: 283. (4)

**381 MEDIA LAW AND PRINCIPLES**

The theory and application of law in news gathering, publishing, and broadcasting. (4)

**384 ADVANCED NEWS REPORTING**

Reporting of politics and police, courts and other governmental functions. Investigative reporting and writing. Blend of field trips and writing exercises. Prerequisite: 283. (2)

**385 INTRODUCTION TO PUBLIC RELATIONS**

Introduction to the theory, research, and practical aspects of public relations. Problem-solving toward creating shared understandings between profit and non-profit organizations and their various constituencies. Strong emphasis on writing. Prerequisite: Students are required to have completed 283 with a grade of B- or higher or have consent of instructor. I II (4)

**388 EDITORIAL WRITING**

Research and writing of editorials and commentaries for newspapers and broadcast. Function of the editorial and editorial pages in the news media. Prerequisite: 283. (2)

**390 ETHICS IN COMMUNICATION**

Starting from basic principles of moral philosophy, students explore ethical issues involving those engaged in communications professions, such as journalism, public relations, broadcasting, and advertising, both from the standpoint of the individual and from that of the profession. Class discussion centers on case studies as students learn to recognize ethical dilemmas and create strategies for dealing with them. II (4)

**435 ORGANIZATIONAL COMMUNICATION**

Communication systems and studies within formal organizations. Focus on theory and research of informational and directive communication as related to channels, structures, status, involvements, morale, and leadership. Prerequisite: 333 or consent of instructor. II (4)

**436 PERSUASION**

Analysis and evaluation of the dimensions of persuasion in communication emphasizing contemporary theoretical models and research. Investigation of how research and models may be applied in contemporary settings. Prerequisite: 333 or consent of instructor. (4)

**437 ADVANCED INTERPERSONAL COMMUNICATION**

The study of the theories, concepts, and applications of communication at the dyadic level. How people interact at this level and how the qualities of those interactions influence their communication competence and success. Prerequisite: 333 or consent of instructor. (4)







#### 450 WORKSHOP IN EFFECTIVE PUBLIC SPEAKING

Audience analysis, topic selection, organization of ideas for various audiences, types of speeches, use of visual aids, and delivery. Designed for both novices and those who have had some experience as speakers. A week-long series of lectures, discussions, readings, exercises, and practical applications to help participants become more comfortable and effective as speakers. (2)

#### 452 SCENIC DESIGN

Development of artistic and technical abilities in the field of scenic design incorporating many periods and styles as well as preparation of models, renderings, and draftings. (4)

#### 453 COSTUME DESIGN

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

#### 454 PLAY DIRECTION

The role of the director, historically and critically; an intensive study that is both practical and theoretical in its approach to the art of the play director. Study of many different directing philosophies. Each student is required to direct scenes from plays representative of all periods of theatre history. A final project, consisting of a contemporary scene, will culminate the course. Prerequisites: 151, 250, and junior status. II (4)

#### 458 CREATIVE DRAMATICS

Designed to acquaint the student with materials, techniques, and theories of creative dramatics. Students participate in creative dramatics. Intended for elementary and junior high school teachers or prospective teachers, theatre majors, religious leaders, youth and camp counselors, day care workers, social and psychological workers, and community theatre leaders interested in working with children. S (4)

#### 475 ADVANCED MEDIA PRODUCTION

Producing, scripting, directing, performing and evaluating sophisticated audio and video programming. Prerequisite: 374. (4)

#### 480 IN-DEPTH AND INVESTIGATIVE REPORTING

Group reporting in depth on a single issue. Students select the subject, organize the staff, research and interview, provide illustrations, edit copy, and lay out the completed work. Submission of students' work to the *Mass* for possible publication. Prerequisites: 380, 384. (4)

#### 485 INTRADISCIPLINARY PERSPECTIVES IN COMMUNICATION

A seminar to acquaint senior level communication arts majors with the relationship of communication theory, mass communication, and theatre as parts of the discipline of human communication. Limited to 16 students who have completed the bulk of their major requirements. Discussion of research and philosophical issues common to the three areas. Students complete a research paper covering some application of the intradisciplinary nature of communication. (4)

#### 491, 492, 493 SPECIAL STUDIES IN COMMUNICATION ARTS

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)

#### 596-598 RESEARCH IN COMMUNICATION ARTS

For graduate students only. (1-4)

# Computer Science

Computer science deals with manipulating stored information, both textual and numerical. By using the ideas of computer science along with a computer system people can actually amplify their thought processes. Already many new ideas in mathematics, physics, engineering, chemistry, economics, and other fields were either suggested, verified, or expanded by the use of computer science. The exploration of the solar system using space probes would have been impossible without computer science. The list of significant advances in knowledge aided by computer science seems endless.

Computer science students study the theory, design, and application of computing systems. The program covers various programming languages, the development and analysis of algorithms, hardware and software design and special topics in such areas as graphics, pattern recognition, data base management, and fault-tolerant computing.

The Bachelor of Science degree in computer science has been accredited by the Computer Science Accreditation Commission of the Computing Sciences Accreditation Board, Inc.

Computer science is a part of the Department of Mathematics and Computer Science.

## FACULTY: *Mathematics and Computer Science*

**Brink, Chair; B. Dorner, Vice Chair; Batker, Beaulieu, Benkhalti, Blaha, Dollinger, C. Dorner, Edison, Hauser, J. Herzog, M. Herzog, N. C. Meyer, C. L. Nelson, G. Peterson, Rosenfeld, Spillman, Woo, Yiu.**

#### BEGINNING CLASSES

There are two beginning level classes in computer science: Computer Science 110 is programming in BASIC and Computer Science 144 is programming in Pascal. Students intending to major in computer science or mathematics or who intend to take more computer science classes are advised to take Computer Science 144 first. Computer Science 110 is for those who want only an introduction to programming. In place of Computer Science 110 a student may take Computer Science 220.

#### COMPUTER SCIENCE MAJOR

The program is designed to provide sufficient backgrounds for advanced study at the graduate level or for entering a professional career. All computer science majors take a core curriculum consisting of an introduction to programming in PASCAL, data structures, digital logic, and assembly language and computer organization (Computer Science 144, 270, 362, and 380).

The core courses form a foundation for upper division work, which may include the study of microprocessors, computer architecture, automata, modeling and simulation, and compilers as well as other topics.





The program is supported by PLU's VAX 6210/6220 cluster computing systems, along with approximately 40 IBM-PC microcomputers, which are available for general student use. In addition, the department operates a lab which contains five SUN microcomputer workstations, an HP 9000 system, and an Intel hypercube.

A typical computer science major program is as follows:

Freshman year: Computer Science 144, 270  
Math 151, 152

Sophomore year: Computer Science 362, 380  
8 hours laboratory science  
Second computer language  
Math 245 and either Math 230 or 331

Junior & Senior years: Computer science electives  
(Computer Science 490 may be taken several times with different topics)  
Math 345

Careers in computer science include designing computers and computer systems and applying computers to areas such as business administration, economics, and the sciences, as well as teaching and research. Students interested in business administration should take courses in the School of Business Administration (including 281, 282, and 487) as well as COBOL. Students interested in the design of computers should consider courses from Engineering 271, 341, 347, and 352 (along with Physics 153 and 154). For students interested in the more theoretical aspects of computer science, courses in logic are recommended (Philosophy 233, 341, 342).

**BACHELOR OF ARTS MAJOR:** 24 semester hours including Computer Science 144, 270, 362, 380, 2 hours of a second computer language (240 or 242 are suggested) and 6 hours of computer science numbered above 330, excluding 449. Up to 4 hours may be substituted from Math 341, and 346. Required supporting: Math 151, 152, 230 or 331, 245.

**BACHELOR OF SCIENCE MAJOR:** 40 semester hours including 144, 270, 362, 375, 380, 486, 2 hours of a second programming language (240, 242, or 243 recommended), and one of two paths as described below. Required supporting: Math 151, 152, 230 (or 331), 245, 345, and 14 hours of approved science/quantitative methods courses including a one-year sequence of a laboratory science (Physics 153-154 with labs 163-164, Chemistry 115-116, Biology 161-162, Earth Sciences 131-132). The paths are as follows:

Artificial Intelligence Path requirements	General Path Requirements
CSCI 330 (4 hrs.)	Any three of:
CSCI 436 (4 hrs.)	CSCI 444 (4 hrs.)
CSCI 438 (4 hrs.)	CSCI 455 (2 hrs.)
	CSCI 330 (4 hrs.)
	CSCI 480 (4 hrs.)
	CSCI 420 (4 hrs.)
Electives (4 hrs.)	Electives (4-6 hrs.)
	(Total = 16 hrs.)

The electives include any upper division computer science class (numbered above 330), Math 341 or Math 346, but the entire program must be approved by the department. Students are urged to complete a minor in an area where computers have wide applicability such as the natural sciences, social sciences, mathematics, or business.

Students in the B.S. program *must* have their computer science and science/quantitative methods electives approved by the department and consequently are *strongly urged* to apply for the major after completing 270.

The Bachelor of Science degree in computer science has been accredited by the Computer Science Accreditation Commission of the Computing Sciences Accreditation Board, Inc.

**MINOR IN COMPUTER SCIENCE:** Computer Science 144, 270, 362, and 380 plus 2 hours of a second computer language. Required supporting: Math 151 or 128.

**MINOR IN INFORMATION SCIENCE:** Computer Science 144, 270, 367, Business Administration 281, 325, plus 4 hours from Business Administration 282, 364, 421, 487. Strongly recommended: Computer Science 242.

**MASTER OF ARTS IN COMPUTER APPLICATIONS:** See Graduate Catalog.

**MASTER OF SCIENCE IN COMPUTER SCIENCE:** See Graduate Catalog.

## COURSE OFFERINGS

A grade of C or higher is strongly recommended in all prerequisite courses.

### 110 BASIC

Introduction to interactive computing, branching, looping, subscripts, functions, input/output, subroutines and simple file techniques in the context of the BASIC language. 110 and 220 may not both be taken for credit. Not normally taken by computer science majors. Prerequisite: high school algebra. I II (2)

### 115 INTRODUCTION TO THE WORLD OF MATHEMATICS AND COMPUTERS (MATH 115)

A study of mathematics and computers in the modern world with a wide variety of applications and a historical perspective. This class is designed for students without extensive knowledge of mathematics, but who want to acquire a basic understanding of the nature of mathematics and computers. Not intended for majors in science or mathematics or computer science. Some BASIC and/or LOGO programming is included. Prerequisite: one year of high school algebra. I II (4)

### 144 INTRODUCTION TO COMPUTER SCIENCE

An introduction to computer science including algorithm design, structured programming, numerical/ non-numerical applications and use of data files. The PASCAL programming language will be used. Required for computer science majors or minors. Prerequisites: MATH 140 or MATH 128 or equivalent. I II (4)

### 199 DIRECTED READING

Supervised study of topics selected to meet the individual's needs or interests; primarily for students awarded advanced placement in computer science. Admission only by department invitation. (1-2)

### 210 COMPUTERIZED INFORMATION SYSTEMS

Computer systems and their use, word processing, spreadsheets, and file management using existing software packages on IBM PC's. 210 and 220 cannot both be taken for credit. Prerequisite: 110. Prerequisite or co-requisite: MATH 128 or 140 or equivalent. I II (2)

### 220 COMPUTERIZED INFORMATION SYSTEMS WITH BASIC

Introduction to computers and computer systems and their use. Programming in the BASIC language using branching, sublooping, subscripts, input/output, character manipulation, subroutines. Word processing, spreadsheets, and file management using existing software packages on IBM PC's are included. Students cannot take both 220 and either 110 or 210 for credit. Prerequisites: MATH 128, MATH 140, or equivalent. I II (4)

### 240 FORTRAN

An accelerated introduction to the FORTRAN programming language. Study of the rules of statement formation. Topics include input/output, computation, branching, looping, data types, and subprograms. Numeric and non-numeric problems will be solved. Some previous experience with programming is recommended. I II (2)

### 242 COBOL

Presentation and application of the COBOL programming language to business problems. Prerequisite: 144, 110-210, 220, or consent of instructor. II (2)

### 243 ADVANCED PROGRAMMING LANGUAGES

A study of advanced programming languages such as ADA, C, etc., and the operating system UNIX. Prerequisite: 270. I (2)

### 270 DATA STRUCTURES

Continuation of Pascal programming techniques and a study of basic data structures including linked lists, trees, queues, stacks and graphs. Applications of these forms to sorting, searching, and data storage will be made. Prerequisite: a grade of C- or higher in 144. I II (4)

### 322 MICROCOMPUTERS IN THE CLASSROOM

Introduction to the use of microcomputers in educational settings. Topics: 1) The computer as a teacher tool using word processing, spreadsheet, and grading programs, 2) Computer assisted instruction, 3) Software evaluation, 4) Integrating software into the curriculum, 5) Copyright laws and public domain software, and 7)





Software currently used in education settings. Pre or co-requisite: EDUC 251 or 253. Does not count toward degrees in computer science. (2)

### 330 INTRODUCTION TO ARTIFICIAL INTELLIGENCE

An introduction to concepts of artificial intelligence, including expert systems, natural language processing, image understanding, and problem solving techniques. The AI programming language LISP will be taught and used in several projects. Prerequisite: 270, MATH 245 I (4)

### 348 MODELING AND SIMULATION

An applications structured programming course solving various problems. Statistics, data structures, mathematical modeling, simulation, documentation, and team programming techniques will be applied. Prerequisites: MATH 245, CSCI 270 and either MATH 230 or MATH 331. a/y 1991-92 I (4)

### 362 DIGITAL LOGIC

Boolean algebra and combinatorial logic applied to basic logic circuits, digital arithmetic, sequential circuits, system controller, and other components of a computer. Prerequisite: 144. I II (4)

### 367 DATA BASE MANAGEMENT

Data structures and storage methods are reviewed. The hierarchical, network, and relational modes are studied. Prerequisite: 270. II (4)

### 375 DESIGN AND ANALYSIS OF ALGORITHMS

Basic data structures reviewed and applied to the analysis of problems associated with searching, sorting, strings, and minimal paths. Study of the complexity and storage requirements of the algorithms. Use of top-down and structured programming. Prerequisite: 270, MATH 245. I, II (4)

### 380 ASSEMBLY LANGUAGE AND COMPUTER ORGANIZATION

Computer assembly language applied to various problems. Topics include data forms, instruction formats, addressing, linking, macro definition, and computer architecture. Prerequisite: 270. Strongly recommended: 362. I II (4)

### 385 COMPUTER ARCHITECTURE

An introduction to the structure and operating of large computer systems. Topics include data representation, memory structure, I/O processing, multi-processing systems such as parallel, pipeline, and stack machines. Examples of the architecture of several large systems are analyzed including TI ASC, Cray and Intel Hypercube. Prerequisite: 380, MATH 245 (2)

### 386 DISTRIBUTED SYSTEMS

An introduction to computer networks and computer communication. Topics include system topology, message and packet switching, bus structures and data-link transmission. Prerequisite: 362. a/y 1991-92 (2)

### 391 PROBLEM SOLVING AND PROGRAMMING SEMINAR

This course is designed to improve advanced problem solving and programming skills, including advanced data structures. A goal of the course is participation in the regional ACM programming competition. Pass/Fail only. Students may take this course more than once. Prerequisite: 270 or consent of instructor. I (1)

### 412 COMPUTER GRAPHICS

Exploration of techniques used to generate and interpret computer graphics. Transformation, restoration, enhancement software, and other topics, depending upon available equipment and instructor. Prerequisite: 270, MATH 245 and 230 or 331. (4)

### 420 SOFTWARE ENGINEERING

An engineering approach to the development of large software packages. Topics include software requirements definition, structured programming, software design, specifications, and software testing. Prerequisite: 270, MATH 245. a/y 1990-91 II (4)

### 436 PATTERN RECOGNITION

The use of the computer to recognize patterns in data. Topics include artificial intelligence, cluster analysis algorithms, learning algorithms, and pattern processing. Prerequisites: 270, MATH 245. a/y 1991-92 II (4)

### 438 EXPERT SYSTEMS

The development of AI systems which operate at the level of a human expert. Students will explore the structure of expert systems and use an expert system development tool such as OPS 5. Prerequisite: 330 or consent of instructor. a/y 1990-91 II (4)

## 444 OPERATING SYSTEMS

An introduction to computer operation including batch processing systems, interacting systems, multi-programming systems, storage management techniques and resource control. In addition, the course includes an analysis of the deadlock problem and basic file systems. Prerequisite: 380, MATH 245 I (4)

## 449 COMPUTER SCIENCE IN THE SECONDARY SCHOOL

Methods and materials in secondary school computer science teaching. LOGO, PILOT, etc., may be considered. Does not count toward a major in computer science. Prerequisite: 144. a/y 1990-91 II (2)

## 455 COMPILERS

An introduction to the organization, specification, and analysis of programming languages. Topics including parsing, data representation, object code, run-time machine structures and optimization. Prerequisite: 380, MATH 245 I (2)

## 470 COMPUTER-AIDED DESIGN OF DIGITAL SYSTEMS

An introduction to use of CAD systems for digital design. Basic principles of combinational and sequential logic design are reviewed. Simulators, computer hardware description languages, and other computer-aided design tools are developed. Prerequisite: 362. II (2)

## 475 FORMAL LANGUAGES

Study of the theory of computation. Turning machines, formal languages, recursive theory, complexity. NP-completeness, and the halting problem may be considered. Prerequisites: 375, MATH 335. a/y 1991-92 II (4)

## 480 MICROPROCESSORS

Study of microprocessors and their use in microcomputer systems. Data representation, programming, interrupts, I/O interfacing, data communications, available software, and program development studied in lecture and laboratory sessions. Prerequisites: 362, 380. II (4)

## 486 SENIOR SEMINAR

Written and oral presentation of a topic of interest by the student under the supervision of a faculty member. Discussion of the skills needed for good technical communication. Study of the social implications of computing. Prerequisites: Senior computerscience major or consent of department chair. I II. (2)

## 488 VLSI DESIGN

An introduction to the design of very large scale integrated systems using computer aided design methods. Topics include MOS devices, fabrication procedures, chip architecture, chip topology, and system timing. Prerequisites: 270, 362. I (2)

## 490 SEMINAR IN COMPUTER SCIENCE

Selected topics from the list below or topics of current interest. II (1-4)

### a. FAULT TOLERANT COMPUTING

An introduction to the methods of fault detection and location in digital systems and to techniques for the reliable design of computing systems. Topics include: the D-Algorithm, Boolean Differences, Path Testing, Triple Modular Redundancy Design and the design of self-checking checkers. Prerequisite: 362. (4)

### b. SWITCHING THEORY

Advanced applications of Boolean algebra to digital system design. Topics include decoding networks, harmonic analysis, ULM's, and cellular logic circuits. Prerequisite: 362.

### c. COMPARATIVE PROGRAMMING LANGUAGES

The study of different modern high level languages from a theoretical and practical viewpoint, their features and implementation techniques. Prerequisite: 270, MATH 245. (4)

### d. INFORMATION THEORY AND CODING

The study of information storage and representation. Topics include basic coding techniques, measurement of information content, and information transmission. Prerequisites: 270, MATH 245.

### e. MICROPROCESSOR INTERFACE

Techniques for connecting computers to peripherals and communications devices are covered. Topics include: bus structures, real time control, software structures and parallel interfacing. Prerequisite: 480.

### f. COMPUTER SECURITY

The study of the protection of data and program access to computer systems. Topics include data encryption, code breaking techniques, access controls and inference controls. Prerequisite: 270, Math 245. (4)

## 491, 492 INDEPENDENT STUDY

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

**495 COMPUTER SCIENCE RESEARCH**

The student becomes involved in an ongoing research project in computer science under the supervision of a faculty member. Prerequisite: consent of instructor. (1-4)

**502 APPLEWORKS FOR TEACHERS**

Designed to help teachers develop a high level of proficiency with one of the most popular computer software packages used in educational settings — Appleworks. Teachers are introduced to the concepts and use of a word processor, spreadsheet, and database with the Appleworks integrated software package. Two major areas of emphasis are stressed: the use of Appleworks as a teacher tool for record keeping, gradebook, and educational materials production, and the use of the Appleworks program as part of the classroom curriculum. Does not count toward degrees in computer science. No prerequisites. (2)

**520 ADVANCED DIGITAL DESIGN**

Continuation of topics in 362. The design of digital control systems; asynchronous circuits; digital signal processors; digital filters; timing considerations; use of computer-aided design tools. Prerequisite: 362, MATH 152. (4)

**538 EXPERT SYSTEMS**

Same as 438. Requires students to generate an expert system. Prerequisite: 430, MATH 245. a/y II 1990-91 (4)

**544 ADVANCED OPERATING SYSTEMS**

Continuation of topics in 344 and 385 leading to the development of an operating system. Emphasis on the interaction between the hardware structure and the operating system; operating data structures; and operating system security. Prerequisite: 444. II (2)

**555 COMPILER IMPLEMENTATION**

Continuation of 455; the structure of programming languages; data and control abstractions; compiler implementation; run time management; an introduction to code optimization. Prerequisites: 355, 380. a/y 1992-93 II (4)

**570 MATHEMATICS OF COMPUTER SCIENCE**

The techniques of proof commonly employed in computer science (constructive, induction, and recurrence relations), scheduling problems, sets, relations, posets, grammars, computability, selected topics from algorithmic graph theory, probabilistic and approximation algorithms, groups and finite fields (applications to coding theory and cryptography), and NP-Completeness. Prerequisite: 375. II (4)

**580 MICROPROCESSOR DEVELOPMENT SYSTEMS**

Development of software on 8 and 16 bit microprocessors; microprocessor applications; interfacing; microprocessor organization; interrupt structures. Prerequisites: 362, 380. (2)

**586 GRADUATE DESIGN SEMINAR**

Written and oral presentation of a topic of interest to the student under the supervision of a faculty member. Discussion of methods and techniques appropriate to the discipline. Students may not receive credit for this course if they receive credit for 593, Thesis. Prerequisite: Full graduate standing and the completion of at least one graduate level course. (2)

**590 GRADUATE SEMINAR**

Selected topics from the list below or topics of current interest. Possible topics include Formal Languages, Fault-Tolerant Computing, Software Engineering, Switching Theory, Comparative Programming Languages, Information Theory and Coding, Microprocessor Interface, Computer Security, and Performance Evaluation. (1-4)

**591 INDEPENDENT READING AND RESEARCH**

Individual reading and research on select topic. Intended for advanced graduate students. Minimum supervision after initial planning of student's project. Prerequisite: Consent of department. (1-6)

**593 THESIS**

Research study to meet thesis option requirement for M.A. or M.S. degree. (1-6)



# Cooperative Education

Cooperative education assumes that experiential learning can be an appropriate component of any quality educational program. Though it shares this assumption with other experiential learning strategies such as internships, fieldwork placements, and practica, it differs in several respects. Cooperative education introduces students to an educational work experience early in their academic careers and weaves opportunities for work and learning throughout their undergraduate programs, rather than concentrating on practical course work at the end. As the name suggests, cooperative education represents a systematic cooperation between the university and a variety of employers in the community.

Although the program's career-related advantages are obvious, its main benefits are educational. Students gain an appreciation of the relationship between theory and application, and may learn, both early and first-hand, about new developments in a particular field. Cooperative education provides timely and extended opportunities for developing communication skills orally and in writing.

A cooperative education program can enable students to become aware of opportunities to contribute creatively to the changing dimensions of work in present-day society.

The university and employers benefit as well. The university develops stronger and more creative connections with its community. Employers



derive a more efficient device for training and recruiting. More importantly, the partnership provides a unique opportunity for employers to participate in an important educational service to the community.

#### TWO MODELS

The Cooperative Education Program accommodates both part-time and full-time work modes. Part-time work, which allows students the opportunity to take on-campus courses concurrently, is labeled the "Parallel Model." A full-time work experience fits under the "Alternating Model." In most cases students will follow one or the other, but some departments or schools may develop sequences that combine both parallel and alternating work modes.

Full-time summer work, for example, would be classified as an alternating cooperative education experience, and many summer jobs provide for learning that relates to students' academic objectives.

#### THE PROCESS FOR STUDENTS

In order to be eligible for admission into the Cooperative Education Program a student must have completed 30 semester hours and be in good standing.

Students who wish to participate apply to either the Co-op Office in Ramstad Hall or to a Co-op faculty coordinator or sponsor serving this function in specific departments, divisions, or schools. Both written application and personal interview are required in order to determine eligibility, terms for placement, areas of interest, academic requirements, and kinds of positions available.

Students are responsible for their learning activities during their cooperative education position. Each student must seek out and arrange for academic supervision from a faculty coordinator or sponsor. Faculty are responsible for insuring that the work experience provides appropriate learning opportunities, for helping to establish the learning agreement, and for determining a grade.

Learning is facilitated through: (1) use of a "Learning Agreement"; (2) completing an academic project; (3) periodic contact with the faculty sponsor; (4) attendance at one workshop during the work experience; and (5) an on-site supervisor who accepts the responsibility to function in a resource role.

The learning agreement, developed by each student with the assistance of a faculty sponsor, lists learning objectives with measurable indicators of learning, and also incorporates supplementary resources such as reading materials and participation in work-related training sessions. The learning agreement is signed by the student, the faculty sponsor, the program director, and the work supervisor, each of whom receives a copy.

Contact between the faculty sponsor and the student must be sufficient to allow the sponsor to serve as a resource and provide academic supervision. Typically this can be accomplished during one or two site visits. Students in a "parallel" cooperative education program may arrange to meet with the sponsor on campus. Those involved in "alternating" programs some distance from campus may maintain contact through periodic phone conferences, when site visits are impractical.

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

Students are required to register for at least one credit hour after accepting a Co-op position. Throughout an undergraduate academic career a student may receive a maximum of 16 semester hours of credit in cooperative education.

Martinson, *Director.*

## COURSE OFFERINGS

### 376 WORK EXPERIENCE I

A supervised educational experience in a work setting. Requires the completion of a Cooperative Education Learning Agreement in consultation with a faculty sponsor. (1-8)

### 476 WORK EXPERIENCE II

A supervised educational experience in a work setting providing for an advanced level of responsibility. Requires the completion of a Cooperative Education Learning Agreement in consultation with a faculty sponsor. (1-8)

### 477 INTERNATIONAL WORK EXPERIENCE

A supervised educational experience in a foreign setting. Requires completion of the International Cooperative Education Agreement, completion of a clearance checklist, and an approved plan of reporting in consultation with the faculty sponsor. (1-12)

### 576 WORK EXPERIENCE III

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

# E

*Earth Sciences*



# Earth Sciences

Earth Sciences explore the components of the physical universe from humanity's existing habitat to the foundations of the earth, and beyond to the planets and the stars. A program of studies in these fields acquaints students with their physical world and provides perspective on human development in time and space. Environmental problems also are approached through the earth sciences, which impart a realistic appreciation of society's dependence on earth's physical resources.

In providing such a perspective, the department fulfills the needs of a variety of students seeking to broaden their liberal arts education, and also provides more specialized knowledge in support of several fields, particularly for minor or major

studies leading to careers in resources and environmental management or scientific research.

Situated between the Olympic Mountains and the Cascade Range, the department is ideally located to examine geologic and marine environments. Field trips are thus a routine part of many courses.

Graduates in earth sciences hold positions in the National Park Service, the U.S. Geological Survey, oil and mining groups, and geotechnical engineering, as well as education. The demand for qualified graduates in pollution management and geotechnical applications continues.

Most fields require post-graduate degrees, and to this end, a number of PLU graduates have pursued

master's and doctoral programs at major universities.

## FACULTY

Benham, Chair; Foley, Lowes, Whitman; assisted by Huestis.

The department's programs remain flexible, allowing fairly easy scheduling of courses. However, students should notice that upper division courses are offered on a two-year cycle. Early declaration of majors or minors in earth sciences will facilitate development of individual programs and avoid scheduling conflicts.

**BACHELOR OF SCIENCE (GEOLOGY) MAJOR:** 40 semester hours; courses include: 131, 132, 323, 324, 325, 326, 327, 329, 335, and 425, plus two from 328, 330, 334, or 341; at least 2 hours in 490 or 497. Necessary supporting courses include: Chemistry 115, 116; Physics 125, 126 (147 and 148 labs)(or Physics 153, 154 and labs); Mathematics 151, 152 or Computer Science 220. Biology 323 and additional courses are recommended when paleontology is a major interest.

**BACHELOR OF ARTS MAJOR:** 32 semester hours; courses include 131 plus at least two lower division from 132, 133, 202, 222, 324, 325, 326, 327, 329; two upper division from 323, 328, 334, 335, 341. Recommended: one from 330, 425. Attendance at departmental seminars is required during junior and senior years. Required supporting courses include: Chemistry 104, 105, or 115, 116. Options reflect a student's interests and are discussed with an adviser.

**BACHELOR OF ARTS IN EDUCATION:** See School of Education.

**MINOR:** 20 semester hours of earth science courses, excluding interim courses, completed with grade of C or higher. Required: 131 and at least three upper division courses.

## COURSE OFFERINGS

### 131 PHYSICAL GEOLOGY

An introductory course dealing with the human geologic habitat, both at present and as it has developed through time; materials of earth (and lunar) crusts, their derivation through major earth processes and formation of surface features—with emphasis on their significance to cultural development and civilization; laboratory study of rocks, minerals, and geologic mapping; field trips are arranged. I II (4)

### 132 HISTORICAL GEOLOGY

A sequel to 131 which concentrates on earth history, particularly the formation of the North American continent: sedimentary rocks, fossils, and stratigraphic record are related to tectonic upheaval and growth; field trips are arranged. II (4)

### 133 ENVIRONMENTAL GEOLOGY

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. II (4)

### 202 GENERAL OCEANOGRAPHY

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

### 222 CONSERVATION OF NATURAL RESOURCES

Principles and problems of public and private stewardship of our resources with special reference to the Pacific Northwest. I II (4)

### 323 MINERALOGY

Crystallography and mineralogy, both ore and rock-forming minerals. Prerequisites: 131 or consent of instructor. Interim 1990 (4)

### 324 IGNEOUS PETROLOGY

Applied and theoretical study of the genesis, nature, and distribution of igneous rocks, at microscopic to global scales. Emphasis on rocks and processes of Washington volcanoes and intrusions, with many examples from elsewhere. Prerequisites: 131, 326, or consent of instructor. a/y II 1991-92 (2)

### 325 STRUCTURAL GEOLOGY

The form and spatial relationships of various rock masses and an introduction to rock deformation; consideration of basic processes to understand mountain building and continental formation; laboratory emphasizes practical techniques which enable students to analyze regional structural patterns. Prerequisite: 131 or consent of instructor. I a/y 1990-91 (3)

### 326 OPTICAL MINERALOGY

Theory and practice of mineral studies using the petrographic microscope, including immersion oil techniques, production of thin sections, and determination of minerals by means of their optical properties. This provides an introduction to the broader subject of petrography. Prerequisite: 131 or consent of instructor. I a/y 1991-92 (2)

### 327 STRATIGRAPHY AND SEDIMENTATION

Formational principles of surface-accumulated rocks, and their incorporation in the stratigraphic record. This subject is basic to field mapping and structural interpretation. I a/y 1991-92 (3)

### 328 PALEONTOLOGY

A systematic study of the fossil record, combining principles of evolutionary development, paleohabitats and preservation, with practical experience of specimen identification. These studies are fundamental to the understanding of stratigraphy and the geologic time scale. I a/y 1990-91 (3)

### 329 METAMORPHIC PETROLOGY

Consideration of the mineralogical and textural changes that rocks undergo during orogenic episodes, including physical-chemical parameters of the environment as deduced from experimental studies. These include both "regional" and "contact" metamorphism, metamorphic facies, rock fabrics, the role of fluids, and metasomatism. Prerequisites: 131, 326, or consent of instructor. a/y II 1992-93 (2)

### 330 SURVEY AND MAPPING PRINCIPLES

Introduction to techniques and instrumentation of basic surveying and cartography. Includes leveling and transit traverses, baseline measurements, and triangulation; also, applications of aerial photos and their interpretation for geologic mapping. Techniques for compiling geologic data and construction of geologic maps are among the essential skills covered. II (2)

### 334 GROUNDWATER

The origin of groundwater, flow in aquifers, groundwater resource evaluation and development, wells, water quality, including pollution, and geothermal resources. Emphasis on problems with groundwater in the Puget Sound area, with additional examples from diverse geologic environments. Prerequisite: 131 or consent of instructor. II a/y 1991-92 (3)

### 335 GEOPHYSICS

Study of the physical nature of the earth, the properties and the 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. Laboratories include data collection in the field, processing, interpretation, and modeling with emphasis on applications of computers to geophysical problems. Prerequisites: 131, one semester of calculus, physics (high school level or above), or consent of instructor. a/y II 1990-91. (3)

### 341 ENERGY AND MINERAL RESOURCES FOR THE FUTURE

A survey of the world's energy and mineral resources comprising the raw materials of industrialized societies. Studies include geological occurrence, global distribution, and quantities of such reserves; also, their fundamental technologies and economics, as well as the political framework in which they are developed. I a/y 1990-91 (3)

### 425 GEOLOGIC FIELD MAPPING

Combining a survey of regional field geology with a series of local mapping projects, this course introduces field techniques of geologic map-making. Included are traversing and data assembly, map construction, section measurements, structural analysis, and chronological synthesis. Graphics techniques are also covered. Prerequisites: previous geology courses and consent of instructor. S (5)

### 490 SEMINAR (1-2)

### 491, 492 INDEPENDENT STUDY (1-4)

### 493 SEMINAR IN TECTONICS

Reviews of books and journal articles dealing with various aspects of large-scale movements of the earth's crust. II 1990-91 (1-2)





**494 SEMINAR IN GEOCHEMISTRY**

Reviews of literature on the chemical aspects of magmatism, metamorphism, lithification, hydrothermal systems. I 1991-92 (1-2)

**496 SEMINAR IN ECONOMIC MINERAL DEPOSITS**

Selected readings on the nature, origin, occurrence of, and exploration for concentrations of metallic and industrial minerals in crustal rocks. Class discussions will be held twice weekly. I 1990-91 (1-2)

**497 RESEARCH (1-4)**

# Economics

*Want is a growing giant whom the coat of Have was never large enough to cover.* —Ralph Waldo Emerson

Economics is the study of how people establish social arrangements for producing and distributing goods and services to sustain and enhance human life. Its main objective is to determine a wise use of limited economic resources so that people receive the maximum possible 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. Career avenues for graduates are numerous, since their understanding of the economy and their problem-solving and thinking abilities are applicable to a wide range of activities in business and/or government.

## FACULTY

**N. Peterson, Chair; Ankrim, Brue, R. Jensen, Miller, Reiman, Vinje, Wentworth.**

**BACHELOR OF ARTS MAJOR:** (A) Minimum of 36 semester hours, including 150, 351, 352, 486, 12 hours of electives in economics, and 8 hours selected from the following: Economics 343, 344 (if not used as economics electives), Statistics 231, Math 334, 341, Business Administration 281, or up to 4 hours in computer science. (B) A grade point average of 2.5 in all classes included in the 36 semester hours toward the major.

For students planning graduate work in economics or business, additional math preparation will be necessary. For specific courses, consult your major adviser.

**HONORS MAJOR:** Outstanding students may choose to pursue graduating in economics with honors. In addition to meeting all other major requirements, in order to be granted departmental honors a student must: (A) have an overall university grade point average of 3.5 or better; (B) take four hours beyond the standard major in 495, *Honors Thesis*. (Students apply for admission to this course in the second semester of their junior year. The department grants admission to 495, *Honors Thesis*, based on the student's prior work in economics and the quality of the general research proposal.); (C) present the results of the work completed in 495, *Honors Thesis*, at a meeting of Omicron Delta Epsilon (the economics honorary).

**MINOR:** 20 semester hours, including 150, 351 or 352, and 12 additional hours of electives, 4 of which may be in statistics.

**ECONOMICS HONORARY:** The department offers membership in Omicron Delta Epsilon, the International Economics Honorary, to qualified majors. For specific criteria, see any departmental faculty member.

**BACHELOR OF ARTS IN EDUCATION:** See School of Education.

## COURSE OFFERINGS

**150 PRINCIPLES OF ECONOMICS**

Introduction to the scope of economics, including macro and micro economics; analysis of U.S. economic system; emphasis on current economic policy. (4)

**321 LABOR ECONOMICS, LABOR RELATIONS, AND HUMAN RESOURCES**

Analysis of labor markets and labor market issues; wage determination; investment in human capital, unionism and collective bargaining; discrimination; labor mobility, earnings inequality, and unemployment. Prerequisite: 150 or consent of instructor. (4)

**331 INTERNATIONAL ECONOMICS**

Regional and international specialization, comparative costs, international payments and exchange rates; national policies which promote or restrict trade. Prerequisite: 150. (4)

**341 ECONOMIC DEVELOPMENT: COMPARATIVE THIRD WORLD STRATEGIES**

Analysis of the theoretical framework for development with applications to alternative economic development strategies used in the newly emerging developing countries. Emphasis on comparisons between countries, assessments of the relative importance of cultural values, historical experience, and governmental policies in the development process. Prerequisite: 150 or consent of instructor. (4)

**343 OPERATIONS RESEARCH**

Quantitative methods for decision problems. Emphasis on linear programming and other deterministic models. Prerequisite: STAT 231 or equivalent. (2)

**344 APPLIED REGRESSION ANALYSIS**

Simple and multiple regression analysis as investigative tools. Course stresses construction of elementary linear models and interpretation of regression results. Prerequisite: STAT 231 or equivalent. (2)

**345 MATHEMATICAL TOPICS IN ECONOMICS**

An introduction to basic applications of mathematical tools used in economic analysis. Topics include simple linear models of supply and demand, single and multivariable maximization models, and linear difference and differential equation models of economic growth. Prerequisites: 150 and MATH 128 or 151 or equivalent. (4)

**351 INTERMEDIATE MACRO ECONOMIC ANALYSIS**

National income determination including policy implications within the institutional framework of the U.S. economy. Prerequisites: 150 and MATH 128, 140, or 151. (4)

**352 INTERMEDIATE MICRO ECONOMIC ANALYSIS**

Theory of consumer behavior; product and factor prices under conditions of monopoly, competition, and intermediate markets; welfare economics. Prerequisites: 150 and MATH 128, 140, or 151. (4)

**361 MONEY AND BANKING**

The nature and role of money; monetary theory; tools and implementation of monetary policy; regulation of intermediaries; banking activity in financial markets; international consequences of and constraints on monetary policy. Prerequisite: 150. (4)

**362 PUBLIC FINANCE**

Public taxation and expenditure at all governmental levels; the incidence of taxes, the public debt and the provision of public goods such as national defense, education, pure air, and water. Prerequisite: 150. (4)

**371 INDUSTRIAL ORGANIZATION AND PUBLIC POLICY**

An analysis of the structure, conduct, and performance of American industry and public policies that foster and alter industrial structure and behavior. Topics include the economics of firm size, motivations of the firm, concentration, mergers, patents, antitrust, public utility regulation, public enterprise, and subsidization. Prerequisite: 150 or consent of instructor. (4)

**381 COMPARATIVE ECONOMIC SYSTEMS**

An analysis and comparison of contemporary economic systems. The course includes examination of the capitalist, mixed and centrally planned models, including an historical perspective. The economic systems of selected countries will also be studied. Prerequisite: 150 or consent of instructor. (4)

**399 INTERNSHIP**

A research and writing project in connection with a student's approved off-campus activity. The primary goal is to gain insight into applications of the ideas and methodologies of economics. Prerequisite: sophomore standing plus one course in economics, and consent of the department. (1-4)

**486 EVOLUTION OF ECONOMIC THOUGHT**

Economic thought from ancient to modern times; emphasis on the period from Adam Smith to J.M. Keynes; the classical economists, the socialists, the marginalists, the neoclassical economists, and the Keynesians. Prerequisite: 351 or 352 (may be taken concurrently). (4)

**490 SEMINAR**

Seminar in economic problems and policies with emphasis on encouraging the student to integrate problem-solving methodology with tools of economic analysis. Topic(s) selected by class participants and instructor. Prerequisite: consent of instructor. (1-4)

**491, 492, 493 INDEPENDENT STUDY**

Prerequisite: consent of the department and completion of two courses in economics. (1-4)

**495 HONORS THESIS**

Independent research supervised by one or more faculty members. Research proposal and topic developed by the student in the junior year. Application to enroll is made in the second semester of the junior year. Prerequisite: economics major and consent of the department. (4)

**500 APPLIED STATISTICAL ANALYSIS**

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 include measures of location and variation, probability, estimation, hypothesis tests, and regression. (4)

**501 GRADUATE WORKSHOPS**

Graduate workshops in special fields or areas for varying periods of time. (1-4)

**504 ECONOMIC ANALYSIS AND POLICY DECISIONS**

Basic economic concepts applied to policy formation and operating decisions in a global framework. (4)

**543 QUANTITATIVE METHODS**

The concepts of probability, sampling, statistical decision theory, linear programming, and other deterministic models applied to managerial problems. Prerequisite: STAT 231 or 341. (4)

**590 GRADUATE SEMINAR**

Selected topics as announced. Prerequisite: consent of instructor. (1-4)

**591 DIRECTED STUDY (1-4)****595 GRADUATE READINGS**

Independent study card required. (4)

**598 RESEARCH PROJECT (4)****599 THESIS (4)**

# School of Education

The School of Education offers programs of study leading to certification for elementary and secondary teachers, counselors, nurses, administrators, and personnel in special education. The curriculum is designed to provide graduates with a blending of the liberal arts and a variety of practical exposures to guided field experiences beginning early in the educational sequence. The faculty is committed to the development of educational personnel sensitive to the varied individual needs of learners.

**FACULTY**

MuIder, Dean; Baughman, Carey, Churney, DeBower, Fletcher, Gerlach, Glasgow, M. Hanson, W. Johnson, Johnston, Lewis, Mathers, Minetti, Moe, Nokleberg, F. Olson, Owens, Reisberg, Rickabaugh, Sydnor, Wentworth, Williams, Yetter.

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), the Northwest Association of Schools and Colleges, and the Washington State Board of Education for the preparation of elementary and secondary teachers, principals, program administrators, special education teachers, and guidance counselors, with the Master of Arts in Education the highest degree approved. The accreditation gives PLU graduates reciprocity with many other states.

Programs for the preparation of school administrators, school counselors, and school librarians are available. The School offers course work toward the conversion, renewal, or reinstatement of teaching certificates. For preparation of school nurses, see School of Nursing section of this catalog.

The School of Education offers graduate degrees in Classroom Teaching, Reading, Educational Administration, Counseling and Guidance, Educational Psychology, and Special Education. Information regarding these programs is available from the director of graduate programs in the School of Education (535-7272).

**ELIGIBILITY REQUIREMENTS FOR PROFESSIONAL STUDIES**

Students seeking to register for Education 253 or for Educational Psychology 261/Education 262 must make an appointment with the coordinator of admissions and retention



in the School of Education, in order to receive a tally card for registration. Official transcripts of all college/university work and official documentation of college admission test scores must be submitted to the university admissions office and a copy to the School of Education before issuance of a tally card to determine if the following requirements have been met.

#### Requirements include:

- 1) Evidence of verbal and quantitative ability as illustrated by one of the following test scores:
  - Scholastic Aptitude Test (SAT)  
Verbal 425 or above; Total 900 or above
  - Washington Pre-College Test (WPCT)  
Verbal 48 or above; Total 100 or above
  - American College Test Assessment (ACT)  
Verbal 20 or above; Composite 21 or above
- \* This requirement shall be waived for persons who have completed a baccalaureate degree; or who have completed two or more years of college level coursework, demonstrated competency through college level coursework, and are over the age of twenty-one.
- 2) Sophomore standing (30 or more semester hours)
- 3) Cumulative grade point average (GPA) of 2.50
- 4) Psychology 101: grade of C or higher
- 5) English 101: grade of C or higher

Students who do not meet *all* the requirements may exercise the appeal process for admission to Education 253 or Educational Psychology 261/Education 262. Admission appeal process forms are available from the coordinator of admissions and retention in the School of Education.

All students admitted to Education 253 or Educational Psychology 261/Education 262 are admitted provisionally. Students are reassessed throughout the program. Application to the School of Education is completed during Education 253/262. Formal admission to the School of Education is granted at the completion of additional requirements identified in the Initial Level Certification Handbooks.

#### BAE and/or CERTIFICATION REQUIREMENTS

Students become candidates for certification when they have completed the following:

1. All course work with a cumulative grade point average of 2.50 or above.
2. Professional Education Sequence for elementary or secondary teaching.
3. An approved teaching major(s) or concentration(s) (see requirements as listed under Academic Preparation).
4. All courses in education and in major and minor fields with grades of C or higher (for secondary education, B- or higher).
5. Achievement of proficiency in writing and math skills.
6. Anthropology 210/History 210 for secondary teaching and Anthropology 102 for elementary teaching.
7. Passing score on Exit Exam for Washington Certification.

#### TEACHER CERTIFICATION

**Initial Teaching Certificate.** The School of Education in the fall of 1989 entered into a new program of certification mandated by the State Board of Education under the 1987 Standards for Certification. The four-year curriculum usually leads to a Bachelor of Arts in Education and the initial level teaching certificate. The initial teaching certificate is valid for four years and may be renewed once for three years by meeting renewal requirements. PLU endorses the certificate on the basis of preparation. Secondary teachers holding initial level certificates shall be assigned by local districts to endorsed areas and levels only. Teachers holding initial level elementary endorsements shall be assigned to elementary or middle grades only.

#### ELEMENTARY PREPARATION

**General requirements.** In addition to the general university and core requirements in all curricula, certain specific requirements in general education must be met.

1. Anthropology 102, Exploring Anthropology: Culture and Society (recommended) or Anthropology 210/History 210, Global Perspectives, must be taken.
2. Biology 111 or another life science course must be taken.
3. Natural Science 106 or another physical science course must be taken.
4. Mathematics 323 or equivalent must be taken.

A year course in one laboratory science may be substituted by those who have adequate background from high school in the other science area.

#### Professional Education Sequence, Elementary Program.

- SPED 190 Exceptional Children and Adults, 3 hours (no prerequisite)
- EDUC 253 Child Development and Schools, 4 hours (2.50 GPA and sophomore status required; prerequisites: ENGL 101 and PSYC 101)

- EDUC 322 General Methods, Primary, 4 hours OR
- EDUC 323 General Methods, Upper Elementary, 4 hours OR
- EDUC 324 General Methods, Elementary, 4 hours (Prerequisites for all General Methods courses: 2.50 GPA, junior standing, EDUC 253 or 321, application, screening, and acceptance into the School of Education).
- EDUC 421 Teachers and the Law, 1 hour. (Prerequisite: EDUC 253)
- EDUC 430 Student Teaching, Primary, 10 hours (single) OR
- EDUC 432 Student Teaching, Upper Elementary, 10 hours (single)
- EDUC 434 Student Teaching, Elementary, 8 hours (dual) (For Student Teaching a GPA of 2.50 and senior standing are required along with positive field evaluations from EDUC 253 and EDUC 322-4. Prerequisites: EDUC 253, 322-4, 325, 326, 408, 410, and 412 and methods in art, music, and physical education; all conditions to full admission met; satisfactory writing, spelling, and math skills.)
- EDUC 435 Professional Seminar, 2 hours (must be taken concurrently with EDUC 430 or 432) Students in elementary education who do not complete all necessary procedures before April 15 for fall student teaching or November 15 for spring student teaching may expect a delay of one semester in being placed for student teaching. A valid first aid card must be on file in the School of Education before student teaching placement can be finalized.

#### Professionalized Subject Matter Minor (16-20 hours required of all elementary candidates)

Required-16-20 semester hours

- EDUC 325 Reading in the Elementary School (4)
- EDUC 326 Mathematics in the Elementary School (2)
- EDUC 408 Language Arts in the Elementary School (2)
- EDUC 410 Science/Health in the Elementary School (2)
- EDUC 412 Social Studies in the Elementary School (2)
- ARTD 341 Elementary Art Education (2)
- or
- EDUC 457 The Arts, Media and Technology (2)
- MUSI 341 Music in the Elementary School (1-4)
- PHED 322 Physical Education in the Elementary School (1-4)

#### SECONDARY PREPARATION

##### General requirements

In addition to the general university requirements in all curricula, certain specific requirements for general education must be met.

1. Anthropology/History 210, Global Perspectives (recommended) or Anthropology 102, Culture and Society, must be taken.
2. Computer Science 322, Microcomputers in the Classroom, must be taken (Physical Education and Music Education degree majors excepted).
3. Minimum grade requirements include a cumulative grade point average of 2.50 for the following:
  - a. Entrance to professional sequence.
  - b. Enrollment in any course in professional education.
  - c. Graduation and/or certification.
4. Grades of C or higher in the following:
  - a. All courses in majors and minors.
  - b. English 101, Psychology 101, Anthropology/History 210 or Anthropology 102.
  - c. Computer Science 322.
5. Grades of B- or higher in Secondary Professional Sequence courses in order to continue in the program.

#### Professional Education Sequence, Secondary Education (minimum of 30 semester hours)

- EPSY 261 Human Relations Development (3) (Prerequisite: Admission to the sequence)
- EDUC 262 Foundations of Education (3) (Prerequisite: Admission to the sequence and concurrent enrollment in EPSY 261)
- EDUC 263 School Observation (1) (Prerequisite: Admission to the sequence and concurrent enrollment in EDUC 262)
- EPSY 361 Psychology for Teaching (3) (Prerequisite: EPSY 261)
- SPED 362 Teaching for Individual Differences—Secondary (4) (Prerequisite: EPSY 261)
- EDUC 44X Subject Area Methods (3) (Prerequisites: EDUC 262, 263, EPSY 261, 361, SPED 362)
- EDUC 461 General Teaching Methods—Secondary (3) (Prerequisites: EPSY 261, EDUC 262, concurrent enrollment in EDUC 462)



- EDUC 462 Teacher Assisting — Secondary (1) (Prerequisites: EPSY 261, EDUC 262, concurrent enrollment in EDUC 461)
- EDUC 468 Student Teaching — Secondary (9) (Prerequisites: EPSY 261, 361, EDUC 262, 263, 461, 462, SPED 362, senior standing, cumulative GPA of 2.50 or higher; a valid first aid card must be on file before student teaching placement can be finalized)

**Recommended Sequences****Undergraduate Students**

EDUC 263, 264 EPSY 261	7 hours
EPSY 361, SPED 362	7 hours
EDUC 461, 462, 44X	7 hours
EDUC 468	9 hours

**Graduate Students (with B.A./B.S. degrees)**

EPSY 261, EDUC 262, 263	7 hours
EPSY 361, EDUC 461, 462, SPED 362	11 hours
EDUC 44X, 468	12 hours

**OPTIONAL ENDORSEMENT PROGRAMS**

The following specialized programs in education are available to all students pursuing teacher certification. Students desiring to work toward a specialized program should consult an adviser in the School of Education for assistance in planning their program.

**READING—16 semester hours****Requirements:**

EDUC 253	Child Development and Schools
EDUC 325	Reading in the Elementary School
EDUC 408	Language Arts in the Elementary School (2)
EDUC 420	Problems of Reading in the Secondary School (2)
EDUC 479	Special Techniques in Reading (4)
EDUC 483	Primary Reading (2)
ENGL 363	Children's Literature (4)
Electives	minimum of 4 semester hours chosen in consultation with an adviser before registration.

**ACADEMIC PREPARATION**

A major from those listed must be completed. Completion of a teaching major/minor in a second academic area is strongly recommended. (Students do not major in education.) Teaching majors are offered in the following areas: anthropology, art, biology, chemistry, Chinese, computer science, drama, earth sciences, economics, English, French, German, health, history, journalism, language arts, Latin, mathematics, music, Norwegian, physical education, physics, political science, psychology, science, social studies, sociology, speech, and Spanish.

The majors and minors in the elementary and secondary education programs have been revised because of changes in the Washington Administrative Code. Except in the areas of English/language arts, science, and social studies, the elementary major fulfills areas of study required by the State for endorsement. See an education adviser for current information.

**PREPARATION FOR SENIOR HIGH SCHOOL TEACHING:**

Students preparing for senior high teaching must complete approximately 32-69 semester hours in the academic area in which they plan to teach. A minor in a second teaching area is recommended. Students may also find it advantageous to their career goals to 1) develop skills in one or more coaching areas in response to Title IX legislation, and 2) develop competencies in special education in response to federal special education legislation. In all cases, students must discuss their program with an adviser from the School of Education.

**PREPARATION FOR K-12 TEACHING:** Students preparing for K-12 teaching in art, music, or physical education must have student teaching experience and course work in methodology on both the elementary and secondary levels. Detailed information regarding K-12 certification is available in the School of Education office.

**ELEMENTARY EDUCATION MINOR**

Students preparing for elementary classroom teaching should choose one of the following options:

**Cross-Disciplinary Studies****12 hours required**

Select 12 hours from:

- Children's Literature
- Speech
- Geography
- Computers in Education
- Child Development

**Special Education****18 hours required**

(see listing under Optional Endorsement Programs)

**Reading****16 hours required**

(see listing under Optional Endorsement Programs)

**Mathematics****12 hours required****THE INITIAL CERTIFICATE**

The *Initial Certificate* is valid for a four-year period and may be renewed for an additional three years by meeting the following requirements.

**RENEWAL REQUIREMENTS**

- In order to be eligible to renew or have an initial certificate reissued, an individual must have completed all coursework requirements for continuing certification or have completed 10 semester (15 quarter) hours of study since the issuance of the MOST RECENT initial certificate in the role for which renewal or reissuance is being sought. (WAC 180-79-065)(1)(a) The individual must also meet the recency requirement described below. In some cases the same credits may apply to both the renewal/reissuance requirement and the recency requirement.
- In order to be eligible to obtain, renew, or have an initial certificate reissued, the individual must have completed 10 semester (15 quarter) hours within the seven years preceding application for the initial certificate. The recency requirement does not apply to individuals who are seeking the continuing certificate. (WAC 180-79-065)(3)
- An individual must file an approved Continuing Certificate Study Plan in the School of Education.
- An individual must complete the renewal application form and send it to the School of Education, with the \$15 renewal fee (check should be made payable to Pacific Lutheran University).
- An individual must have a copy of his or her Initial Certificate on file in the School of Education.

**SPECIAL EDUCATION (K-12)**

The 26 semester hour teaching major and 18 semester hour minor must be taken in conjunction with an academic teaching major. Students completing this major along with the required professional education sequence for elementary or secondary teachers will be recommended for an endorsement in special education. Students not majoring in education may be excused from the requirements of taking Education 253 or Educational Psychology 261/Education 262.

**Major — (26 hours minimum)****I. Required Courses — Minimum of 21 hours**

SPED 190	Exceptional Children and Adults (3)
SPED 290	Introduction to Learning Disabilities (3)
SPED 390	Introduction to Developmental Disabilities (3)
SPED 393	Introduction to Behavior Disorders (3)
SPED 398	Assessment in Special and Remedial Education (3)
SPED 399	Practicum in Special Education (2)
SPED 407	Curriculum and Instruction for Learners with Special Needs (4)

**II. Elective Courses — Minimum of 5 hours**

SPED 191	Observation in Special Education (1)
SPED 296	Introduction to Health and Physical Disabilities (2)
SPED 395	Introduction to Language Development and Disorders (2)
SPED 403	Parent/Professional Partnership in Special Education (2)
SPED 408	Career and Vocational Education for Students with Special Needs (2)
SPED 475	Supervising Para-Professionals and Volunteers (1)
SPED 479	Special Techniques in Reading (4)
SPED 490	Early Learning Experiences for Special Needs Children (2)
SPED 492	Methods of Teaching Special Needs Children (2)
SPED 494	Computer Application in Special Education (2)

**III. Student Teaching (Required) — Minimum of 6 hours**

SPED 438	Student Teaching in Elementary Special Education (6)
SPED 439	Student Teaching in Secondary Special Education (6)

**Minor — (18 hours minimum)****I. Required Courses - Minimum of 14 hours**

SPED 190	Exceptional Children and Adults (3)
SPED 290	Introduction to Learning Disabilities (3)
SPED 398	Assessment in Special and Remedial Education (3)
SPED 399	Practicum in Special Education (1)
SPED 407	Curriculum and Instruction for Learners with Special Needs (4)



**II. Elective Courses — Minimum of 4 hours**

SPED 296	Introduction to Health and Physical Disabilities (2)
SPED 390	Introduction to Developmental Disabilities (3)
SPED 393	Introduction to Behavior Disorders (3)
SPED 395	Introduction to Language Development and Disorders (2)
SPED 399	Practicum in Special Education (1)
SPED 403	Parent/Professional Partnership in Special Education (2)
SPED 408	Career and Vocational Education for Students with Special Needs (2)
SPED 475	Supervising Para-Professionals and Volunteers (1)
SPED 490	Early Learning Experiences for Special Needs Children (2)
SPED 494	Computer Application in Special Education (2)

Please note—Special Education 190 is a prerequisite to ALL special education coursework. Education 253 or Educational Psychology 261/Education 262 is a prerequisite for ALL courses beyond Special Education 190. Students not majoring in education may be excused from this requirement.

**EARLY CHILDHOOD-SPECIAL EDUCATION**

See graduate catalog.

**LEARNING RESOURCE SPECIALIST (Preparation of School Librarians)**

16 semester hours

Students interested in preparing for the responsibility of administering a school library may meet suggested standards through the following program:

**Prerequisite:** EDUC 253 or EPSY 261/EDUC 262, or teacher certification.

**Required:**

EDUC 451	Administration of the School Library (2)
EDUC 452	Basic Reference Materials (2)
EDUC 453	Processing School Library Materials (2)
EDUC 454	Selection of Learning Resource Materials (2)
EDUC 457	The Arts, Media and Technology (2)
EDUC 580	Curriculum Development (2)

**Electives:**

EDUC 456	Storytelling (2)
ENGL 363	Children's Literature (4)
*EDUC xxx	Teaching Methods for School Librarians (2)
*EDUC xxx	Young Adult Literature (2)

\* Subject to approval

**CONVERTING TO THE CONTINUING CERTIFICATE Requirements**

Two consecutive years of at least half-time teaching experience in an assignment with the same employer, e.g., school district, state agency, college/university, or private school. (Half-time means the equivalent of 90 full days each year, or half a day for a full year).

**Procedures**

- Apply for admission to the Continuing Certificate Program
    - as a post baccalaureate student.\*  
Persons selecting to take this fifth year of college work must complete all requirements before September 1, 1992.
    - as a graduate student.\*  
Persons interested in working toward a master's degree and Continuing Certificate concurrently should contact the Education Office and the Graduate Office for advising.
- \* Beginning September 1, 1992 a fifth year of college work will no longer be sufficient to obtain a continuing certificate. A master's degree will be required.

**Coursework**

- A minimum of 30 semester hours (45 quarter hours) of coursework must be completed after the bachelor's degree, distributed as follows:
  - The following courses are needed to meet the requirements for continuing certification:
 

EDUC 515	Professional Seminar	(2)
EDUC 516	Teacher Supervision	(1)
EDUC 544	Research and Program Evaluation	(2)
  - Effective August 31, 1988, all continuing certificate candidates must have completed at least two endorsements.
  - Elective credits to complete the required 30 semester hours.
- 14 semester hours must be earned after at least one year (180 days) of teaching.
- A minimum of 15 semester hours must be taken at PLU.
- A minimum GPA of 2.0 is required for each course taken for the certificate ("P" and "S" grades are acceptable).

- All course work must be upper division (321-499 level) or graduate level unless it is used to add a new endorsement to the certificate which must be completed before issuance of the continuing certificate.
- Usually, all courses must be taken through accredited four-year institutions (see adviser).\*
- Education courses taught in Washington by out-of-state institutions or agencies are not acceptable for the Continuing Certificate unless approved by the Washington Professional Education Certification Office.

\* Substitutes require approval of Program Director.

**UPON COMPLETION OF ALL CONTINUING CERTIFICATE REQUIREMENTS:****Procedures:**

- Verify completion of all other certification requirements with the Continuing Certification adviser.
  - Obtain the State of Washington Institutional Application for a Teacher's Certificate from the School of Education and State Patrol clearance form.\*
  - Submit to the School of Education verification of one year of teaching experience completed before taking the last 14 semester hours.
  - Complete the required State of Washington verification forms, obtained from and submitted to the School of Education.
  - Verify completion of all other certification requirements with an adviser.
  - Complete the application form and return it and a copy of the verified State Patrol clearance form\* to the School of Education with a \$70 fee (check should be payable to Pacific Lutheran University).
- NOTE: 150 clock hours of inservice credits (or academic equivalent) must be completed every five years to maintain a valid continuing certificate.**

\* Required if certificate has expired.

**PRINCIPAL'S AND PROGRAM ADMINISTRATOR'S CERTIFICATE**

Preparation programs leading to certification at the initial and continuing levels for school and district-wide program administrators are available through the School of Education. Specific requirements for the certificates are identified in handbooks available upon request. Master's degrees in educational administration are described in the Graduate Catalog, which can be obtained from the Office of Graduate and Continuing Studies.

**CERTIFICATION REQUIREMENTS FOR SCHOOL COUNSELORS AND SCHOOL NURSES**

Educational Staff Associate certification for school counselors or for school nurses is individually designed through a Professional Education Advisory Board consisting of a school district, related professional associations, and Pacific Lutheran University. For information regarding counselor certification, contact the School of Education. For information regarding school nurse certification, contact the School of Nursing (535-8872).

**ANTHROPOLOGY**

- State endorsement requirements:** 1) Cultural anthropology, 2) Physical anthropology, 3) Archaeology.
- Secondary teaching major:** 32 semester hours required. Anthropology 101, 102, 354, 480. 4 hours from Anthropology 220, 230, 270, 330, 336, 340, 345. 4 hours from Anthropology 210, 350, 360, 375, 380, 392. 8 hours from Anthropology 103, 332, 365, 370, 465.
- Secondary teaching minor:** 20 semester hours required. Anthropology 101, 102. 8 hours from Anthropology 210, 220, 230, 270, 330, 336, 340, 345, 354. 4 hours from Anthropology 103, 332, 365, 370, 465.
- Elementary teaching major:** 24 semester hours required. Anthropology 101, 102, 354. 8 hours from Anthropology 210, 220, 230, 270, 330, 336, 340, 345. 4 hours from Anthropology 103, 332, 365, 370, 465.

**ART**

- State endorsement requirements:** 1) Art history or criticism, 2) Aesthetics or philosophy of art, 3) Drawing, 4) Painting, 5) Sculpture, 6) Instructional methods in art.
- K-12 teaching major:** 32 semester hours required. Art 160, 226, 230, 250, 365. 8 hours from Art 196, 255, 326, 328, 355, 370. 4 hours from Art 110, 180, 181, 380, 386.
- Art minor:** 24 semester hours required. Art 160, 250, 365. 4 hours from Art 196, 230, 255, 326, 328, 335, 370. 4 hours from Art 180, 181. 4 hours from Art 110, 380, 386.
- Elementary teaching major:** 24 semester hours required. Same as art minor.



**BIOLOGY**

**State endorsement requirements:** 1) Genetics, 2) Ecology or evolution theory, 3) Botany, including laboratory experience, 4) Zoology, including laboratory experience, 5) Laboratory management and safety, 6) Science technology and society or bioethics.

**Secondary teaching major:** 41 semester hours required. Biology 161, 162, 323, 340. Biology 201 or 328, 424 or 475, 324 or 326, 331 or 346 or 407. 4 hours of electives from Biology 205 or above. Required supporting: Chemistry 105 or 115.

**Secondary teaching minor:** 25 semester hours required. Biology 161, 162, 323. 8 hours of electives from Biology 201 or above. Required supporting: Chemistry 105 or 115.

**Elementary teaching major:** 25 semester hours required. Same as secondary teaching minor.

**CHEMISTRY**

**State endorsement requirements:** 1) Organic chemistry, including laboratory experience, 2) Inorganic chemistry, including laboratory experience, 3) Analytic chemistry, including laboratory experience, 4) Physical chemistry, 5) Laboratory management and safety.

**Secondary teaching major:** 54 semester hours required. Chemistry 115, 116, 321, 331, 332, 333, 334, 341, 342, 343, 344, 403. Required supporting: Math 151, 152, Physics 153, 154, 163, 164.

**Secondary teaching minor:** 26 semester hours required. Chemistry 115, 116, 210, 331, 332, 333, 334. 4 hours from Chemistry 321 or 403.

**Elementary teaching major:** 24 semester hours required. Chemistry 104, 105, 115, 116, 210. 4 hours of electives from Earth Sciences.

**CHINESE**

**State endorsement requirements:** 1) Writing/composition in the designated foreign language, 2) Conversation in the designated foreign language, 3) Reading in the designated foreign language, 4) History and culture of the designated foreign language.

**Secondary teaching minor:** 24 semester hours required. Chinese 101, 102, 201, 202, 351, 371.

**Elementary teaching major:** 24 semester hours required. Same as secondary teaching minor.

**COMPUTER SCIENCE**

**State endorsement requirements:** 1) Computers and society, 2) Computer software, 3) Data structures, 4) Assembly language, 5) Structured programming in BASIC or Logo, 6) Structured programming in one of the high level languages: LISP, C, Pascal, PROLOG, FORTRAN, PL 1, Smalltalk, COBOL, Modula 2, FORTH, RPG.

**Secondary teaching minor:** 24 semester hours required. Computer Science 144, 270, 322, 380, 449. Required supporting: Math 128 or 151. 4 hours from Computer Science 110-210 or 220.

**Elementary teaching major:** 26 semester hours. Same as secondary teaching minor, plus 2 hours from Special Education 494.

**DRAMA**

**State endorsement requirements:** 1) Acting skills, 2) Theater production, 3) Theater history or history of drama, 4) Creative drama, 5) Theater directing.

**Secondary teaching major:** 32 semester hours required. Communication Arts 151, 160, 241, 250, 352, 357, 363 or 364, 454.

**Secondary teaching minor:** 20 semester hours required. Communication Arts 151, 250. 4 hours from Communication Arts 160, 363, 364. 8 hours from Communication Arts 351, 352, 454, 458.

**Elementary teaching major:** 24 semester hours required. Communication Arts 151, 160, 250. 8 hours from Communication Arts 351, 352, 454, 458. 4 hours of electives.

**EARTH SCIENCES**

**State endorsement requirements:** 1) Physical geology, 2) Historical geology, 3) Environmental geology, 4) Oceanography, 5) Astronomy, 6) Meteorology.

**Secondary teaching major:** 45-46 semester hours required. Earth Sciences 131, 132, 202, 222, Natural Science 206. 12-13 hours from Earth Sciences 323, 324, 325, 327, 328, 330, 333, 334, 341. Chemistry 104 or 115. Physics 125, 135. 4 hours from Math 140 or Computer Science 115 or Computer Science 144 or Computer Science 220.

**Secondary teaching minor:** 20 semester hours required. Earth Sciences 131, 132, 202, 222, Natural Sciences 206.

**Elementary teaching major:** 24 semester hours required. Same as secondary teaching minor with 4 additional hours of earth sciences electives.

**ECONOMICS**

**State endorsement requirements:** 1) Macroeconomics, 2) Microeconomics, 3) History and/or development of economic thought.

**Secondary teaching major:** 32 semester hours required. Economics 150, 351, 352, 486. 8 hours from Economics 343, 344, Statistics 231, Math 334, 341, Business Administration 281, or an elective in computer science. 8 hours of electives in economics, 4 hours of which may be statistics and/or including Economics 399, 490, 491, 492, 493 for variable credit.

**Secondary teaching minor:** 20 semester hours required. Economics 150, 351, 352, 486. 4 hours of electives in economics, which may include statistics.

**Elementary teaching major:** 24 semester hours required. Same as secondary teaching minor with 4 additional hours of electives in economics or statistics.

**ENGLISH**

**State endorsement requirements:** 1) American literature, 2) English literature, 3) Comparative literature, 4) Linguistics or structure of language, 5) Writing/composition.

**Secondary teaching major:** 32 semester hours required beyond English 101. English 241, 251, 252, 328, 403. 4 hours from English 342, 343, 381, 384, 389, 390, 391, 392. 4 hours from English 382, 383, 440, 451, 452. 4 hours from English 216, 217, 218, 231, 345, 363, 365. All majors must present two years of one foreign language at the college level or show equivalent proficiency.

**Secondary teaching minor:** 20 semester hours required beyond English 101. English 241, 251 or 252, 328, 403. 4 hours from English 216, 217, 218, 231, 345, 363, 365.

**Elementary teaching major:** 24 semester hours required beyond English 101. English 241, 251 or 252, 328, 363, 403. 4 hours of electives in English.

**ENGLISH/LANGUAGE ARTS**

**State endorsement requirements:** 1) Drama, 2) Speech, 3) Journalism.

**Secondary Teaching major:** 44 semester hours required. English 241, 251 or 252, 328. 4 hours from English 403 or Languages 200. 4 hours from English 216, 217, 218, 231, 365. 8 hours in speech from Communication Arts 123, 241, 328, 330, 436, 450. 8 hours in drama from Communication Arts 151, 250, 352, 458. 8 hours in journalism from Communication Arts 283, 380, 381, 388.

**Elementary teaching major:** 24 semester hours required. English 241, 251 or 252, 328. 4 hours from English 403, Languages 200. 4 hours from English 363, 365. 4 hours from Communication Arts 123, 241, 330, 450, 458.

**FRENCH**

**State endorsement requirements:** 1) Writing/composition in the designated foreign language, 2) Conversation in the designated foreign language, 3) Reading in the designated foreign language, 4) History and culture of the designated foreign language.

**Secondary teaching major:** 32 semester hours required beyond French 101-102. French 201, 202, 321, 351, 352, 421, 422, 431 or 432.

**Secondary teaching minor:** 20 semester hours required beyond French 101-102. French 201, 202, 321, 351, 352.

**Elementary teaching major:** 24 semester hours required beyond French 101-102. French 201, 202, 321, 351, 352. 4 hours from upper division French elective.

**GERMAN**

**State endorsement requirements:** 1) Writing/composition in the designated foreign language, 2) Conversation in the designated foreign language, 3) Reading in the designated foreign language, 4) History and culture of the designated foreign language.

**Secondary teaching major:** 32 semester hours required beyond German 101-102. German 201, 202, 321, 322, 351, 352, 421, 422.

**Secondary teaching minor:** 20 semester hours required beyond German 101-102. German 201, 202, 321 or 322, 351, 352.

**Elementary teaching major:** 24 semester hours required beyond German 101-102. German 201, 202, 321 or 322, 351, 352. 4 hours from upper division German elective.

**HEALTH**

**State endorsement requirements:** 1) Substance use and abuse, 2) Wellness and illness, 3) Nutrition, 4) Human physiology, 5) Safety education.

**Secondary teaching minor:** 16 semester hours required. Health 260, 270, 292, 295, 321, 323, 325, 327. 2 hours of electives approved by health coordinator.

**Elementary teaching major:** 24 semester hours required. Same as secondary teaching minor. Physical Education 329 and 6 hours of electives in health education.

**HISTORY**

**State endorsement requirements:** 1) Washington State or Pacific Northwest history and government, 2) United States history, 3) World, Western, or Pacific Rim history or civilizations.



**Secondary teaching major:** 32 semester hours required. 8 hours from History 251, 252, 253. History 107 or 108, 460 or 461, Senior Seminar. 4 hours of electives from non-Western history and 8 hours of upper division electives in history.

**Secondary teaching minor:** 20 semester hours required. 4 hours from History 251, 252, 253. History 107 or 108, 460 or 461. 4 hours of electives from non-Western history and 4 hours of upper division electives in history.

**Elementary teaching major:** 24 semester hours required. Same as secondary teaching minor. **Anthropology 354.**

#### JOURNALISM

**State endorsement requirements:** 1) News and feature writing, 2) Copy editing, 3) News production, 4) Copy makeup and design, 5) Legal rights and liabilities of the press.

**Secondary teaching major:** 32 semester hours required. Communication Arts 123, 233, 271, 283, 380, 381, 384, 388. 4 hours of electives.

**Secondary teaching minor:** 20 semester hours required. Communication Arts 123, 271, 283, 380, 381.

**Elementary teaching major:** 24 semester hours required. Communication Arts 123, 271, 283, 380, 381, 384, 388.

#### LATIN

**State endorsement requirements:** 1) Writing/composition in the designated foreign language, 2) Conversation in the designated foreign language, 3) Reading in the designated foreign language, 4) History and culture of the designated foreign language.

**Secondary teaching minor:** 24 semester hours required. Latin 101, 102, 201, 202. Classics 250 or 322. 4 hours from upper division Latin elective.

**Elementary teaching major:** 24 semester hours required. Latin 101, 102, 201, 202, Classics 250, 322.

#### MATHEMATICS

**State endorsement requirements:** 1) Euclidean geometry, 2) Non-Euclidean geometry, 3) Differential calculus, 4) Integral calculus, 5) Discrete mathematics (a combination of at least two of the following: probability, statistics, combinatorics, business applications, logic, set theory, functions).

**Secondary teaching major:** 38-42 semester hours required. Math 151, 152, 253, 321, 331. 4 hours of electives from Math 325 or above or Computer Science 320 or above. 4 hours from Math 341 or 433. 2-4 hours from Computer Science 110 or 144. Required supporting: 8-10 hours from a two-course sequence in natural sciences other than mathematics or computer science.

**Secondary teaching minor:** 20-24 semester hours required. Math 151, 152, 321. 2-4 hours from Math 230 or 331. 4 hours from Math 245, 341, 433. 2-4 hours from Computer Science 110, 144, 220.

**Elementary teaching major:** 24 semester hours required. Same as secondary teaching minor with additional elective hours in mathematics, if necessary.

#### MUSIC

**State endorsement requirements:** 1) Score reading, 2) Music theory, 3) Music history and/or culture, 4) Conducting, 5) Instructional music, 6) Instructional methods in general music.

See the requirements for the degree Bachelor of Music Education (B.M.E.), as listed under Music in this catalog:

B.M.E. — K-12 Choral

B.M.E. — K-12 Instrumental (Band Emphasis)

B.M.E. — K-12 Instrumental (Orchestra Emphasis)

**Elementary teaching major:** 24 semester hours required. Music 121, 123, 125, 221, 230, 248, 326 or 353, 341, 345, 348. 2 hours from Music 241-246. 2 hours from Music 360-380. 2 hours of private instruction.

#### NORWEGIAN

**State endorsement requirements:** 1) Writing/composition in the designated foreign language, 2) Conversation in the designated foreign language, 3) Reading in the designated foreign language, 4) History and culture of the designated foreign language.

**Secondary teaching major:** 32 semester hours required. Norwegian 101, 102, 201, 202, 351, 352. 4 hours from upper division elective in Scandinavian culture and 4 hours from upper division elective in Scandinavian literature.

**Secondary teaching minor:** 24 semester hours required. Norwegian 101, 102, 201, 202, 351. 4 hours from upper division elective in Scandinavian culture.

**Elementary teaching major:** 24 semester hours required. Same as secondary teaching minor.

#### PHYSICAL EDUCATION

**State endorsement requirements:** 1) Care and prevention of student injury, including first aid, 2) Kinesiology, 3) Exercise physiology, 4) School physical education, sports, or athletic law, 5) Sociology and/or psychology of sports, 6) Instructional

methods in physical education for the handicapped, 7) Instructional methods in physical education.

**K-12 teaching major:** 53 semester hours required. Biology 205, 206, Health Education 281, Physical Education 277, 283, 285, 286, 287, 288, 322, 328, 329, 345, 478, 480, 481, 482, 484, 485.

**K-12 teaching minor:** 18 semester hours required. Health Education 281, Physical Education 283, 322, 328, 334, 345. 4 hours from Physical Education 285, 286, 287.

**Elementary academic major:** 23 semester hours required: Health Education 281, Physical Education 283, 288, 322, 328, 334, 345. 8 hours from Physical Education 285, 286, 287.

#### PHYSICS

**State endorsement requirements:** 1) Mechanics, including laboratory experience, 2) Electricity and magnetism, including laboratory experience, 3) Light and sound, including laboratory experience, 4) Thermodynamics, modern physics, or astronomy.

**Secondary teaching major:** 42 semester hours required. Physics 153, 154, 163, 164, 223, 331, 336, 351, 354, Math 151, 152, 253.

**Secondary teaching minor:** 25-26 semester hours required. 10 hours from Physics 125, 126, 135, 136 or 153, 154, 163, 164. 7-8 hours from Physics 205, 223, 331, 336, 341/347, 351 or Chemistry 341, Physics 354, Natural Sciences 206. Required supporting: Math 151, 152.

**Elementary academic major:** 25-26 semester hours required. Same as secondary teaching minor.

#### POLITICAL SCIENCE

**State endorsement requirements:** 1) American government, 2) International relations or studies, 3) Comparative government or political systems, 4) Political theory.

**Secondary teaching major:** 32 semester hours required. Political Science 101, 151. 8 hours from Political Science 345, 354, 361, 363, 364, 368, 371, 372, 373. 4 hours from Political Science 210, 231, 331, 338. 4 hours from Political Science 381, 384, 385, 386, 387. 4 hours from Political Science 325, 326. 4 hours of electives in political science.

**Secondary teaching minor:** 24 semester hours required. Political Science 101, 151. 4 hours from Political Science 345, 354, 361, 363, 364, 368, 371, 372, 373. 4 hours from PolS 210, 231, 331, 338. 4 hours from Political Science 381, 384, 385, 386, 387. 4 hours from Political Science 325, 326.

**Elementary teaching major:** 24 semester hours required. Same as secondary teaching minor.

#### PSYCHOLOGY

**State endorsement requirements:** 1) Human behavior, 2) Learning theories, 3) Developmental psychology, 4) Interpersonal psychology.

**Secondary teaching major:** 32 semester hours required. Psychology 101, 243. 4 hours from Psychology 345, 460. 4 hours from Psychology 335 or 403-405. 4 hours from Psychology 325, 330, 333, 355, 430. 12 hours of electives in psychology.

**Secondary teaching minor:** 20 semester hours required. Psychology 101, 243. 4 hours from Psychology 345, 460. 4 hours from Psychology 335 or 403-405. 4 hours from Psychology 325, 330, 333, 355, 430.

**Elementary teaching major:** 24 semester hours required. Same as secondary teaching minor with 4 additional hours of electives in psychology.

#### SCIENCE

**State endorsement requirements:** 1) Chemistry, 2) Physics, 3) Biology, 4) Earth sciences.

**Secondary teaching major:** 63-69 semester hours required. Biology 161, 162, 323, Chemistry 104, 105, Earth Sciences 222, Physics 125, 126, 135, 136 or Physics 153, 154, 163, 164. 8 hours from Earth Sciences 131, 132, 333, 334. A minor is required in one of the following: biology, chemistry, earth sciences, or physics.

**Elementary teaching major:** 24 semester hours required, including 8 hours in life science, 8 hours in physical science, and 8 hours of electives.

#### SOCIAL STUDIES

**State endorsement requirements:** 1) Economics, 2) Anthropology, sociology, or psychology, 3) Geography, 4) Political science.

**Secondary teaching major:** 44 semester hours required. Anthropology 354, Economics 150, History 107 or 108, 251 or 252 or 253, 460, Political Science 151, Sociology 101, 4 hours in non-Western history, 4 hours of upper division political science. 8 hours of upper division electives chosen from two of the following disciplines: anthropology, economics, psychology, or sociology.

**Elementary teaching major:** 24 semester hours required. Anthropology 354, History 251 or 252 or 253, 460. 4 hours from History 107 or 108 or non-Western history. 8 hours of electives from anthropology, economics, political science, psychology, or sociology.



**SOCIOLOGY**

**State endorsement requirements:** 1) Group behavior, 2) Social institutions, 3) Social process, 4) Theory and history of sociology.

**Secondary teaching major:** 32 semester hours required. Sociology 101, 396, 397. 8 hours from Sociology 240, 336, 386, 440. 8 hours from Sociology 330, 340, 351, 380, 391, 433. 4 hours from Sociology 260, 341, 350, 395.

**Secondary teaching minor:** 20 semester hours required. Sociology 101, 396, 397. 4 hours from Sociology 330, 336, 340, 351, 380, 391, 443. 4 hours from Sociology 240, 291, 336, 350, 386, 395, 440.

**Elementary teaching major:** 24 semester hours required. Same as secondary teaching minor with 4 additional hours of electives in sociology.

**SPANISH**

**State endorsement requirements:** 1) Writing/composition in the designated foreign language, 2) Conversation in the designated foreign language, 3) Reading in the designated foreign language, 4) History and culture of the designated foreign language.

**Secondary teaching major:** 32 semester hours required beyond Spanish 101-102. Spanish 201, 202, 321, 322, 351, 352. 8 hours from Spanish 421, 422, 431, 432.

**Secondary teaching minor:** 20 semester hours required beyond Spanish 101-102. Spanish 201, 202, 321 or 322, 351, 352.

**Elementary teaching major:** 24 semester hours required beyond Spanish 101-102. Spanish 201, 202, 321, 322, 351, 352.

**SPECIAL EDUCATION**

**State endorsement requirements:** 1) Exceptionality, 2) Alternative delivery system and strategies for special education, 3) Student assessment and evaluation, 4) Procedural and substantive legal issues in special education, 5) Instructional methods in special education.

**K-12 teaching major:** 26 semester hours required. Special Education 190, 290, 390, 393, 398, 399, 407. 5 hours from Special Education 191, 296, 395, 403, 408, 475, 479, 490, 492, 494. Majors must also register for 6 hours of special education student teaching (Sped 438 or 439) in addition to 8 hours of elementary or secondary student teaching (Educ 434 or 466).

**Special education minor:** 18 semester hours required. Special Education 190, 290, 398, 399, 407. 4 hours from Special Education 296, 390, 393, 395, 399, 403, 408, 475, 490, 494.

**SPEECH**

**State endorsement requirements:** 1) Public speaking, 2) Debate, 3) Group process, 4) Interpersonal communication.

**Secondary teaching major:** 34 semester hours required. Communication Arts 123, 233, 236, 283, 326, 328, 330, 435, 436.

**Secondary teaching minor:** 18 semester hours required. Communication Arts 123, 236, 326, 328, 330.

**Elementary teaching major:** 24 semester hours required. Same as secondary teaching minor with six additional hours of electives.

**COURSE OFFERINGS****253 CHILD DEVELOPMENT AND SCHOOLS**

Introduction to the nature of schools and teaching in contemporary society; overview of human development with special emphasis on intellectual, social, emotional, and physical development of elementary age children in a school setting. Weekly public school observations required with students responsible for their own transportation. Prerequisites: ENGL 101, PSY 101, sophomore standing, 2.50 GPA, writing and math skills assessment. Also available as independent study (253 IS) for 1-4 credits, if approved by faculty, for students with extensive background or experience in schools and development. (4)

**262 FOUNDATIONS OF EDUCATION**

Introduction to teaching; historical, philosophical, social, political, ethical, and legal foundations. Federal and state legislation for special populations. Prerequisites: ENGL 101, PSYC 101, test scores, sophomore standing, cumulative GPA of 2.50. (3)

**263 SCHOOL OBSERVATION**

Graded observation in schools. Concurrent with 262. (1)

**321 HUMAN DEVELOPMENT**

Emotional, social, intellectual, and physiological development from infancy through adolescence. A weekly four-hour observation in the public school is required. (Individually assigned.) Students responsible for their own transportation. Prerequisites: PSY 101, ENGL 101, junior standing, 2.50 GPA. (2-4)

**322 GENERAL METHODS-PRIMARY**

Competencies will be developed for teaching in grades K-3, with observation and participation in public schools. Prerequisites: 253 or 321. 2.50 GPA (4)

**323 GENERAL METHODS-UPPER ELEMENTARY**

Competencies will be developed for teaching in grades 4-6, with observation and participation in public schools. Prerequisites: 253 or 321. 2.50 GPA. (4)

**324 GENERAL METHODS-ELEMENTARY**

Competencies will be developed for teaching in grades K-6. Extended experience and participation in public school classrooms will be provided. Prerequisites: 253 or 321, MATH 323, and concurrent enrollment in courses 325, 326, 408, 410, 412. 2.50 GPA. (4)

**325 READING IN THE ELEMENTARY SCHOOL**

Teaching reading in elementary grades, including modern approaches, materials, methods, techniques, procedures, and some diagnosis of reading difficulties. Prerequisites: 322-324 or concurrently with 322-324. 2.50 GPA. (4)

**326 MATHEMATICS IN THE ELEMENTARY SCHOOL**

Basic mathematical skills and abilities needed by the elementary school teacher; recent developments and materials. Prerequisites: 253, MATH 323 or equivalent. 2.50 GPA. (2)

**341 PHILOSOPHY OF VOCATIONAL EDUCATION**

Objectives of high school business education programs, the business curriculum, layout and facilities planning, the evaluation of business teachers and competence for business occupations. Examination of information resources and current thought in business education, cooperative education, and distributive education. Prerequisite: EDUC 425 is recommended. (2)

**342 METHODS OF TEACHING TYPING**

Application of research findings and psychological principles to the teaching of typing. Prerequisites: advanced typing and EDUC 425 (may be concurrent). (2)

**343 METHODS OF TEACHING BOOKKEEPING**

Application of research findings and psychological principles to the teaching of bookkeeping. Prerequisites: EDUC 425 (may be concurrent) and BA 281. (1)

**344 METHODS OF TEACHING GENERAL BUSINESS SUBJECTS**

Application of research findings and psychological principles to the teaching of general business, consumer economics, economics, business law, business mathematics, and business communications subjects. Prerequisites: EDUC 425 (may be concurrent), ECON 150, and BA 281. (1)

**345 METHODS OF TEACHING SECRETARIAL SUBJECTS**

Application of research findings and psychological principles to the teaching of shorthand, office practice, simulation, word processing, and related subjects. Prerequisites: EDUC 425 (may be concurrent), advanced typing, and advanced shorthand. (1)

**401 WORKSHOPS**

Workshops in special fields for varying periods of time. (1-6)

**408 LANGUAGE ARTS IN THE ELEMENTARY SCHOOL**

The functional teaching of communication skills, grades K-6; areas include oral and written expression, listening, reading, literature, dramatization, spelling, grammar, handwriting, children's language study, vocabulary development, and lexicography. Prerequisite: 253. 2.50 GPA and 322-324 or concurrently with 322-324. (2)

**410 SCIENCE/HEALTH IN THE ELEMENTARY SCHOOL**

Incorporates materials and methods necessary to illustrate interactive, process-oriented teaching of science and health. Two-day, overnight field trip included. (2)

**412 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**

Objectives, materials, and methods of teaching the social studies; recommended to student teachers and experienced teachers. Prerequisite: 253. 2.50 GPA. (2)





**420 PROBLEMS OF READING IN THE SECONDARY SCHOOL**

Teaching secondary reading in content areas; attention to developmental reading problems; materials, methods, techniques, procedures, and some observation and diagnosis of reading difficulties. Prerequisite: 251; taken concurrently with 425 and 434. (2)

**421 TEACHERS AND THE LAW**

A brief study of students', parents', and teachers' rights and responsibilities with some emphasis on the question of liability. (1)

**430 STUDENT TEACHING-PRIMARY (SINGLE)**

Teaching in classrooms of local public schools under the direct supervision of the School of Education faculty and classroom teachers. Prerequisites: 253 or 321, 322 or 324, 325, 326, 408, 410, 412, art, music, and physical education methods. 2.50 GPA. concurrent enrollment in 435. (10)

**432 STUDENT TEACHING-UPPER ELEMENTARY (SINGLE)**

Teaching in classrooms of local public schools under the direct supervision of School of Education faculty and classroom teachers. Prerequisites: 251 or 321, 323 or 324, 325, 326, 408, 410, 412, art, music, and physical education methods. 2.50 GPA. Concurrent enrollment in 425. (10)

**434 STUDENT TEACHING-ELEMENTARY (DUAL)**

Designed for persons who do dual student teaching. Ten weeks of teaching in classrooms of local public schools under the direct supervision of School of Education faculty and classroom teachers. Prerequisites: EDUC 253 or 321; 322, 323, or 324; and 325, 326, 408, 410, and 412, art, music, and physical education methods. 2.50 GPA. Concurrent enrollment in 435. (8)

**435 PROFESSIONAL SEMINAR**

An opportunity for students to share experiences with an exchange of ideas on pupil behavior, curriculum practices, and ways of improving teaching performance. (Must be taken concurrently with 430 or 432.) (2)

**436 ALTERNATE LEVEL STUDENT TEACHING-ELEMENTARY**

A course designed to give some knowledge, understanding, and study of children, subject matter fields, and materials in the student's alternate teaching level plus student teaching on that level. Students who have completed secondary preferred level student teaching should enroll in this course. (6)

**437 ALTERNATE LEVEL STUDENT TEACHING-SECONDARY**

A course designed to give some knowledge, understanding, and study of children, subject matter fields, and materials in the student's alternate teaching level plus student teaching on that level. Students who have completed elementary preferred level student teaching should enroll in this course. Independent study card required. (6)

**44X SUBJECT AREA METHODS**

Instructional strategies, long and short range planning, curriculum, and other considerations specific to the disciplines. Prerequisites: 262, 263, EPSY 261, 361, SPED 362.

**440 ART IN THE SECONDARY SCHOOL (3)****444 ENGLISH IN THE SECONDARY SCHOOL (3)****445 FOREIGN LANGUAGES IN THE SECONDARY SCHOOL (3)****446 MATHEMATICS IN THE SECONDARY SCHOOL (3)****447 SCIENCE IN THE SECONDARY SCHOOL (3)****448 SOCIAL STUDIES IN THE SECONDARY SCHOOL (3)****449 COMPUTER SCIENCE IN THE SECONDARY SCHOOL (2)****451 ADMINISTRATION OF THE SCHOOL LIBRARY**

Library organization and administration in the elementary and secondary schools. G (2)

**452 BASIC REFERENCE MATERIALS**

Those services of a school librarian related to the preservation of all materials which form the sources of reference. G (2)

**453 PROCESSING SCHOOL LIBRARY MATERIALS**

Classification, cataloging, and technical processing of materials. G (2)

**454 SELECTION OF LEARNING RESOURCE MATERIALS**

Criteria, professional literature, and techniques of evaluation of library materials (print and non-print); the librarian's responsibility to faculty, students, and the general public. G (2)

**456 STORYTELLING**

A combination of discovery and practicum in the art of storytelling. Investigates the values and background of storytelling, the various types and forms of stories, techniques of choosing and of telling stories. Some off-campus practice. Demonstrations and joint storytelling by and with instructor. (4)

**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. Exploration of ways to incorporate these techniques into the classroom. Computers, video cameras, book-production, models, animation, cartoons, photography, and posters, along with the standard fare of tape recorders, slide shows, movies, film strips, and overheads are manipulated as media to express a view of the world creatively. (2)

**461 GENERAL TEACHING METHODS—SECONDARY**

Skills and understandings related to decision-making, instructional techniques, evaluation and testing, classroom management, and discipline. Prerequisites: 262, 263; concurrent with 462. (3)

**462 TEACHER ASSISTING—SECONDARY**

Guided instructional assistance and tutoring in schools; concurrent with 461. (1)

**466 STUDENT TEACHING-SECONDARY (DUAL)**

Designed for persons who do dual student teaching. Ten weeks of teaching in the public schools under the direction and supervision of classroom and university teachers. Prerequisites: 251, 425, and EPSY 368. 2.50 GPA. May be taken concurrently with 467. (8)

**467 EVALUATION**

Evaluation of school experiences; problems in connection with development, organization, and administration of tests (standardized and teacher-made). Required of fifth-year students. Prerequisite: student teaching or teaching experience; 251, 253, EPSY 368. May be taken concurrently with student teaching. G (2)

**468 STUDENT TEACHING-SECONDARY**

Teaching in public schools under the direction of classroom and university teachers. Prerequisites: 262, 263, 461, 462; EPSY 261, 361; SPED 362; senior standing; cumulative GPA of 2.50 or higher. (9)

**473 PARENT-TEACHER RELATIONSHIPS**

Issues and skills important in conferencing and parent-teacher relationships. Emphasis on effective communication skills. Special education majors and teachers examine relevant placement processes and parent needs. (2)

**479 SPECIAL TECHNIQUES IN READING**

Individual diagnostic assessment of reading problems using both formal and informal testing techniques. Special instructional methods for remediation for children with reading difficulties. Practicum required. Prerequisite: 325 or equivalent. (4)

**483 PRIMARY READING**

Materials and methods of the primary reading program and its relation to other activities. Prerequisite: teaching experience or concurrently with student teaching. G (2)

**485 THE GIFTED CHILD**

A study of the gifted child, characteristics and problems, and school procedures designed to further development. G (2)

**496 LABORATORY WORKSHOP**

Practical course using elementary-age children in a classroom situation working out specific problems; provision will be made for some active participation of the university students. Prerequisite: conference with the instructor or the dean of the School of Education. G



**497 SPECIAL PROJECT**

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

**501 WORKSHOPS**

Graduate workshops in special fields for varying lengths of time. (1-4)

**503 ON CAMPUS WORKSHOPS IN EDUCATION**

On campus graduate workshops in education for varying lengths of time; enrollment subject to adviser's approval.

**515 PROFESSIONAL SEMINAR; CONTINUING LEVEL, TEACHERS**

The preparation and sharing of selected topics related to the minimum generic standards needs of the individual participants. Required for the continuing level certification of teachers. (2)

**516 TEACHER SUPERVISION**

Identification and development of supervisory skills for teachers who work with other adults in the classroom. Supervision of student teachers, consultants and resource specialists, parent volunteers, classified aides, and peer and cross-age tutors. (1)

**525 CURRENT PRACTICES AND ISSUES IN READING**

To examine current practices and issues in the field of reading as described through educational research. Research findings applied to current classroom practices. Students encouraged to pursue specific areas of interest within the broad area of reading instruction. Prerequisite: 325 or equivalent and teaching experience. (2-4)

**527 PSYCHOLOGY OF READING**

Principles of reading, perception, word recognition, concept development, and meaning in reading. The psychological and physiological aspects of the reading act examined in relationship to successful reading achievement. Prerequisite: 325 or equivalent and teaching experience. (2)

**544 RESEARCH AND PROGRAM EVALUATION**

Knowledge of student and class evaluation techniques; the ability to select and interpret tests; knowledge of research design; the ability to interpret educational research; the ability to identify, locate, and acquire topical research and related literature; and the ability to use the results of research or evaluation to propose program changes. (2)

**545 METHODS AND TECHNIQUES OF RESEARCH**

Seminar in research methods and techniques in education with emphasis on designing a research project in the student's area of interest. Required for M.A. Prerequisites: Admission to the graduate program; 544; minimum of 24 semester hours of coursework leading to the M.A.; consultation with student's adviser. (2)

**550 SCHOOL FINANCE**

Local, state, and federal contributors to school finance, its philosophy and development; the development and administration of a school budget. Prerequisites: Admission to the graduate program; 544. (2)

**551 EDUCATIONAL LAW**

Study of contemporary federal, state, and local statutes, regulations, and case law and their application to public and private schools (K-12). Prerequisites: Admission to the graduate program; 544. (2)

**552 EDUCATIONAL ADMINISTRATION**

Administration and supervision of school personnel, facilities, and programs; with emphasis on the human relationships in that setting. Prerequisite: consultation with the student's adviser. (3)

**554 SEMINAR IN EDUCATIONAL ADMINISTRATION**

The preparation and sharing of selected presentations related to needs of individual participants. Required for continuing certification of principals and program administrators. Registration must take place in the fall semester and participation will be continuous for the academic year. (2)

**555 ADMINISTRATION AND SUPERVISION WORKSHOP**

Differentiated models of supervision based on clinical supervisory models. Supervision of instruction, curriculum, in-service and staff development, support services, and personnel. Teacher evaluation. Prerequisites: Admission to the graduate program; 552; 544; consultation with the student's adviser. (2)

**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. Development of secondary and middle schools from their beginnings to the present. Critical issues in the education scene today. (3)

**558 INTERNSHIP IN EDUCATIONAL ADMINISTRATION**

Internship in educational administration planned with the School of Education in cooperation with selected public school educational administrators. Prerequisite: Admission to the graduate program; completion of the 17-hour Educational Administration Concentration; consultation with the student's adviser. (2-4)

**579 DIAGNOSIS AND REMEDIATION IN READING**

Causative factors relating to reading difficulties; some opportunity to apply remediation techniques, open to those with teaching experience. (2)

**580 CURRICULUM DEVELOPMENT**

Types of curriculum organizations, programs and techniques of curriculum development. Prerequisites: Admission to the graduate program; 544; consultation with the student's adviser. (2)

**585 COMPARATIVE EDUCATION**

Comparison and investigation of certain materials and cultural systems of education throughout the world. (2)

**586 SOCIOLOGY OF EDUCATION**

The nature and functioning of the educational system examined from a sociological perspective. Topics include: education, stratification, and social change; the school as a complex organization; the school as a social institution; and the sociology of learning. (4)

**587 HISTORY OF EDUCATION**

Great educators, educational theories, and educational systems from antiquity to the present. (2)

**589 PHILOSOPHY OF EDUCATION**

Philosophical and theoretical foundations of education. (3)

**590 GRADUATE SEMINAR**

A workshop for all Master of Arts candidates in the School of Education which provides a forum for exchange of research ideas and problems; candidates should register for this seminar for assistance in fulfilling requirement. No credit is given, nor is tuition assessed. (0)

**597 INDEPENDENT STUDY**

Projects of varying length related to educational issues or concerns of the individual participant and approved by an appropriate faculty member and the dean. (1-4)

**598 STUDIES IN EDUCATION**

A research paper or project on an educational issue selected jointly by the student and the graduate adviser. Prerequisites: Admission to the graduate program; 544, 545; minimum of 26 hours of coursework leading to the M.A.; consultation with the student's adviser. (2)

**599 THESIS**

For Master of Arts candidates who elect to write a thesis. The thesis problem will concern an educational issue from the candidate's major field of concentration and will be selected jointly or approved by the candidate's graduate adviser. Prerequisites: Admission to the graduate program; 544, 545; minimum of 26 hours of coursework leading to the M.A.; consultation with the student's adviser. (3-4)

**EDUCATIONAL PSYCHOLOGY****261 HUMAN RELATIONS DEVELOPMENT**

Study and laboratory experiences in the development of human relations skills, especially the core skills of helping needed to facilitate problem-solving and personal academic growth. Prerequisites: ENGL 101, PSYC 101, test scores, sophomore standing, cumulative GPA of 2.50. (3)

**361 PSYCHOLOGY FOR TEACHING**

Principles and research in human development and learning, especially related to teaching and to the psychological growth, relationships, and adjustment of individuals. Prerequisites: EDUC 262, 263; EPSY 261. (3)





**368 EDUCATIONAL PSYCHOLOGY**

Principles and research in human learning and their implications for curriculum and instruction. Prerequisite: EDUC 251, 253. (4)

**501 WORKSHOPS**

Graduate workshops in special fields for varying lengths of time. (1-4)

**512 GROUP PROCESS AND THE INDIVIDUAL**

A human interaction laboratory to facilitate the exploration of the self concept through the mechanisms of interpersonal interactions and feedback. Emphasis placed on the acquisition of skill in self-exploration, role identification, and climate-making. G (2)

**535 FOUNDATIONS OF GUIDANCE**

The focus is on developing an understanding of the services and processes available to assist individuals in making plans and decisions according to their own life pattern. G (4)

**536 AFFECTIVE CLASSROOM TECHNIQUES**

Exploration of various techniques designed to facilitate understanding of self and others; methods for working with students. Prerequisite: student teaching or graduate status. Laboratory experience as arranged. G (2)

**550 BEGINNING PRACTICUM**

Learn and practice the basic counseling skills in a structured and closely supervised environment. Learn through role-plays, observation, counseling clients and feedback via peers, instructor, clients, transcriptions, audio and video tapes. Clients used in this practicum will be relatively high functioning and will usually be seen in an observation room. (3)

**555 PRACTICUM**

In addition to those skills learned in Beginning Practicum, learn and practice various counseling approaches, skills and techniques with individuals from diverse populations in a community or various school settings. In addition to university faculty, there will be on-site supervision by counselors. Prerequisites: EPSY 550 and 561. (3)

**561 BASIC RELATIONSHIPS IN COUNSELING**

A study of the theory, process, techniques, and characteristics of the counseling relationship. A basic course for M.A. students in the Counseling and Guidance program. (4)

**563 PRACTICUM IN GROUP PROCESS AND LEADERSHIP**

A human interaction laboratory which explores interpersonal operations in groups and facilitates the development of self-insight; emphasis on leadership and development of skill in diagnosing individual, group, and organizational behavior patterns and influences. Students will co-facilitate a laboratory group. Prerequisite: EPSY 512. (2)

**565 ADVANCED HUMAN DEVELOPMENT**

A comparative study of human development at various levels through observational assessments using non-standardized instruments: e.g. sociometric scales, autobiographies, interviews, interaction analysis and other appropriate measurements. A practicum (a minimum of one hour each week) is required in a school or appropriate agency. Prerequisite: Fifth year or graduate status. (4)

**569 CAREER GUIDANCE**

A study of careers, theories of choice, and guidance techniques. (4)

**570 FIELDWORK IN COUNSELING AND GUIDANCE**

A culminating practicum of field experience in schools or agencies using theory, skills, and techniques previously learned. A variety of work experiences with both individuals and groups. Students incorporate consultation experience following the Adlerian model. (4)

**575 MENTAL HEALTH**

Basic mental health principles as related to interpersonal relationships. Focus on self-understanding. Laboratory experiences as arranged. (4)

**578 BEHAVIORAL PROBLEMS**

Adlerian concepts provide the basis for observation, motivation, modification, and life style assessment. Skills for assisting people in developing responsibility for their own behavior. Laboratory experience as arranged. (4)

**583 CURRENT ISSUES IN EXCEPTIONALITY**

The characteristics of exceptional students and the counselor's role in dealing with a variety of problems they may have. Learning disabilities, emotional problems, physical problems, and the gifted student. Offered every other interim. G (2-4)

**597 INDEPENDENT STUDY**

Projects of varying length related to educational issues or concerns of the individual participant and approved by an appropriate faculty member and the dean. (1-4)

**598 STUDIES IN EDUCATION**

A research paper or project on an educational issue selected jointly by the student and the graduate adviser. It will be reviewed by the student's graduate committee. (2)

**599 THESIS**

The thesis problem will be chosen from the candidate's major field of concentration and must be approved by the candidate's graduate committee. Candidates are expected to defend their thesis in a final oral examination conducted by their committee. (3-4)

**SPECIAL EDUCATION****190 EXCEPTIONAL CHILDREN AND ADULTS**

Introduction to the needs and characteristics of exceptional children and adults. Federal and state legislation, current issues, and practices of delivering services to individuals with disabilities. Prerequisite for all special education coursework. Required for all elementary education majors. (3)

**191 OBSERVATION IN SPECIAL EDUCATION**

Observation in special education settings in the local area. (1)

**290 INTRODUCTION TO LEARNING DISABILITIES**

Overview of the field of learning disabilities, including concepts, assessment, and instructional practices. Prerequisite: EDUC 253 or EPSY 261/EDUC 262 or consent of instructor. (3)

**296 INTRODUCTION TO HEALTH AND PHYSICAL DISABILITIES**

Study of physiological, social, and educational need of individuals with orthopedic or health problems. (2)

**NOTE: PREREQUISITES FOR 300/400 LEVEL SPECIAL EDUCATION:** EDUC 253 or EPSY 261/EDUC 262 or consent of instructor. Students not majoring in education may be excused from this requirement.

**362 TEACHING FOR INDIVIDUAL DIFFERENCES-SECONDARY**

Curriculum modification and teaching and management methods for working effectively with exceptional learners in regular classrooms. (4)

**390 INTRODUCTION TO DEVELOPMENTAL DISABILITIES**

A study of the emotional, social, physical, and mental characteristics of individuals with developmental disabilities, including methods of assessing and teaching from medical, psychological, social, and educational points of view. (3)

**393 INTRODUCTION TO BEHAVIOR DISORDERS**

Examination of current problems and issues as they relate to the instruction and management of learners with behavior disorders. Includes study of behavioral and academic characteristics for this population. (3)

**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)

**398 ASSESSMENT IN SPECIAL AND REMEDIAL EDUCATION**

Study of a variety of informal and formal assessment tests and procedures. Curriculum based assessments, systematic classroom observation, norm-referenced tests, task analysis, and criterion-referenced tests and procedures are examined. Includes the role of assessment in eligibility and program planning. (3)

**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: SPED 290 or consent of instructor. (1-2)



**403 PARENT/PROFESSIONAL PARTNERSHIP IN SPECIAL EDUCATION**

Methods for communicating effectively with parents of special needs children. (2)

**407 CURRICULUM AND INSTRUCTION FOR LEARNERS WITH SPECIAL NEEDS**

Focus on teaching academic, social, and adaptive skills to learners with special needs. Includes writing individual education plans, data based instruction, task analysis, and instructional sequencing. Prerequisites: General Methods, SPED 290, or consent of instructor. (4)

**408 CAREER AND VOCATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS**

Focus on career education curricula, assessment, life adjustment, and vocational instruction for learners with special needs. Includes community transition programs, supervised work and living arrangements, and assessment of occupational skills. (2)

**438 STUDENT TEACHING IN ELEMENTARY SPECIAL EDUCATION**

Teaching in special education programs under the direction and supervision of school and university personnel. 8 weeks. Prerequisite: consent of instructor. (6)

**439 STUDENT TEACHING IN SECONDARY SPECIAL EDUCATION**

Teaching in special education programs under the direction and supervision of school and university personnel. 8 weeks. Prerequisite: consent of instructor. (6)

**475 SUPERVISING PARA-PROFESSIONALS AND VOLUNTEERS**

Emphasis on the effective management of para-professionals and volunteers in the classroom. (1)

**479 SPECIAL TECHNIQUES IN READING**

Individual diagnostic assessment of reading problems using both formal and informal testing techniques. Special instructional methods for remediation. Practicum required. Prerequisite: EDUC 325 or equivalent. (4)

**485 THE GIFTED LEARNER**

A study of the gifted learner's characteristics and needs. Focus on instructional procedures designed to further development. (2)

**490 EARLY LEARNING EXPERIENCES FOR SPECIAL NEEDS CHILDREN**

Implications of normal and atypical child development to the learning process. (2)

**492 METHODS OF TEACHING SPECIAL NEEDS CHILDREN**

Early childhood methods, materials, curriculum, and techniques for teaching children with special needs. Prerequisite: SPED 490 or consent of instructor. (2)

**494 COMPUTER APPLICATION IN SPECIAL EDUCATION**

An introduction into the application of computer technology for learners with special needs. Focus on current issues and uses of computer technology including computer assisted instruction, software evaluation, pupil and data management, and assistive devices. (2)

**499 SEMINAR IN SPECIAL EDUCATION**

Current topics on the education of children and adults with disabilities. (2)

**501 OFF CAMPUS WORKSHOPS IN SPECIAL EDUCATION**

Off campus graduate workshops in special education for varying lengths of time. (1-4)

**503 ON CAMPUS WORKSHOPS IN SPECIAL EDUCATION**

On campus graduate workshops in special education for varying lengths of time. (1-4)

**520 CLASSROOM TEACHING FOR LEARNERS WITH SPECIAL NEEDS**

Emphasis on program modification and classroom management for learners with special needs. (2)

**521 CLASSROOM TEACHING FOR ADOLESCENTS WITH SPECIAL NEEDS**

Emphasis on program modification and classroom management for adolescent learners with special needs. (2)

**522 THE ROLE OF HEALTH PROFESSIONALS IN SPECIAL EDUCATION**

This course introduces health professionals in the school to learners with special needs. Topics include roles of parents as well as medical concerns, early intervention, teaming, substance abuse, and suicide prevention. (3)

**530 CURRENT ISSUES IN ASSESSMENT**

Current issues in the use of assessment information for making educational decisions about students. Prerequisite: SPED 398 or consent of instructor. (2)

**531 SEVERE AND PROFOUND DISABILITIES**

Introduction to the physical, social, and education needs of individuals with severe and profound disabilities. (2)

**532 EDUCATION AND TRAINING OF INDIVIDUALS WITH SEVERE AND PROFOUND DISABILITIES**

In-depth study of educational prescription and programming for learners who are severely and profoundly disabled. Emphasis will be placed on teaching strategies and curriculum modification as they apply to this population. (2)

**533 CURRENT ISSUES IN DEVELOPMENTAL DISABILITIES**

Current issues related to the education of individuals with developmental disabilities. Prerequisite: SPED 390 or consent of instructor. (2)

**534 CURRENT ISSUES IN BEHAVIOR DISORDERS**

Current issues related to the education of individuals with behavior disorders. Prerequisite: SPED 393 or consent of instructor. (2)

**535 CURRENT ISSUES IN LEARNING DISABILITIES**

Current issues related to the education of individuals with learning disabilities. Prerequisite: SPED 290 or consent of instructor. (2)

**537 CURRENT ISSUES IN LANGUAGE DISORDERS**

Current issues and approaches in assessing and remediating children with language disorders. Prerequisite: SPED 395 or consent of instructor. (2)

**538 CURRENT ISSUES IN EARLY CHILDHOOD SPECIAL EDUCATION**

Current issues related to young children with special needs. Prerequisite: SPED 490 or permission of instructor. (2)

**539 ADMINISTRATION OF EARLY CHILDHOOD/SPECIAL EDUCATION PROGRAMS**

In-depth study of the administration of early childhood programs with emphasis on remediation techniques and transdisciplinary approaches. Prerequisite: SPED 538. (2)

**540 EARLY INTERVENTION PROGRAMS**

Current practices in medical, therapeutic, and educational intervention techniques used in the rehabilitation of special needs children from birth to age six. (2)

**541 ASSESSMENT OF INFANTS AND PRESCHOOLERS**

Use of appropriate tools and procedures in diagnosing and evaluating young children's needs, leading to relevant educational programming. Prerequisites: SPED 492, 540. (2)

**570 APPLIED BEHAVIOR ANALYSIS FOR TEACHERS**

A survey of the principles and techniques of applied behavior analysis. Includes behavior modification and its ethical application, self-control techniques, cognitive behavior modification, organization, and research design. (2)

**575 INTRODUCTION TO COLLABORATIVE CONSULTATION**

Introduction to the principles and practices of a consulting teacher model in special education. Focus on instructional delivery appropriate for providing direct and indirect services to learners with special needs in mainstream classes. (2)



**576 COMMUNICATION SKILLS FOR COLLABORATIVE CONSULTATION IN SPECIAL EDUCATION**

Emphasis on the interpersonal skills necessary for the consulting teacher in special education. The course will explore variable involved in developing cooperation between professional educators. (2)

**588 ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS**

Investigation of existing special education administrative units, pupil placement procedures, student staffings, program reimbursement procedures, and federal funding models. (3)

**590 RESEARCH IN SPECIAL EDUCATION**

Review of current research on selected topics in special education. (1)

**591 RESEARCH IN EARLY CHILDHOOD/SPECIAL EDUCATION**

A combination of organized coursework and independent study in early childhood/special education. Specialized study in a selected topic. Prerequisite: SPED 490 or consent of instructor. (1)

**592 RESEARCH IN LEARNING DISABILITIES**

A combination of organized coursework and independent study in early learning disabilities. Specialized study in a selected topic. Prerequisite: SPED 535 or consent of instructor. (1)

**593 RESEARCH IN BEHAVIOR DISORDERS**

A combination of organized coursework and independent study in behavior disorders. Specialized study in a selected topic. Prerequisite: SPED 534 or consent of instructor. (1)

**594 RESEARCH IN DEVELOPMENTAL DISABILITIES**

A combination of organized coursework and independent study in developmental disabilities. Specialized study in a selected topic. Prerequisite: SPED 533 or permission of instructor. (1)

**595 SPECIAL EDUCATION: INTERNSHIP**

Internship in special education settings under the direction and supervision of classroom and university faculty. Prerequisite: Teaching credential and consent of instructor. (4)

**597 INDEPENDENT STUDY**

Projects of varying length related to trends and issues in special education and approved by an appropriate faculty member and the dean. (1-4)

**598 STUDIES IN EDUCATION**

A research paper or project on an educational issue selected jointly by the student and the graduate adviser. It will be reviewed by the student's graduate committee. (2)

**599 THESIS**

For Master of Arts candidates who elect to write a thesis instead of two research papers. The thesis problem will be chosen from the candidate's major field of concentration and must be approved by the candidate's graduate committee. Candidates are expected to defend their thesis in a final oral examination conducted by their committee. (3-4)

---

# Engineering

---

Engineers are often called the modern tool builders. The "tools" built by today's engineers have evolved from levers and pulleys to "iron horses," then to airplanes, electric power-generating plants, and computers. The evolution and development of tools is referred to as technology. Because technology is clearly significant in all aspects of our lives, engineers must be educated to deal with technology and its impacts on today's world. This statement represents the goal of engineering education at Pacific Lutheran University.

PLU's programs in engineering provide a strong base in mathematics, science, and engineering. Such a foundation will enable PLU graduates to adapt readily to future changes in technology. PLU programs are based on the premise that the engineering profession requires life-long learning.

In the development and implementation of technology, engineers are responsible for project conceptualization, design, study, construction, and maintenance. Such projects usually involve economics, personnel management, and administration. Often technical projects require communication with peers, managers, and government representatives. PLU is uniquely qualified to educate engineers for such responsibilities because it combines technical courses with the liberal arts curriculum.

PLU offers two Bachelor of Science (B.S.) degrees in engineering: Engineering Physics and Computer Engineering. With the PLU Engineering Physics program, concentrations are offered in Electrical Engineering and Mechanical Engineering. A minor in Electrical Engineering is also offered. The Computer Engineering program is administered jointly by the Department of Physics and Engineering and the Department of Mathematics and Computer Science, through the Computer Engineering Committee. The Engineering Physics and Engineering Science Programs are administered by the Department of Physics and Engineering.

A third program is offered in Engineering Science, better known as the 3-2 program. The 3-2 engineering program consists of a 3-year course of study at PLU followed by a 2-year engineering emphasis at a different university. Upon completion, the student receives a B.S. in Engineering Science from PLU and an engineering degree from the second university. PLU currently has a 3-2 agreement with Columbia University in New York; 3-2 engineering programs can be arranged with Washington University in St. Louis and other universities.



## E

## Engineering

## FACULTY

From the Department of Physics and Engineering: **Greenwood, Haueisen, Nornes, Tang, Taylor, Upton, Woo, Wrigley.**

The Computer Engineering Committee: **Spillman, chair; Brink, Hauser, Upton, Woo, (Paterson and Lowes, advisory).**

## COMPUTER ENGINEERING

The Computer Engineering degree is a four-year, Bachelor of Science degree. Computer Engineering is a relatively new engineering program that has evolved out of the fast growing micro- and mini-computer technology. Computer Engineering combines courses from computer science and engineering, in particular electrical engineering. The degree program is administered by a committee of faculty from the Department of Physics and Engineering and from the Department of Mathematics and Computer Science. The integration of the faculty from these two departments is a strength of the Computer Engineering program.

As in Engineering Physics, the Computer Engineering curriculum initially offers general physics, introductory engineering, and calculus. The students then obtain a solid background in computer science, while gaining a knowledge of the means by which software interacts with hardware. A detailed understanding of the hardware is integral to the degree program.

**B.S. MAJOR IN COMPUTER ENGINEERING:** 16 semester hours: Mathematics 151, 152, 253, and either 245 or 331; 10 semester hours: Physics 153, 154, 163, 164; 17 semester hours from Engineering 161, 162, 271, 341, 347, 352, and 362 (or Computer Science 362); 12 semester hours from Computer Science 144, 270, 380; 13 semester hours: technical electives from Engineering 354, 491, Mathematics 345, 346, Physics 331, 332, Computer Science 348, 367, 375, 385, 444, 455, 470, 480, 488, 491, 495. Technical electives must include four hours from Engineering 354, Mathematics 345, 346.

A typical computer engineering program is as follows:

Freshman	Physics 153, 154, 163, 164 Engineering 161, 162 Mathematics 151, 152 Computer Science 144
Sophomore	Engineering 271, 352, 354 Mathematics 253 Computer Science 270, 362
Junior	Engineering 341, 347 Computer Science 380 Mathematics 331 Technical Elective I
Senior	Technical Electives II, III

The following computer science courses are applicable toward this degree:

- CSCI 144 **Introduction to Computer Science**
- CSCI 270 **Data Structures**
- CSCI 330 **Artificial Intelligence**
- CSCI 348 **Modeling and Simulation**
- CSCI 362 **Digital Logic**
- CSCI 367 **Data Base Management**
- CSCI 375 **Design and Analysis of Algorithms**
- CSCI 380 **Assembly Language and Computer Organization**
- CSCI 385 **Computer Architecture**
- CSCI 386 **Distributed Systems**
- CSCI 444 **Operating Systems**
- CSCI 455 **Compilers**
- CSCI 470 **Computer Aided Design and Digital Systems**
- CSCI 480 **Microprocessors**
- CSCI 488 **VLSI Design**
- CSCI 490 **Seminar in Computer Science**
- CSCI 491 **Independent Study**
- CSCI 495 **Computer Science Research**

## ENGINEERING PHYSICS

The Engineering Physics degree is a four-year, Bachelor of Science degree. This degree program might also be called General Engineering or Engineering Science. The name, Engineering Physics, reflects the historical development of this degree program at PLU and indicates its emphasis and strength because it has evolved from the physics degree program. The faculty is identical for both degree programs.

The Engineering Physics degree program provides a firm foundation in the physical concepts of engineering. Theoretical mathematics, applied mathematics, and physics courses constitute a significant part of the curriculum. Engineering courses are built upon this core of physics and mathematics. The engineering student may then emphasize electrical engineering or mechanical engineering course material and completes the educational experience with an individual (capstone) project.

## B.S. DEGREE IN ENGINEERING PHYSICS:

Required supporting courses are Mathematics 151, 152, 253, Chemistry 115, Computer Science 240, 47-48 semester hours from Physics 153, 154, 163, 164, 223, 331, 356, 421, 422 and Engineering 161, 162, 354, 382; 4 courses from the engineering specialties: from the electrical specialty — 271, 341, 347, 352, 361; from the mechanical specialty — 231, 232, 351, 442. Physics 336 may be substituted for Engineering 232. Chemistry 341 may be substituted for Engineering 351.

A typical Engineering Physics program is as follows:

Freshman	Physics 153, 154, 163, 164 Engineering 161, 162 Mathematics 151, 152 Engineering 231, 232 or Engineering 271, 352 Engineering 354 Physics 223 Mathematics 253
Sophomore	Engineering 231, 232 or Engineering 271, 352 Engineering 354 Physics 223 Mathematics 253
Junior	Engineering 351, 271 or Engineering 341, 347, 231 Engineering 382 Physics 356 Computer Science 240
Senior	Physics 331, 421, 422 Chemistry 115

## ENGINEERING SCIENCE

PLU offers the two four-year degrees described above, the Engineering Physics degree and the Computer Engineering degree. In addition, PLU offers the Engineering Science degree. The Engineering Science degree is a B.S. degree awarded by PLU. The student completes three years of study at PLU plus two years of engineering emphasis at another university. The student receives a second B.S. degree in a specific engineering discipline. PLU has a formal 3-2 agreement with Columbia University in New York City where admission is based on a recommendation from PLU. Washington University in St. Louis has a successful 3-2 program which has accepted many PLU engineering students. Transfers to other schools with extensive engineering programs such as Stanford, Oregon State, Washington State, and the University of Washington have also been arranged.

The five-year, 3-2 Engineering Science program provides the opportunity to develop a liberal arts background and to begin college education in an atmosphere where the educational process gives attention to individual students. The introductory curriculum is the same as that for the Engineering Physics degree. This program is recommended for those students who have decided to pursue a career in an engineering specialty not offered at PLU.

During the first three years at PLU, the student must complete all general university core requirements, two interims, and the course requirements listed below.

## B.S. DEGREE IN ENGINEERING SCIENCE

Required courses are Physics 153, 154, 163, 164, 223, Engineering 161, 162, 354, 382, Mathematics 151, 152, 253, Computer Science 144 or 240, Chemistry 115 (Chemistry 116 is recommended for students attending Columbia). 3 courses from engineering specialties: from the electrical specialty — 271, 341, 347, 352, 362; from the mechanical specialty — 231, 232, 351, 442.



Physics 336 may be substituted for Engineering 232. Chemistry 341 may be substituted for Engineering 351.

A typical 3-2 Engineering Science program is as follows:

Freshman	Engineering 161, 162 Physics 153, 154, 163, 164 Mathematics 151, 152
Sophomore	Engineering 231, 232 or Engineering 271, 352 Engineering 354 Physics 223 Mathematics 253 Computer Science 144 or 240
Junior	Engineering 271 or 231 Engineering 382 Chemistry 115

#### ELECTRICAL ENGINEERING MINJOR

PLU offers a minor in electrical engineering. This minor has been of interest primarily to students majoring in physics, mathematics, and computer science. The technical courses required for the electrical engineering minor are similar to those taken for a major in engineering physics with an electrical engineering emphasis.

**MINOR IN ELECTRICAL ENGINEERING:** 20 semester hours from Engineering 161, 162, 271, 341, 347, 352, 354, 362; Physics 125, 126, 135, 136 or 153, 154, 163, 164; Mathematics 151, 152, 253; Computer Science 144 or 240.

## COURSE OFFERINGS— ENGINEERING

### 161, 162 INTRODUCTION TO ENGINEERING

An introduction to the engineering profession and development of basic skills important to the profession, including problem solving, engineering design, and graphics. 161 offered I; 162 offered II (2,2)

### 231 STATICS

Fundamental engineering statics using vector algebra; conditions for equilibrium, resultant force systems, centroid and center of gravity, methods of virtual work, friction. Prerequisite: PHYS 153. I (2)

### 232 MECHANICS OF SOLIDS

Mechanics of deformable solid bodies; deformation, stress, constitutive equations for elastic materials, thermoelasticity, tension, flexure, torsion, stability of equilibrium. Prerequisite: EGR 231. II (4)

### 271 ELECTRICAL CIRCUITS I

Introduction to the fundamental concepts of DC circuits including Ohm's and Kirchoff's Laws and the function of inductive and capacitive elements. Prerequisite: PHYS 154. I (2)

### 341 INTRODUCTION TO ELECTRONICS

An introduction to the use and properties of semiconductors as related to electronic devices; diodes, transistors, FET's, operational amplifiers. Concurrent registration in 347 is required. Prerequisite: 271. II (2)

### 347 INTRODUCTION TO ELECTRONICS LABORATORY

Basic and intermediate laboratory exercises performed in conjunction with Introduction to Electronics. Concurrent registration in 341 is required. II (1)

### 351 THERMODYNAMICS

Concepts and equations of classical, macroscopic thermodynamics; thermodynamic cycles, flow and non-flow systems, properties and mathematical relations of pure substances, mixtures and solutions, phase transition and chemical reactions; an elementary treatment of statistical thermodynamics. Prerequisite: PHYS 154. I (4)

### 352 ELECTRICAL CIRCUITS II

Theory of electrical circuits including transient response, AC steady state — single and three phase, frequency and time domain analysis, computer analysis of steady state and transient response using SPICE. Laboratory work is part of the course. Prerequisite: 271. II (4)

### 354 ENGINEERING ANALYSIS

Introduction to vector and tensor calculus, functions of a complex variable, Laplace and Fourier transforms, and undetermined multipliers. Comprehensive and illustrative examples from the fields of electromagnetism, waves, transport, vibrations, and mechanics. May be taken as a package with PHYS 356. Prerequisite: MATH 253. II (4)

### 362 DIGITAL ELECTRONICS

Analysis of digital design techniques, including a review of combinational logic, flip flops, registers, counters, and timing circuits. II (4)

### 382 INTRODUCTION TO MATERIALS SCIENCE

Fundamentals of engineering materials including metals, polymers, ceramics, and semiconductors. The course focuses on how the useful properties of these materials can be altered by changing their microstructure. Prerequisites: PHYS 154, CHEM 115. II (4)

### 442 TRANSPORT: MOMENTUM, ENERGY, AND MASS

Unifying concepts of the transport of momentum, energy, and mass in planar, cylindrical and spherical geometries; mathematical aspects of fluid mechanics; boundary layers; transport coefficients—viscosity, thermal conductivity, mass diffusivity; an elementary treatment of turbulent flow. Prerequisite: 351 or consent of instructor. II (4)

### 491 INDEPENDENT STUDY: ELECTRICAL ENGINEERING SCIENCE

Selected topics of mutual interest to student and instructor. Enrollment is limited and open only to students who have discussed a proposed topic or course of study in considerable depth with instructor. Prerequisite: mutual interest (1-4)

### 492 INDEPENDENT STUDY: MECHANICAL ENGINEERING SCIENCE

See 491.

# English

English offers excellent preparation for any future requiring integrative thinking, skill in writing, discernment in reading, an appreciation of human experience and aesthetic values, and the processes of critical and creative expression. Business, government, education, and publishing are areas where our graduates frequently make their careers.

Our program offers concentrations in literature, writing, and publishing. The English Department also supports the London Program and often offers an interim study tour to the British Isles.



## E

## English

## FACULTY

Bergman, Chair; M. Benton, P. Benton, Cady, Campbell, Dietrich, Eyer, Hale, Jansen, G. Johnson, Jones, Klopsch, Marek, D. M. Martin, G. Martin, Rahn, D. Seal, Temple-Thurston. Assisted by Donaldson, L. Johnson, Koss, Nelson. Distinguished Writers in Residence: 1985—Richard Murphy, 1986—Lesley Hazleton, 1987—Stephen Becker, 1988—Noelle de Chambrun, 1989—Patsy Sims, 1990—William Pitt Root, 1991—Rosalyn Drexler.

## ENGLISH MAJOR:

At least 32 hours in English beyond 101, including three surveys (241, 251, 252); at least one course in a historical period (342, 343, 345, 381, 384, 389, 390, 391, 392); at least one course in a major author (382, 383, 440, 451, 452); and 12 hours of electives, excluding interim courses and internships.

All 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 Requirement, Option 1.)

**Junior Review:** During the junior year each major meets with a committee of departmental faculty to discuss interests and goals, and to plan for the remaining semesters in that student's program.

**CERTIFICATE IN WRITING:** Majors are encouraged to include courses in writing in their program. Those majors who take three writing courses beyond 101 and complete an approved portfolio of their work will receive a "certificate in writing."

**CHILDREN'S LITERATURE:** Students completing 363 and 8 hours from 362, 365, 366, or other approved courses (all with grades of B or higher) will be recognized for special competence in children's literature.

**MINOR (EMPHASIS ON LITERATURE):** 20 semester hours, (excluding 101 and courses for interim credit), of which at least 8 hours should be upper division. These courses should include 4 hours in American literature, 4 hours in British literature before 1700, 4 hours in British literature after 1700, and at least 4 additional hours in literature.

**MINOR (EMPHASIS ON WRITING):** 20 semester hours, (excluding 101 and courses for interim credit), of which at least 8 hours should be upper division. These courses should include 4 hours in British literature before 1700, 4 hours in American or British literature after 1700, and 12 hours in writing courses drawn from 201, 225, 227, 324, 327, 328, 351, 366, 421, or other approved courses in writing.

**MINOR (EMPHASIS ON PUBLISHING AND PRINTING ARTS):** 22 semester hours as follows:

1. A 10-hour core of three required courses (321, 322, 331).
2. Three elective courses (12 hours) from two or three of these groups:  
**WRITING:** Approved courses in English (201, 225, 227, 324, 327, 328, 366) or Communication Arts (283, 384, 388)  
**MANAGEMENT:** Approved courses in Business Administration (281, 282, 350, 364, 370, 475) or Computer Science (110/210, 144, 220)  
**DESIGN:** Approved courses in Art (226, 326, 370, 396, 398, 426, 470, 496) or English (332, if taken for 4 credit hours) or Communication Arts (380)
3. Approved practical experience (credit or non-credit) in an off-campus internship or with an on-campus publication.

**NOTE:** Beginning in spring 1991, 321 will be a 4-hour course. The minor will then require 24 hours, 12 in the core.

**PROSPECTIVE TEACHERS:** Students preparing to teach in junior or senior high school may earn either a Bachelor of Arts in English with certification from the School of Education, or a Bachelor of Arts in Education with a teaching major in English. See the School of Education section of this catalog for the additional requirements for certification or the Bachelor of Arts in Education.

## COURSE OFFERINGS

## AMERICAN LITERATURE

- 241 AMERICAN LITERATURE  
 342 TWENTIETH-CENTURY AMERICAN POETRY  
 343 TWENTIETH-CENTURY AMERICAN FICTION AND DRAMA  
 345 CANADIAN FICTION  
 440 SEMINAR—A MAJOR AMERICAN AUTHOR

## BRITISH LITERATURE

- 251 ENGLISH LITERATURE: BEGINNINGS TO 1750  
 252 ENGLISH LITERATURE: AFTER 1750  
 381 STUDIES IN MEDIEVAL LITERATURE  
 382 CHAUCER AND HIS AGE  
 383 SHAKESPEARE  
 384 ENGLISH RENAISSANCE LITERATURE RESTORATION AND EIGHTEENTH CENTURY ENGLISH LITERATURE  
 389 THE ENGLISH ROMANTIC MOVEMENT  
 390 VICTORIAN LITERATURE  
 391 TWENTIETH-CENTURY BRITISH LITERATURE  
 451 SEMINAR—A MAJOR BRITISH AUTHOR BEFORE 1750  
 452 SEMINAR—A MAJOR BRITISH AUTHOR SINCE 1750

## GENRE AND SPECIAL STUDIES

- 216 POETRY  
 217 SHORT STORY  
 218 DRAMA  
 230 CONTEMPORARY LITERATURE  
 231 MASTERPIECES OF EUROPEAN LITERATURE  
 232 WOMEN'S LITERATURE  
 233 POST-COLONIAL LITERATURE  
 350 THE WRITER AS READER  
 363 CHILDREN'S LITERATURE  
 364 SPECIAL TOPICS IN CHILDREN'S LITERATURE  
 365 FANTASY AND FAIRY TALES  
 381 STUDIES IN MEDIEVAL LITERATURE  
 491, 492 INDEPENDENT READING AND RESEARCH  
 597 GRADUATE RESEARCH

All courses above fulfill the general university core requirement in literature.

## WRITING, LANGUAGE, AND PUBLISHING

- 099 BASIC WRITING SKILLS  
 101 \*COLLEGE ENGLISH  
 201 \*INTERMEDIATE WRITING  
 225 \*AUTOBIOGRAPHICAL WRITING  
 227 IMAGINATIVE WRITING I  
 321 THE BOOK IN SOCIETY  
 322 PUBLISHING PROCEDURES  
 324 \*FREE-LANCE WRITING  
 327 IMAGINATIVE WRITING II  
 328 \*ADVANCED COMPOSITION  
 331 THE ART OF THE BOOK I  
 332 THE ART OF THE BOOK II  
 351 THE WRITER'S CRAFT  
 366 WRITING FOR CHILDREN  
 403 MODERN ENGLISH GRAMMAR  
 421 TUTORIAL IN WRITING

\* Indicates courses that fulfill the general university writing requirement.





**099 BASIC WRITING SKILLS**

An intensive review and practice of mechanics, the fundamentals of grammar, and the structure of sentences and paragraphs. Credits do not apply toward a degree, general university requirements, major, or minor. Summer only. (2)

**101 COLLEGE ENGLISH**

Develops a student's powers to read, think, and write effectively. Emphasis on short papers and guided revision. Includes a unit on library research techniques. Fulfills general university writing requirement. I II (4)

**201 INTERMEDIATE WRITING**

Opportunities to practice and develop writing by exploring selected topics from various disciplines. Some emphasis on rewriting—focusing the material and adjusting the style for different audiences. (Prerequisite: 101 or its equivalent, Advanced Placement, or consent of instructor.) Fulfills general university writing requirement. I II (4)

**216 POETRY**

A study of poems and conventions of poetry from the Greek classics to modern projective verse. Intended to develop the reader's ability to respond with sensitivity and discrimination to a rich variety of poetic forms. Fulfills general university core requirement in literature. I (4)

**217 SHORT STORY**

Examines the development of short fiction, concentrating on themes and techniques of the genre. Includes stories by American, British, Continental, and Latin American writers. Fulfills general university core requirement in literature. I II (4)

**218 DRAMA**

A survey of masterpieces from classical Greece to the present, with emphasis on the basic elements of drama (plot, character, language) and on the traditional genres (tragedy, comedy). Fulfills general university core requirement in literature. II (4)

**225 AUTOBIOGRAPHICAL WRITING**

Reading autobiography and writing parts of one's own, with an emphasis on how writing style and personal identity complement each other. Fulfills general university writing requirement. I II (4)

**227 IMAGINATIVE WRITING I**

A beginning workshop in writing poetry and short fiction. Includes a study of techniques and forms to develop critical standards and an understanding of the writing process. (Prerequisite: 101 or its equivalent, Advanced Placement, or consent of instructor.) Does not fulfill general university requirements. I II (4)

**230 CONTEMPORARY LITERATURE**

Emphasis on American fiction since 1950. Fulfills general university core requirement in literature. I (4)

**231 MASTERPIECES OF EUROPEAN LITERATURE**

Representative works of the literature of Western Europe, especially classical, medieval, and Renaissance. Fulfills general university core requirement in literature. I (4)

**232 WOMEN'S LITERATURE**

Fiction, poetry, and other literature in English (British, American, Canadian, Commonwealth) by women writers, with emphasis on the twentieth century. Includes an introduction to feminist theories of reading and writing. Fulfills general university core requirement in literature. (4)

**233 POST-COLONIAL LITERATURE**

A survey of literature in English from areas once part of the British Empire in Africa, India, the Caribbean, Australia, and New Zealand. (4)

**241 AMERICAN LITERATURE**

The continuity of themes and forms in American prose, poetry, and fiction from colonization to the First World War. Emphasis on major works of the 19th century. Fulfills general university core requirement in literature. I II (4)

**251 ENGLISH LITERATURE: BEGINNINGS TO 1750**

Emphasis on the continuity and variety of English literature from Beowulf through Neo-classicism and the early novel. Fulfills general university core requirement in literature. I (4)

**252 ENGLISH LITERATURE: AFTER 1750**

English literature, especially poetry, from the emergence of romanticism to the 20th century. Fulfills general university core requirement in literature. II (4)

**321 THE BOOK IN SOCIETY**

A critical look at the role of books in our history, society, and daily lives. Topics include: The Book Before Printing; the Printing Revolution and Emergence of the Publishing Industry; Paperbacks; Censorship and Manipulation; Children's Books; Technical and Ethical Horizons. I (2)

**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. Editing, designing, and preparing a manuscript for production. Plans for marketing a finished product. II (4)

**324 FREE-LANCE WRITING**

A workshop in writing for publication, with primary emphasis on the feature article. Intended to help students produce writing that is informative and expressive; to enhance their sense of audience; and to introduce them to procedures for submitting for magazine publication. II (4)

**327 IMAGINATIVE WRITING II**

An advanced workshop in writing poetry and short fiction. Some attention will be given to procedures for submitting manuscript for publication. Does not fulfill general university requirements. I II (4)

**328 ADVANCED COMPOSITION**

A study of rhetorical principles used in writing persuasively and imaginatively. Required for certification by the School of Education. I II (4)

**331 THE ART OF THE BOOK I**

The combination studio course and seminar explores the visual properties of language. It introduces the history, principles, and techniques of typography, printing, and the book arts through both classroom study and a variety of studio projects. I II (4)

**332 THE ART OF THE BOOK II**

Individual projects to explore further typography and fine book-making. Production of a small edition of an original text—selected, edited, designed, illustrated, printed, and bound by one or a team of students. I II (1-4)

**342 TWENTIETH-CENTURY AMERICAN POETRY**

Representative poets from the generation of Robert Frost and Ezra Pound to our contemporaries. a/y II (4)

**343 TWENTIETH-CENTURY AMERICAN FICTION AND DRAMA**

Literature and society to the 1950s, with emphasis on major authors between the Wars, including Hemingway, Faulkner, O'Neill. a/y II (4)

**345 CANADIAN FICTION**

Novels and short stories by Anglo-Canadians, with some attention to French-Canadian literature in translation. II (4)

**350 THE WRITER AS READER**

A course in which PLU's Distinguished Writer-in-Residence leads students through a series of readings to explore how a professional writer reads and how one's own writing benefits from close attention to literary texts. Fulfills general university requirement in literature, but not in writing. (4)

**351 THE WRITER'S CRAFT**

A master-class in which student writers study under PLU's Distinguished Writer-in-Residence. Close attention to student drafts in a workshop setting, with emphasis on the methods of the visiting writer. Includes considerable reading to establish context and standards. With the permission of the chair, this course may be repeated for credit. Meets neither the general university requirement in writing nor in literature. (4)

**363 CHILDREN'S LITERATURE**

An introduction to a rich literary tradition, with analysis in depth of such authors as H. C. Andersen, Tolkien, Lewis, Potter, Wilder, and LeGuin. I (4)

**364 SPECIAL TOPICS IN CHILDREN'S LITERATURE**

Content varies each year. Possible topics include genres, themes, historical periods, and traditions. May be repeated for credit with different topic. II (4)



## E

*English as a Second Language***365 FAIRY TALES AND FANTASY**

Selected fairy tales are told, and various ways to interpret them are explored. Fantasy is studied as a genre, with emphasis on kinds of fantasies, such as pure fantasy, sword and sorcery, the detective novel, science fiction, and horror fiction. I (4)

**366 WRITING FOR CHILDREN**

A workshop in writing fiction and non-fiction for children and teenagers, with an introduction to the varieties of contemporary children's literature. Does not fulfill general university requirements. II (4)

**381 STUDIES IN MEDIEVAL LITERATURE**

Studies in the literature of Western Europe from 700 to 1500, excluding Chaucer. Consideration of genres, themes, and the place of literature in medieval life. a/y I (4)

**382 CHAUCER AND HIS AGE**

A study of Chaucer's major works, especially *The Canterbury Tales*, in their lively 14th century setting. Includes an introduction to the development of the English language. a/y II (4)

**383 SHAKESPEARE**

Ten to twelve representative plays. Recommended as background: 251. I (4)

**384 ENGLISH RENAISSANCE LITERATURE**

Studies the Golden Age of English literature. Selected poets from Wyatt to Marvell, including Sidney, Spenser, Shakespeare, Donne, and Jonson; selected playwrights from Kyd to Webster; selected prose from More to Bacon and Browne. I (4)

**389 RESTORATION AND EIGHTEENTH CENTURY ENGLISH LITERATURE**

A study of neo-classic writings and the developing social awareness of the preromantic age: Dryden and Pope to Johnson and Blake. Examination of the beginnings of the novel in Defoe, Richardson, Fielding, Smollett, and Sterne. II (4)

**390 THE ENGLISH ROMANTIC MOVEMENT**

A study of the romantic awakening in England: Blake, Wordsworth, Coleridge, Shelley, Keats, Byron, and others. Attention also to novelists of the period such as Austen and Scott. II (4)

**391 VICTORIAN LITERATURE**

Selected authors (including Carlyle, Tennyson, Dickens, and Hardy) and topics from a period of rapid and momentous social change. I (4)

**392 TWENTIETH-CENTURY BRITISH LITERATURE**

Selected playwrights from Shaw to Beckett; poetry of Yeats, Hardy, Thomas, and Auden; fiction of Joyce, Woolf, Lawrence, Greene, Lessing, and others. I (4)

**403 MODERN ENGLISH GRAMMAR**

A study of three major approaches to grammar: the traditional, the structural, and the transformational. Includes introduction to the history of the English language. I (4)

**421 TUTORIAL IN WRITING**

Guided work in an individual writing project. A plan of study must be approved before the student may register for the course. (1-4)

**440 SEMINAR-A MAJOR AMERICAN AUTHOR**

Concentrated study of the work, life, influence, and critical reputation of a major American author, including substantial library research. 1987-Dickinson. 1988-Poe, Hawthorne. 1989, 1990-Faulkner. I (4)

**451 SEMINAR-A MAJOR BRITISH AUTHOR BEFORE 1750**

Concentrated study of the work, life, influence, and critical reputation of a major British author from the Renaissance to the age of Fielding and Dr. Johnson, including substantial library research. 1987-Donne. 1989-Milton, 1991-Malory. a/y II (4)

**452 SEMINAR-A MAJOR BRITISH AUTHOR SINCE 1750**

Concentrated study of the work, life, influence, and critical reputation of a major British author from the age of Blake to the present, including substantial library research. 1988-Lawrence. 1989-Woolf, Mansfield, 1990-Conrad, 1991-Achebe, Gordimer. II (4)

**491, 492 INDEPENDENT READING AND RESEARCH**

An intensive course in reading. May include a thesis. Intended for upper division majors. I II (1-4)

**597 GRADUATE RESEARCH (1-4)**

# *English as a Second Language*

The Intensive English Language Institute (operated by the American Cultural Exchange) is an affiliate of PLU offering intensive English classes, which are designed to prepare international students for studies in U.S. colleges and universities. IELI also offers classes for students who are coming to study with the primary goal of improving their language skills. The institute is authorized to grant I-20 forms; however, admission to the institute does not constitute admission to the university, and no transferable credit is given for institute courses.

The primary goal of the Intensive English Language Institute (IELI) at Pacific Lutheran University is to prepare students for successful academic careers at American colleges and universities by providing them with a strong background in English and academic study skills. The skills-based curriculum covers listening, reading, writing, grammar, and speaking a modular format.

LISTENING READING WRITING  
LECTURE PREPARATION  
AUDIT/AUDIT REVIEW



When new students enter the Institute, they are given a series of skills placement tests. On the basis of these tests, students are placed either in one of the three modules or in Lecture Prep or Audit/Audit Review. Students progress through the modules, studying the skills they are weakest in with the option of work in other skill areas. As students master each skill area they move on to the next. This Focal Skills program was developed by Dr. Ashly Hastings, and has proved very successful in allowing students to work through the various skill areas at their own pace. All students receive 20 hours per week of instruction.

## COURSES

LISTENING MODULE (15 hours per week)

READING MODULE (15 hours)

WRITING MODULE (15 hours)

**LECTURE PREPARATION** (5 hours)—A course covering note-taking skills, summarization, identifying main and supporting ideas of a lecture, and giving opinions about the lecture. Students complete a “mock” college-level academic course, including reading in a college text, taking quizzes and exams, and completing a special project for the course. (This course is a prerequisite for Audit/Audit Review.)

**AUDIT/AUDIT REVIEW** (15 hours)—The student and his/her ESL instructor will audit a course at PLU, taking notes on daily lectures, reading required texts, and taking quizzes and exams with other PLU students. During the other three hours, the students go over the lecture notes from the course, discuss text and supplementary reading assignments, explore difficult or different concepts, prepare for exams, refine writing skills, and learn to write a college research paper. Completion of Lecture Preparation is prerequisite to enrolling in this course.

**ELECTIVES** (5 hours)

A variety of electives are offered each month. Call the office for specific information.

**SPECIAL STUDIES** (5-20 hours)—All levels

Courses are designed to help those who wish to improve their English for professional or personal reasons. Under certain circumstances, a less intensive schedule or private tutorials may be arranged.

**TOEFL PREPARATION** (2 hours)

This class can be taken as a separate course. It reviews grammar and vocabulary, gives practice in reading and listening comprehension, and covers test-taking skills and strategies.

### CREDIT COURSES

Qualified advanced level students may request permission to take regular university classes for credit. This provides students an opportunity to earn credits toward their degree while completing their advanced courses in English as a second language.

Seminar sessions run concurrently with PLU's academic calendar and are 14 weeks long. There is a 4-week interim in January and a full semester's study during summer. Classes are small, usually 10-12 students, with a maximum of 18.

When students have met IELI's standards of proficiency—determined by exit examinations—in all skill areas of English, they are ready to do university level work, and the IELI staff assists in placing them in a suitable academic program. PLU's English language proficiency requirement for admission can be satisfied with a recommendation from the IELI director. A student must have a B or better in the Audit/Audit Review course to qualify for this recommendation. Students who are not planning to attend a college or university after their language studies are not required to take the 15-hour Audit/Audit Review course and will receive IELI's certificate of program completion after finishing the advanced level courses.

## FACULTY

Woodward, *Interim Director*; Avery, Biggs, Childs, Poulshock, Sladek, Tveten.

The faculty at IELI has extensive training and experience in teaching English as a Second Language, and all hold the terminal degree of M.A. in TESL or its equivalent. Having lived, travelled, and taught English in many countries throughout the world, both the faculty and staff have gained an awareness of other peoples, their languages, and their cultures.

To enhance formal educational experience, the following activities are also available to IELI students:

**CONVERSATION PARTNERS:** English language students are encouraged to sign up for a conversation partner with whom they can meet on a regular basis (once or twice a week) for coffee, lunch, or more extensive activities. The American students who participate in the Conversation Partners Program are often students who are preparing for careers in global studies, languages, education, and other fields. Some of these students have lived abroad or are from families who have hosted international students and *all* have expressed interest in learning more about other people and cultures. Conversation partners are recruited and screened by the Institute and receive orientation materials from IELI.

**HOST FAMILIES:** IELI has a long-established community-based host family program for students who wish to live with a U.S. family for one or more semesters. The American families—*all* screened by the Institute—provide students with room or room and board at reasonable rates. In addition to the standard bedroom furniture, the rooms are provided with a desk, chair, and good lighting; family rules are agreed upon in advance and a formal written agreement is drawn up. The student completes a questionnaire that indicates preferences such as: children in family, urban or suburban setting, likes and dislikes, etc. The host family is also given an opportunity to express preferences or expectations. This information is then used to place students in the home most suitable for both parties. Weekend and/or holiday visits with an American family can also be arranged.

**COUNSELING:** IELI assists its students with career choices, college placement, immigration matters, medical and dental referrals, and personal concerns.

**ACTIVITIES:** Special cultural and social activities are planned regularly for students. In addition, field trips add significantly to the cultural enrichment of the students. IELI students and staff take trips to Mt. Rainier, local museums of natural history, art galleries, zoos, children's day care centers, retirement homes, the Ports of Tacoma and Seattle, and the Seattle Center. IELI students can also participate in intramural sports activities such as soccer, volleyball, and basketball. Six tennis courts, a golf course, a swimming pool, and several gymnasiums give students additional opportunities for recreation.

The Intensive English Language Institute is located in Haavik House on the corner of 121st Street and 8th Avenue Court South.

Telephone Number: (206) 535-7325

FAX Number: (206) 535-8794



E

Environmental Studies Program  
 Global Studies Program

# Environmental Studies Program

Students concerned about or wishing to enter graduate study and career programs in such fields as environmental science, environmental law, or resource management, may enroll in the Environmental Studies Program. A certificate will be awarded students completing requirements listed below, together with a departmental or school major program. Students interested in the Environmental Studies Program should schedule an appointment with the chair of the Environmental Studies Committee, and should fill out an application. The student and the chair will develop a tentative plan and the chair will appoint a three-member advisory committee. The committee consisting of representatives from each of the three major subject matter groupings will approve each student's course program and integrative experiences.

The following specific courses are required:

Earth Sciences 222	4 hours
Economics 150	4 hours
Business Administration 230	4 hours

As part of graduation requirements, all students complete either the distributive core or the Integrated Studies Program. Recommended core requirements include:

#### Distributive Core

Arts/Literature: Art 381 and one elective in literature	8 hours
Natural Sciences/Mathematics: Biology 111; Chemistry 104, 105; Computer Science 144; Earth Sciences 131, 202; Mathematics 128; Natural Sciences 106	8 hours
Philosophy: 125; 225 plus 226 or 323 or 325 or 326 or 328	4 hours
Religion: 226, 365, and one elective from Biblical Studies or Integrative and Comparative Religious Studies	8 hours
Social Sciences: History 460; Political Science 101, 151, 345; Psychology 355; Sociology 101, 240, (Economics 150 may also be counted as fulfilling a core requirement)	8 hours
OR	

#### CORE II (Integrated Studies Program)

Integrated Studies 111-112, 221-222 or 223-224, 241-242 or 243-244, 351 28 hours  
 In the areas of Natural Sciences and Mathematics one additional course (4 hours) is required, which should be selected from those listed above under Distributive Core.

**Integrative Experience**—4 hours: During the senior year or at another approved time, all students participate in a study-research-action program designed to draw upon the broad background of the above courses and the expertise of their own major fields. Courses may include, but are not limited to, appropriate interim courses; departmental or interdisciplinary seminars; independent study or research courses; field experience and internship programs; cooperative education; employment or volunteer service within community agencies or organizations.

**Environmental Studies Committee:** Whitman, *Chair*; Ahna, Bergman, Churney, Geller, Hansen, Hansvick, Olufs, Stivers, Tonn.



# Global Studies Program

The Global Studies Program is a response to global trends which increasingly affect our lives. The program focuses on the formation and emergence of the modern world and its growing economic, cultural, political, and ecological interdependence. By combining academic learning with

language skills and practical experience, the Global Studies Program provides students with the knowledge, perspectives, and skills they need to understand and to function effectively in today's world.



# FACULTY

**A committee of faculty administers this program: Clausen, Chair; Barnowe, Bermingham, Carr, Guldin, Stivers, Swenson, Tonn, Toven.**

## GLOBAL STUDIES COMPLEMENTARY MAJOR

The Global Studies major is termed a "complementary" major because it is a second major in addition to a regular disciplinary major. Students electing the Global Studies major are required to declare a traditional disciplinary major before they declare a Global Studies major.

In addition, the Global Studies major is multidisciplinary, drawing both its courses and faculty from departments of the Divisions of Humanities, Natural Sciences, and Social Sciences and from the Schools of the Arts and Business Administration.

Students may not apply more than two courses (8 semester hours) from their primary major or from courses taken to fulfill general university core requirements to the complementary major. However, such special crediting of courses from the primary major to the complementary major must be approved by the Global Studies Committee chair.

## MAJOR REQUIREMENTS

As the title of this program implies, it approaches the world as a whole in assessing both problems and solutions arising in this age of transition. The fundamental changes taking place in our contemporary world are studied systematically in the Global Studies Program's core courses while its five issue area concentrations allow students to choose one general world problem for specialized study. Students take a minimum of 32 semester hours balanced evenly between core requirements and an issue area concentration.

### A. Global Studies Core (16 semester hours).

1. **ANTHROPOLOGY/HISTORY/POLITICAL SCIENCE 210, Global Perspectives** (4 semester hours). This course provides a conceptual basis for defining global issues, explaining historical trends giving rise to these issues, and analyzing alternative perspectives and related responses.

2. **ANTHROPOLOGY 102, Exploring Anthropology: Culture and Society** (4 semester hours). This course assists students in defining their own perceptions as derived from a specific cultural context and in assessing how their views relate to those of other people in this world.

3. **HISTORY 211, The World Since 1945** (4 semester hours). This course analyzes historical forces forming our contemporary world and the conflicts caused by the resulting clash of cultures, interests, and ideologies.

4. **GLOBAL STUDIES SEMINAR**, divided into **GLOBAL STUDIES 410, Global Futures: Theory and Methods** and **411, Research Seminar** (2 semester hours each). The first segment analyzes alternative theories as to future directions of contemporary events. The second enables students to put into practice concepts, data, and perspectives learned during their course of study by producing original research using primary sources, either human or written. Field work for this last requirement may be done overseas while students are participating in a study abroad program. Permission and direction must be given by the program chair or by a designated Global Studies Committee member who know the student's capabilities and prior course work.

### B. Issue Area Concentrations (16 semester hours).

Four courses must be taken from one of the five concentrations outlined below. Upon approval of the Chair, students may choose to take three courses from one concentration and one from another.

C. 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 proficiency examination or through the equivalent of 16 semester hours of coursework.

### D. Experiential Component.

The general goals of this program entail both intellectual conceptualization and practical application. Students must be able to link theoretical analysis with experience in order to acquire the knowledge, skills, and perspectives needed in this interconnected yet diverse world. Such learning can only come through involvement; therefore students are encouraged to participate in an experiential program preferably overseas, but local internships are also possible. Credit equivalent to one course of the student's issue area

concentration may be taken under the direction of a Global Studies faculty member.

## ISSUE AREA CONCENTRATIONS

### 1. Third World Development

- Required  
Integrated Studies 245 - The Development of Third World Underdevelopment, or Integrated Studies 246 - Cases in Third World Development
- Electives  
Anthropology 340 - Cultures and Peoples of Asia  
Anthropology 345 - Chinese Culture and Society  
Anthropology 375 - Law, Politics and Revolution  
Economics 341 - Economic Development: Comparative Third World Strategies  
History 330 - Modern China  
History 335 - Latin American History: Central America and the Caribbean  
History 336 - Southern Africa  
Integrated Studies 246 - Cases in Third World Development or Integrated Studies 245 - The Development of Third World Underdevelopment

### 2. International Trade

- Required  
Business Administration 340 - International Business  
Economics 331 - International Economics
- Electives  
Business Administration 474 - International Marketing  
Business Administration 475 - International Finance  
Political Science 331 - Introduction to International Relations  
Political Science 347 - Political Economy

### 3. International Relations

- Required  
Political Science 331 - Introduction to International Relations
- Electives  
Anthropology 375 - Law, Politics and Revolution  
History 356 - American Diplomatic History  
Integrated Studies 221 - The Experience of War  
Political Science 338 - American Foreign Policy  
Political Science 347 - Political Economy

### 4. Global Environment

- Required  
Earth Sciences 222 - Conservation of Natural Resources
- Electives  
*At least 2 electives must be upper division courses. Independent studies are available upon the approval of the instructor and the Global Studies chair.*  
Biology 424 - Ecology  
Biology 425 - Biological Oceanography  
Chemistry 104 - Environmental Chemistry  
Earth Sciences 341 - Energy and Mineral Resources for the Future  
\* Integrated Studies 241 - Energy, Resources and Pollution  
\* Integrated Studies 242 - Population and Hunger  
Sociology 361 - Population and Development

### 5. Cultural Diversity

- Required  
Anthropology 360 - Ethnic Groups
- Electives  
*At least 2 electives must be upper division courses. Independent studies are available upon the approval of the instructor and the Global Studies chair.*  
Anthropology 340 - Cultures and Peoples of Asia  
Anthropology 392 - Gods, Magic and Morals  
Economics 381 - Comparative Economic Systems  
Languages 271 - Literature and Society in Modern Europe  
Languages 272 - Literature and Social Change in Latin America  
Languages 322 - Latin American Civilization and Culture  
Political Science 381 - Comparative Legal Systems  
Music 432 - Music of the World's Peoples  
Religion 131 - Religions of South Asia  
Religion 132 - The Religions of the Far East  
Religion 133 - The Religions of the West  
Religion 364 - Liberation Theology  
Religion 390 - Studies in History of Religions

\* (If, as a result of the Integrated Studies Program's rotation policy, these courses are not taught for two years, a substitution may be made in consultation with and subject to the approval of the Global Studies Chair.)

# G

Global Studies Program



**GLOBAL STUDIES MINOR**

- I. Global Studies Core
  - A. Anthropology/History/Political Science 210, Global Perspectives (4 semester hours), required of all students.
  - B. Either Global Studies 410, Global Futures: Theory and Methods (2 semester hours) or a fourth course (4 semester hours) in the concentration. To be decided in consultation with the program chair.
- II. Concentration (3 courses)
  - A. *The Developing World*
    - Anthropology 336—Peoples of Latin America
    - Anthropology 340—Cultures and Peoples of Asia
    - Anthropology 345—Chinese Culture and Society
    - Economics 341 - Economic Development
    - History 330—Modern China
    - History 335—Latin American History: Central America and the Caribbean
    - History 336—Southern Africa
    - Political Science 386—African Political Systems
    - Political Science 387—The Middle East
    - Spanish 322—Latin American Civilization and Culture
    - Spanish 432—Twentieth Century Hispanic Literature (Spanish America)
  - B. *International Relations* (3 courses, one course from each section)
    1. Required
      - Political Science 331—Introduction to International Relations
    2. Electives
      - Anthropology 375—Law, Politics, and Revolution
      - History 356—American Diplomatic History
      - Integrated Studies 221—The Experience of War
      - Political Science 338—American Foreign Policy
      - Political Science 347 - Political Economy

- C. *International Trade* (3 courses, one course from each section)
  1. Introduction
    - Economics 331—International Economics
  2. International Business
    - Business Administration 340—International Business
    - Business Administration 474—International Marketing
  3. Elective
    - Political Science 336—International Organization and Law

A second international business course is chosen in consultation with concentration adviser and the program chair.

**COURSE OFFERINGS****410 GLOBAL FUTURES: THEORY AND METHODS (2)****411 RESEARCH SEMINAR (2)**

Required of all students majoring in global studies. In the first semester (410), an analysis of major theories advanced by thinkers involved in the study of or attempts to change patterns of global interaction. Examination of both primary documents and secondary sources, learning how to read them and how to assess their worth, and discovering their methods of analysis. In the second semester (411), completion of a major research paper drawing on or adding to the theories and methods discussed in 410. Offered every two years. Prerequisite for 410: ANTH/HIST/POLS 210. Prerequisite for 411: 410. (2, 2)

# Graduate Studies

The Office of Graduate and Continuing Studies coordinates graduate level work. The university offers the following graduate level programs\*:

**MASTER OF ARTS IN COMPUTER APPLICATIONS**

A graduate degree program designed for students who desire to develop expertise in computers with specific study in computer applications for their discipline.

**MASTER OF SCIENCE IN COMPUTER SCIENCE**

A graduate program intended for students whose main interest is advanced study in computer science.

**MASTER OF ARTS IN EDUCATION**

1. *Educational Administration*: A program intended for teachers who desire to enter the field of school administration. The student who wishes to qualify for the provisional or standard principal's credential (elementary, secondary or general) will take a major in this field and complete courses in a supporting academic area of the university. Students may major in this field without qualifying for a principal's credential.
2. *Counseling and Guidance*: A program designed primarily for students who wish to qualify as counselors in public schools (elementary and secondary), colleges, agencies, or clinics.
3. *Classroom Teaching*: A program for teachers who desire advanced work in classroom teaching. Along with the major field, the student is required to complete courses in a supporting academic area.

4. *Reading*: A program for elementary or secondary teachers who wish to achieve a concentration in reading.
5. *Educational Psychology*: A program for students who wish to achieve a concentration in educational psychology.
6. *Special Education*: A program for students who wish to achieve a concentration in special education.

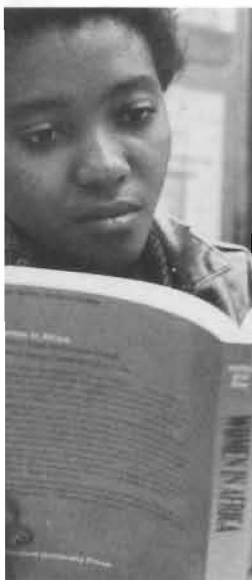
**MASTER OF ARTS IN MUSIC**

A graduate degree program intended for qualified students to broaden and deepen musical knowledge and, with its required summer courses, to serve the needs of music educators.

**MASTER OF ARTS IN SOCIAL SCIENCES**

A graduate degree program with concentrations in three professional areas:

1. The *Organizational Systems* concentration emphasizes a social sciences approach to organizational theory, behavior, and change. The program enables students to become more effective in dealing with problems facing complex organizations.
2. The *Marriage and Family Therapy* concentration emphasizes academic study, rigorous evaluation, and direct supervision of clinical competencies in order to train individuals in the scholarship and clinical practice of marriage and family therapy.
3. The *Individualized Study* concentration is designed for students who want to pursue their own personal education goals, prepare for further graduate study, or prepare for careers or career advancement in a variety of fields, ranging from public service to social science research.





**MASTER OF BUSINESS ADMINISTRATION**

A graduate degree program designed to provide, through education, a foundation for responsible leadership in business.

**MASTER OF PHYSICAL EDUCATION**

A graduate degree designed to provide continuing certification for teachers, to enhance the preparation of those involved with exercise and fitness programs in various settings, and to provide for the preparation of those administering sports programs.

**MASTER OF SCIENCE IN NURSING**

1. *Clinical Specialization*: A program to prepare clinical specialists for advanced nursing practice in selected areas.
2. *Nursing Administration*: A program intended to prepare nurses for leadership and administrative positions in the health care delivery system.
3. *School Nursing*: Provides a curriculum which is consistent with the State of Washington Administrative Code and which meets the requirements for continuing certification of school nurses as Educational Staff Associates.

\* Details of these programs, including admission requirements, procedures, degree and research requirements, are contained in the *Graduate Catalog*, which is available from the Office of Graduate and Continuing Studies.

H

History

# History

Through the study of history at Pacific Lutheran University students gain an understanding and appreciation of the historical perspective. Opportunities for developing analytical and interpretative skills are provided through research and writing projects, internships, class presentations, and study tours. The practice of the historical method leads students off campus to their hometowns, to Europe or China or the American West, and to community institutions, both private and public. The department emphasizes individual advising in relation to both self-directed studies and regular courses. The university library holdings include significant collections in American, European, and non-Western history. The Nisqually Plains Room of the library specializes in Pacific Northwest community studies. Career outlets for majors and minors are either direct or supportive in business, law, teaching, public service, news media, and other occupations.

## FACULTY

Birmingham, *Chair*; Browning, Carp, Clausen, Kraig, Martinson, Nordquist.

**BACHELOR OF ARTS MAJOR**: Minimum of 32 semester hours, including 4 hours-American field, 4 hours-European field, and 4 hours-non-Western field. Students are expected to work closely with the department's faculty advisers to insure the most personalized programs and instruction possible. Majors are urged to meet the foreign language requirement of the College of Arts and Sciences under either Option I or Option II. Those majors who are preparing for public school teaching can meet the state history certification requirement by enrolling in History 460. All senior majors are required to take four hours of seminar credit.

**MINOR**: 20 semester hours, 12 hours from courses numbered above 300. The minor in history emphasizes a "program focus" and a "program plan," which is arranged by the student in consultation with a departmental adviser.

**BACHELOR OF ARTS IN EDUCATION**: See School of Education.

## COURSE OFFERINGS

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

**AMERICAN FIELD**

- 251 COLONIAL AMERICAN HISTORY
- 252 NINETEENTH CENTURY AMERICAN HISTORY
- 253 TWENTIETH CENTURY AMERICAN HISTORY
- 294 THE UNITED STATES SINCE 1945
- 352 THE AMERICAN REVOLUTION
- 355 AMERICAN POPULAR CULTURE
- 356 AMERICAN DIPLOMATIC HISTORY
- 359 HISTORY OF WOMEN IN THE UNITED STATES
- 451 AMERICAN LEGAL HISTORY
- 460 WEST AND NORTHWEST
- 471 HISTORY OF AMERICAN THOUGHT AND CULTURE
- 494 SEMINAR: AMERICAN HISTORY

**EUROPEAN FIELD**

- 107, 108 HISTORY OF WESTERN CIVILIZATION
- 321 GREEK CIVILIZATION
- 322 ROMAN CIVILIZATION
- 323 THE MIDDLE AGES
- 324 RENAISSANCE
- 325 REFORMATION
- 328 NINETEENTH CENTURY EUROPE
- 329 EUROPE AND THE WORLD WARS: 1914-1945
- 332 ENGLAND: TUDORS AND STUARTS
- 334 MODERN GERMANY, 1848-1945
- 341 SEVENTEENTH CENTURY FRANCE
- 342 THE FRENCH REVOLUTION
- 495 SEMINAR: EUROPEAN HISTORY

**NON-WESTERN FIELD**

- 109 EAST ASIAN SOCIETIES
- 210 GLOBAL PERSPECTIVES
- 211 THE WORLD SINCE 1945
- 335 LATIN AMERICAN HISTORY: CENTRAL AMERICA AND THE CARIBBEAN
- 336 SOUTHERN AFRICA
- 338 MODERN CHINA
- 339 REVOLUTIONARY CHINA
- 340 MODERN JAPAN
- 496 SEMINAR: THE THIRD WORLD



**ALL FIELDS**

- 399 **INTERNSHIP**  
 401 **WORKSHOPS**  
 492 **INDEPENDENT STUDY**  
 501 **GRADUATE WORKSHOPS**  
 590 **GRADUATE SEMINAR**  
 591 **DIRECTED STUDY**  
 595 **GRADUATE READINGS**  
 598 **RESEARCH PROJECT**  
 599 **THESIS**

**107, 108 HISTORY OF WESTERN CIVILIZATION**

Analysis of institutions and ideas of selected civilizations. Mesopotamia, Egypt, the Hebrews, Greece, Rome, the rise of Christianity, and Medieval Europe in the first semester; Europe from the Renaissance to the present in the second semester. I II (4, 4)

**109 EAST ASIAN SOCIETIES**

A historical overview of the traditional cultures, traditions, and lives of the people of China and Japan. Discussion of the lives of peasants, emperors, merchants, and warriors in each society. Attention to the great technological and artistic developments in each society. (4)

**210 GLOBAL PERSPECTIVES: THE WORLD IN CHANGE**

A survey of global issues affecting the human condition in a rapidly changing and increasingly interdependent world: modernization and development; economic change and international trade; diminishing resources; war and revolution; peace and justice; and cultural diversity. These issues are examined in a multidisciplinary light using case studies drawn from non-Western and Western nations. Emphasis on the development of a global perspective which recognizes human commonalities as well as diversity in perceptions, values, and priorities. (Cross-referenced with ANTH 210 and POLS 210.) (4)

**211 THE WORLD SINCE 1945**

A historical survey on how Third World nations have sought independence in the post-World War II period. Emphasis on events in the Western world leading to World War II and the effects of that war on the Third World. Case studies of countries from Asia, Africa, Latin America, and the Middle East as examples of the diversity inherent in quests for independence. (4)

**251 COLONIAL AMERICAN HISTORY**

American institutions from colonial times to the 1790's; the growth of the colonies and their relationship to the British imperial system. (4)

**252 NINETEENTH CENTURY AMERICAN HISTORY**

From Jefferson to Theodore Roosevelt; interpretation of eras from social, political, economic, and biographical viewpoints. (4)

**253 TWENTIETH CENTURY AMERICAN HISTORY**

Trends and events in domestic and foreign affairs since 1900; affluence, urban growth, and social contrasts. (4)

**294 THE UNITED STATES SINCE 1945**

This seminar examines selected topics in recent U.S. history such as the Cold War, the Civil Rights Movement, the Vietnam War, the Women's Movement, Watergate, and the Iran-Contra Affair. The topics provide a means to address the nature of the study of history and of its research methodologies. Enrollment restricted to freshmen and sophomores. (4)

**321 GREEK CIVILIZATION**

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

**322 ROMAN CIVILIZATION**

The history of Rome from the foundation of the city to A.D. 337, the death of Constantine. Emphasis on Rome's expansion over the Mediterranean and on its constitutional history. Attention to the rise of Christianity within a Greco-Roman context. (Cross-referenced with CLAS 322) (4)

**323 THE MIDDLE AGES**

Europe from the disintegration of the Roman Empire to 1300; reading and research in medieval materials. (4)

**324 RENAISSANCE**

Europe in an age of transition-1300 to 1500. (4)

**325 REFORMATION**

Political and religious crisis in the 16th century: Lutheranism, Zwinglianism, Anglicanism, Anabaptism, Calvinism, Roman Catholic reform; Weber thesis, the beginnings of Baroque arts. (4)

**328 NINETEENTH CENTURY EUROPE**

The expansion of European civilization from 1800 to 1914. (4)

**329 EUROPE AND THE WORLD WARS: 1914-1945**

World War I; revolution and return to "normalcy"; depression and the rise of fascism; World War II. (4)

**332 ENGLAND: TUDORS AND STUARTS**

Political, social, economic, legal, and cultural developments. (4)

**334 MODERN GERMANY, 1848-1945**

The Revolutions of 1848 and unification of Germany; Bismarckian and Wilhelminian empires; Weimar Republic and the rise of National Socialism; the Third Reich. (4)

**335 LATIN AMERICAN HISTORY: CENTRAL AMERICA AND THE CARIBBEAN**

Survey of the major aspects of Central American and Caribbean history from colonial to modern times. Use of selected case studies to illustrate the region's history. Study in inter-American relations. (4)

**336 SOUTHERN AFRICA**

Examination of the history of pre-colonial African kingdoms, Western imperialism, settler colonialism, and the African struggle for independence. Emphasis on the period since 1800. Focus on the countries of South Africa, Namibia, Angola, Mozambique, Zimbabwe, and on the issues of nationalism, racism, and revolution. (4)

**338 MODERN CHINA**

The beginning of China's modern history, with special emphasis on the genesis of the Chinese revolution and China's position in an increasingly integrated world. Lecture, discussion, films, and guest speakers. Limited class size. (4)

**339 REVOLUTIONARY CHINA**

While History 338 is not a prerequisite, this course picks up where it leaves off. Beginning in 1911, an examination of the course of the Chinese revolution, China's liberation, and the changes since 1949. Lecture, discussions, films, and guest speakers. Limited class size. (4)

**340 MODERN JAPAN**

Study of how Japan became the modern "miracle" in East Asia. Primary focus on traditions that enabled Japan to change rapidly, the role of the challenge of the West in that change, the industrialization of Japan, the reasons for war with the U.S., and the impact of the war on contemporary Japan and its social and economic institutions. (4)

**341 SEVENTEENTH CENTURY FRANCE**

Structure of society, development of absolutism, protest of popular classes, role of France in international affairs, origins of the Enlightenment. (2)

**342 THE FRENCH REVOLUTION**

Structure of society, origins and course of the Revolution, and its impact on France and Europe. (2)

**352 THE AMERICAN REVOLUTION**

The American Revolution as a series of essentially political events stretching from the Seven Years War in 1763 through Thomas Jefferson's defeat of John Adams in the Presidential election of 1800. The Colonists' initial resistance to the reorganization of the British Empire after 1763; the evolution of active resistance into revolution; the decision to declare independence; the experience of war; the struggle to establish legitimate and effective governments; the framing and ratification of the Constitution; and the Federalist-Republican battles of the 1790s. Emphasis on the role of political thought and ideology in the development of republican government in the United States. (4)

**355 AMERICAN POPULAR CULTURE**

Study of motion pictures, popular music, radio and television programs, comic strips, and paperback fiction. Insights into the values and ideas of American culture from watching it at play. Examination of popular entertainment arts and the ways they reflect and influence American attitudes and actions. No prerequisites. (4)

**356 AMERICAN DIPLOMATIC HISTORY**

The practice, function, and structure of American foreign policy with particular emphasis on the twentieth century. (4)





**359 HISTORY OF WOMEN IN THE UNITED STATES**

A focused, thematic examination of issues and evidence related to women's experiences from the colonial period to the present. Provides a broad historical context for evaluating the nature, impact, and influence of women's contributions to culture and society. (4)

**399 INTERNSHIP**

A research and writing project in connection with a student's approved off-campus work or travel activity, or a dimension of it. Prerequisite: sophomore standing plus one course in history, and consent of the department. (1-6)

**401 WORKSHOPS**

Workshops in special fields for varying periods of time. (1-4)

**451 AMERICAN LEGAL HISTORY**

Dimensions of American law as it relates to changing historical periods. (4)

**460 WEST AND NORTHWEST**

The American West in the 19th and 20th centuries. Frontier and regional perspectives. Interpretive, illustrative history, and opportunities for off-campus research. (4)

**471 HISTORY OF AMERICAN THOUGHT AND CULTURE**

Dimensions of American social and intellectual history. (4)

**492 INDEPENDENT STUDY (1-4)****494 SEMINAR: AMERICAN HISTORY (4)****495 SEMINAR: EUROPEAN HISTORY (4)****496 SEMINAR: THE THIRD WORLD (4)****502 GRADUATE WORKSHOPS**

Graduate workshops in special fields or areas for varying periods of time. (1-4)

**590 GRADUATE SEMINAR**

Selected topics as announced. Prerequisite: consent of the instructor. (1-4)

**591 DIRECTED STUDY (1-4)****595 GRADUATE READINGS**

Independent Study Card Required. (4)

**598 RESEARCH PROJECT (4)****599 THESIS (4)**

# Division of Humanities

The Departments of English, Languages, Philosophy, and Religion offer a wide range of courses that explore language, literature, and belief, past and present, from around the world. As academic majors and minors, as integral components of professional programs, and as a means to realizing the excellence in oneself, studies in the humanities are at the heart of a liberal education.

The primary commitment of the Division of Humanities is to excellent undergraduate instruction. Humanities classes emphasize the development of communication skills, the ability to analyze texts and ideas rigorously and to evaluate them fairly, and thoughtful reflection on what it means to be human. The potential for creative service to the community is nurtured in a variety of ways, including internships in the Publishing and Printing Arts program, study abroad, tutorial assignments, and the outreach programs of the Scandinavian Cultural Center.

Faculty members of the division participate extensively in the Integrated Studies and Global Studies programs as well as provide leadership for the interdisciplinary Classics and Scandinavian Area Studies majors and for the Writing Center. The division also enriches campus life through the Distinguished Writer in Residence, Humanities Film Series, Foreign Language Week, public lectures, and collaborative projects with local school districts. Our biannual publication *Prism* features faculty research.

We take seriously the charge of the humanities, as described by one colleague, "to act humanely, compassionately, creatively in an ever-changing society." To that end, divisional faculty strive to serve as models for lifelong learning, inspired scholarship, and good citizenship.

## FACULTY

**J. Rasmussen, Divisional Dean; faculty members of the Departments of English, Languages, Philosophy, and Religion.**

As a division within the College of Arts and Sciences, the Division of Humanities offers programs in each constituent department leading to the B.A. degree. Course offerings and degree requirements are listed under:

ENGLISH  
LANGUAGES  
PHILOSOPHY  
RELIGION

See also the sections of this catalog on Scandinavian Area Studies and International Education.



# Individualized Major

Supervised by the Faculty Council for Individualized Majors, this program offers junior and senior students the opportunity to develop and complete a personally designed, interdisciplinary, liberal arts major. The course of study culminates in a senior thesis, to be agreed on by the Council, the student, and his or her adviser.

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

Admission to the program is granted by the Council on the basis of a detailed plan of study, proposed and written by the student, and submitted to the Council any time after the beginning of the second semester of the student's sophomore year. The proposal must outline a complete plan of study for the time remaining until the granting of a degree. Study plans may include any of the traditional elements from a standard B.A. or B.S. degree program.

Once approved by both the faculty sponsor and the Faculty Council for Individualized Majors, the study plan supplants usual degree requirements, and, when completed, leads to conferral of the B.A. degree with Special Honors.

Study proposals must include the following:

1. **A Statement of Objectives**, in which the student describes what the degree is expected to represent and why the individualized course study is more appropriate than a traditional degree program.
2. **A Program of Study**, in which the student describes how the objectives will be attained through sequences of courses, reading programs, regular course work, independent study, travel, off-campus involvement, personal consultation with faculty members, or other means.
3. **A Program of Evaluation**, in which the student describes the criteria to be used to measure achievement of the objectives and specifies the topic of the senior thesis.
4. **A Statement of Review**, in which the student describes how previous course work and life experiences have prepared him or her for the individualized study program.
5. **Letters of Recommendation**. The study proposal must be written in close consultation with the chair of the Faculty Council for Individualized Majors and with a faculty member who agrees to act as primary sponsor and adviser to the student throughout the course of study. The faculty sponsor must comment on the feasibility of the proposal and on the student's ability to carry it out. It is strongly recommended that a secondary faculty sponsor be asked to co-sponsor and endorse the proposal.

All subsequent changes in the study plan or the senior thesis must be submitted in writing to the Faculty Council for Individualized Majors for approval.

Further information is available from the Provost's Office.

# Integrated Studies Program

The Integrated Studies Program (Core II) is designed as an alternative mode of satisfying core curriculum requirements. Consisting of a constellation of interdisciplinary courses, the program explores a central theme—*The Dynamics of Change*—from a variety of academic perspectives. The pro-

gram stresses critical thinking and writing. And it encourages the growth of camaraderie as students progress together through its sequences.

A brochure is available from the Admissions Office or the program coordinator in the Office of Special Academic Programs.



## FACULTY

Selected from Anthropology, Art, Biology, Chemistry, Economics, English, History, Languages, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, and Sociology.

Integrated Studies Committee: Oberholtzer, *Chair*; Cooper, Gold, D. Hansen, Killen, LeJeune, McGinnis.

Integrated Studies Coordinator: Carr.

### REQUIREMENTS

1. SEQUENCE I: THE IDEA OF PROGRESS (2 courses, 111-112)  
Normally taken in the freshman year.

2. TWO OF THREE 200-LEVEL SEQUENCES (2 courses each, 4 total)

SEQUENCE II (2 courses in the 220s):

221: The Experience of War

222: Prospects for War and Peace

223: The Emergence of Mind and Morality

224: The Brain, Consciousness, and Transcendence

OR SEQUENCE III (2 courses in the 230s)

231: Creating Gender

232: Experiencing Gender

233: Imaging the Self

234: Imaging the World

OR SEQUENCE IV (2 courses in the 240s)

241: Energy, Resources, and Pollution

242: Population, Hunger, and Poverty

243: Technology and Computers

244: Computers and Models

245: The Development of Third World Underdevelopment

246: Cases in Third World Development

3. CONCLUDING SEMINAR (1 course): 351

Taken after or along with the final 200-level course.

TOTAL: SEVEN COURSES (28 hours)

### ELECTIVE

1. 110: Freshman Seminar (2 hours)

**Honors in Integrated Studies** may be awarded upon application to students who have at least a 3.5 average in INTG courses, who present a portfolio of outstanding papers from 200-level INTG courses, who create an exemplary seminar project, and who are recommended by program faculty. Students selected for honors are encouraged to make a public, oral presentation of their seminar work. The Integrated Studies Committee will determine who qualifies for honors.

### POLICIES AND GUIDELINES FOR CORE II

- Students may begin in any sequence, although Sequence I (the required sequence) is usually taken first.
- Because the sequences are designed as consecutive, two-course series, students should begin in the first course (fall), if possible. However, the second course may be taken before the first with the consent of the instructors.
- Sequences may be taken concurrently and in any order.
- As the program evolves, alternatives are being added under each sequence (II:220s, III:230s, IV:240s). Students should complete two courses that have been designed together (for example, 241-242 on "Technology and the Environment" or 221-222 on "War and Peace"). If necessary, however, any two courses from the same sequence series may be used with the permission of the program coordinator.
- No more than two courses from any one sequence (II:220s, III:230s, IV:240s) may be counted toward the seven-course Core II requirement. Additional courses from a sequence may be taken as electives.
- Not every 200-level sequence will be offered each year; generally four will be available in any given year.
- The seminar (351) is taken as the concluding course in the program, either after or concurrently with the last course of the student's third sequence.
- Students entering Core II with appropriate previous coursework at the college level may have certain requirements waived. Students with certain combinations of Core I courses, for example, may have 111 or 112 waived. See the program coordinator for details.
- All Core II courses (except the seminar) may be taken as electives by any student.
- Most Core II courses may be taken to fulfill certain Core I requirements, as indicated in the course descriptions, subject to the approval of the faculty.
- Students transferring from Core II to Core I may use their Core II courses to meet certain Core I requirements after consulting with the program coordinator.
- The Integrated Studies Program is directed by a seven-person committee of faculty representing the academic areas

participating in the program. The committee elects a chair and is supported by the associate dean for special academic programs as program coordinator.

- Students are encouraged to coordinate their Integrated Studies curriculum with any of the university's programs abroad. Students are to submit a formal proposal to the Integrated Studies Committee and the Study Abroad Office. With prior approval from the committee before the experience abroad, an appropriate combination of courses taken abroad along with specially designed integrative projects can be used to replace an Integrated Studies course or sequence. A one-course substitution for a semester abroad and a one-sequence substitution for a year abroad may be arranged.

### 110 FRESHMAN SEMINAR

A general, participatory and informal introduction to university academic life and to the underlying purposes of higher education with emphasis on: (1) close relationships in a small group of students, (2) strong connections with an Integrated Studies Program faculty member, (3) stimulating, lively discussions about important topics, including the relevance of integrative studies, (4) exposure to a modest number of provocative books and contemporary issues, and (5) focused but brief written assignments. The seminar is an elective which does not fulfill general university core requirements. (2)

#### SEQUENCE I: THE IDEA OF PROGRESS

(111-112)

A survey of Western culture from the Renaissance through the 19th century, emphasizing the interaction of religious, philosophical, and political beliefs with the emergence of new arts and sciences.

### 111 NATURE AND SUPERNATURE

A study of the emergence of modern science, the development of democratic political ideas, the renewal of the arts, and the reformulations of religious belief in the Renaissance, Reformation, and Enlightenment. The ideas and accomplishments of Luther, Galileo, Newton, Locke, and Hume are given special emphasis, together with developments in literature, the visual arts, and politics. Meets Core I requirements in philosophy or in religious studies (lines 2 or 3). I (4)

### 112 FROM FINITE TO INFINITE

Developments in literature and science, politics and industrialization in the 18th and 19th centuries. Emphasis is given to the influence of the Enlightenment, the American and French revolutions, the Romantic movement, the impact of Darwinism and Marxism. Prerequisite: 111 or permission. Meets Core I requirements in literature or in social sciences (line 1). II (4)

#### SEQUENCE II: HUMAN RESPONSIBILITY

(Courses numbered in the 220s)

#### WAR AND PEACE (221-222)

This sequence explores the complexity of war and the difficulties of achieving and maintaining a just peace. It considers the fact of some important wars in our century, investigates the deeper causes of war, and raises the issues of personal and social ethics during a war and in a society that prepares for war in a time of peace. When taken as a whole, this two-course sequence meets the Core I requirement in social sciences (line 1) and either philosophy or religious studies (lines 2 or 3).

#### 221 THE EXPERIENCE OF WAR

Essential background is established by studying the complex history of several major wars of our time (e.g., World War II, the Vietnam War, the conflict in the Middle East). Emphasis is placed on the personal experience of war, both as soldier and as civilian, through interviews, films, and literature. The ethical decisions individuals must make in war-time are considered as well as the pressures of our biological heritage and our idealistic causes. I (4)

#### 222 PROSPECTS FOR WAR AND PEACE

A study of the 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. Consideration is given to pacifism and the "just war" tradition, as well as to the technology and politics of nuclear war and its balance of terror. Students complete an independent project on topics such as the draft, the economics of a military state, arms control, the competitions for resources, anti-colonialism and Marxism. Prerequisite: 221 or permission. II (4)

#### MIND AND BRAIN (223-224)

This sequence explores how specifically human qualities—including morality, sense of self, and the capacity for religious experience and belief—are rooted in our biology and to what extent we can transcend that physical heritage.



## 223 THE EMERGENCE OF MIND AND MORALITY

A survey of genetics and evolution, with emphasis on the brain and the emergence of social behavior in animals, prepares for a critical study of the claims of sociobiology that human culture and morality can be explained in terms of our biological origins. Meets Core I requirements in natural sciences (line 2) or philosophy. I (4)

## 224 THE BRAIN, CONSCIOUSNESS, AND TRANSCENDENCE

A study of the brain as the center of perception, emotion, consciousness, and knowledge. Includes a study of the brain's functions, an investigation of spiritual, mystical, and other self-transcending experiences, and an exploration of the relationship between mind and brain, materialistic and non-materialistic explanations, and the nature of personal commitment. Prerequisite: 223 or permission. Meets Core I requirements in social sciences (line 2) or philosophy. Prerequisite: 223 or permission. II (4)

## SEQUENCE III: WORD AND WORLD (Courses numbered in the 230s)

### REALIZING GENDER (231-232)

This sequence explores the various ways that gender is conceptualized and treated in societies, both historically and in the present, integrating comparative materials from diverse cultures and contexts. The two courses focus on theories, belief systems, identity information, and collective responses regarding gender as well as on the specific influence of gender in the development of societal roles, responsibilities, and institutions.

### 231 CREATING GENDER

This course will trace the development in history and contemporary writing, of ideas about gender differences and similarities. Gender as a principle of social organization, a concept influencing intellectual inquiry and religious understanding, and a primary factor shaping individual identity will be explored. Contributions from theology, literature, biology, and anthropology will be examined with an eye toward how gender has served as the basis for inequality and equality, complementarity and subordination between men and women. A range of ideas about gender will be placed within the context of a succession of theoretical/philosophical movements from the Enlightenment to existentialism, psychoanalysis, Marxism and evolutionism. Meets Core I requirements in social sciences (line 1) or literature. I (4)

### 232 EXPERIENCING GENDER

This course examines the relevance that societies place on the concept of gender in different areas of life. Division of labor and power according to gender designations in kinship, employment, art, and health are discussed. Specific examples about the roles of both men and women in the family, world of work, expressive realms, and health and welfare are used. In each the variation within gender roles and interaction of the genders will be key. Course material drawn from studies, novels, music, and the visual arts. Meets Core I requirements in social sciences (line 2) or art. Prerequisite: 231 or permission. II (4)

### IMAGING SELF AND WORLD (233-234)

This sequence explores how we come to know and partially create various kinds of self and world through the images of ordinary life and through their elaboration in the symbols of the arts and sciences. When taken as a whole, this two-course sequence meets the Core I requirements in art or literature and natural sciences (lines 1 or 3) or religious studies (line 3).

### 233 IMAGING THE SELF

A series of exercises in the visual and literary arts that reveal how the self is discovered and constructed in our daily world through many kinds of images, including dreams, costumes, songs, childhood memories, houses, church services, dances, television, poetry, sketching, and constructing models. The emphasis is on doing or making, followed by reflective analysis. I (4)

### 234 IMAGING THE WORLD

An exploration of how humans perceive, interpret, and shape their own worlds. Following an introduction to symbols, symbol systems, and the creating of meaning, the construction of world images in science and theology through myth, model, and paradigm are studied. The model of symbolic logic is built to organize language and thought. Science is then considered as a process of the application of logic to empirically gathered data. Views of a variety of scientists and philosophers on the way science is done and the way scientists come to know are considered. Theological language, experience, and use of myth and parable in theological models are examined. Finally, some images of the world through the eyes of poets are compared to these scientific and theological representations. Prerequisite: 233 or permission. II (4)

## SEQUENCE IV: TECHNOLOGY AND THE ENVIRONMENT

(Courses numbered in the 240s)

### RESOURCES, POLLUTION AND POPULATION (241-242)

This sequence considers energy, natural resources, pollution, population and food issues. Scientific, social scientific, and ethical perspectives will be used to explore current problems, to project current trends into the future, and to suggest new possibilities. When taken as a whole, this two-course sequence meets the Core I requirements in natural sciences (lines 1 or 2), and either the social sciences (lines 1 or 2) or religious studies (lines 2 or 3) requirements.

### 241 ENERGY, RESOURCES, AND POLLUTION

Energy, natural resources, and pollution are the subject matter. Scientific, social scientific, and ethical methods will be studied and then applied to the practical and political problems of sustaining energy and natural resource production and limiting pollution with a maximum of justice and participative decision-making. I (4)

**242 POPULATION, HUNGER, AND POVERTY**  
Population, food, and poverty are the subject matter. Methods learned in the first course will be reviewed and applied to the practical problems of sustaining food production and reducing population growth and poverty. A major Third World country, e.g., Mexico, will serve as a case study for class analysis and student projects. Prerequisite: 241 or permission. II (4)

### TECHNOLOGY, COMPUTERS, AND SOCIAL CHANGE (243-244)

A study of modern technology, its historical context, its machines, and its consequences. The computer, as one in a long line of technologies, is the special focus. When taken as a whole, this two-course sequence meets the Core I requirement in natural sciences (line 3) and social sciences (line 1).

### 243 TECHNOLOGY AND COMPUTERS

Modern technology is the production of sweeping changes in Western civilization. The computer must be seen within the context of these changes. Thus the shift from traditional to technological society, the convergence of forces which produced the shift, and the consequences of the shift on institutions, ideas, and values will be the object of study. Once this context is established, students will study the computer, its creation and uses, what it is, and what it can and cannot do. I (4)

### 244 COMPUTERS AND MODELS

The modeling of social processes and the programming of models for the computer are two important tools used by planners in education, business, and government. The use of models and computers necessitates the making of assumptions and the reduction of reality. Two or three illustrative models will be developed to demonstrate the skills of modeling and programming and to assess advantages and limitations. Simultaneously, students will study the implications of using models and computers and the ethical and philosophic issues which emerge from their use. Returning to the larger context of technology, students will address the questions of technology, "out of control," artificial intelligence, the impacts of modern technology on the Third World, and the future. A student project will conclude the sequence. Prerequisite: 243 or permission. II (4)

### THIRD WORLD DEVELOPMENT AND TECHNOLOGY (245-246)

This sequence is a study of the emergence of the Third World and the genesis of development and underdevelopment. When taken as a whole, this two-course sequence meets the Core I requirements in social sciences (line 1) and religious studies (line 3).

### 245 THE DEVELOPMENT OF THIRD WORLD UNDERDEVELOPMENT

This course traces the origins and growth of the concept "Third World" and the models, views, contexts, and approaches in interpreting this phenomenon. Particular attention is focused on understanding social and cultural changes in the Third World in terms of development/underdevelopment. Political, economic, literary and religious analyses will be used in trying to determine how the Third World thinks about itself. I (4)



**246 CASES IN THIRD WORLD DEVELOPMENT**

How people in the Third World think and act to bring about social change, and the value they give it, is the focus on this course. Building upon the theories and methods presented in the first course, issues such as education, health, population, resource management, urbanization, and industrialization will be examined using case studies. The case studies will be organized regionally so that common and distinctive features can be evaluated. Prerequisite: 245 or permission. II (4)

**CONCLUDING SEMINAR****351 INTEGRATED STUDIES SEMINAR**

A recapitulation and integration of themes from the previous sequences, with additional readings and discussion. Students investigate an individual topic from an interdisciplinary perspective, make a formal oral presentation, and complete a substantial paper. Prerequisite: 111-112 and two additional sequences. May be taken concurrently with the last course of the final sequence. III (4)

# Interim Program

*Interim Program*

The "interim" term of four weeks in January provides opportunity for focused and intensive study of a single subject or topic. Students are encouraged to choose courses outside their major fields, and together with their instructors to develop their potential for creativity and to broaden their intellectual horizons by exploring unfamiliar areas of study as well as by trying ways of learning or teaching to which they may not be accustomed. The range of academic offerings is wide and includes a variety of specially-designed courses in all major disciplines, as well as a number of inter-departmental courses and studies abroad. A separate catalog is published for the interim term.

The theme of the 1991 interim is "MANY VOICES, MANY WAYS." A complete interim catalog will be available in the fall of 1990. The preliminary listing of courses to be offered in the 1991 interim is as follows:

**ANTHROPOLOGY**

- 300 Chinese Arts and Films (4)
- 302 Vanished Peoples and Lost Civilizations: An Introduction to Popular Anthropology (4)

**ART**

- 301 Calligraphy (4)
- 305 Simple Furniture: Design and Construction (4)
- 309 Art and Perception: An Experience of West Africa (4)
- 314 Basically Human (4)
- 386 Imagery and Symbolism (4)

**BIOLOGY**

- 312 Humanistic Botany (4)

**BUSINESS ADMINISTRATION**

- 303 Law and the Consumer (4)
- 305 Managers at Work (4)
- 307 Strangers in Paradise? The Role of Businesses in Environmental Protection (4)
- 308 Personal Financial Management (4)
- 315 Gringos in Central America: The Economics, Politics, and Ethics of Doing Business with Central Americans (4)
- 317 The Baltic States: The Way of Peaceful Change (4)
- 319 The Entrepreneurial Road to Fortune (4)

**CHEMISTRY**

- 115 General Chemistry (4)
- 315 Our Humanness: Physical and Religious (4)

**COMMUNICATION AND THEATRE**

- 301 A Cultural Tour of New York City (4)
- 306 National Reporting (4)
- 307 The Ethical Implications of Persuasive Communications (4)
- 319 Morocco: Tour of the Kasbah (4)
- 451 Advanced Stagecraft (4)

**COMPUTER SCIENCE**

- 144 Introduction to Computer Science (4)
- 317 Computers in Education (4)
- 385/590 Computer Architecture (2)
- 490/590 Object - Oriented Programming (2)

**EARTH SCIENCES**

- 306 Dinosaurs (4)

**ECONOMICS**

- 150 Principles of Economics (4)
- 304 Goulash and Glasnost: Reform Never Tasted So Good (4)
- 331 International Economics (4)

**EDUCATION**

- 304 Outside the Classroom (4)
- 316 Stress in Children and Adolescents (4)
- 318 Inner City - Multicultural Private Education Field Experience (4)

**SPECIAL EDUCATION**

- 313 Gifted Children (2)
- 316 Stress in Children and Adolescents (4)
- 317 Mental Illness in America (4)
- 399 Practicum in Special Education (1-2)
- 475 Supervising Para-Professionals and Volunteers (1)

**ENGLISH**

- 300 Innocents Abroad: A Cultural Tour of London and Paris (4)
- 308 Forging a Future: South African Drama 1970-1990 (4)
- 314 On The Road Again: Reading and Writing About Travel (4)

**HISTORY**

- 300 Writing PLU's History (4)  
 301 The Vietnam War and American Society (4)  
 303 The Literature of the First World War (4)  
 313 A Melting Pot? Multi-Cultural History of the United States (4)

**LANGUAGES**

- 272 Literature and Social Change in Modern Latin America (4)  
 300 Intensive English for Baltic Students (4)  
 300 Intensive French (4)  
 305 Of Norwegian Ways: An Introduction to the Norwegian Language and Culture (4)

**MATHEMATICS**

- 302 History of Mathematics (4)  
 313 Consumer Financial Mathematics (4)  
 319 Morocco: Tour of the Kasbah (4)

**MUSIC**

- 301 A Cultural Tour of New York City (4)  
 302 Beginning Choir (4)  
 303 Centennial Opera (4)  
 304 For the Love of Music (4)  
 309 Recording Techniques and Technologies (4)  
 317 King of Instruments: The Wonder and Magic of the Pipe Organ (4)  
 318 Music of the World's Cultures (4)  
 319 Survey of Musical Theatre (4)  
 320 The Symphony: Many Voices, Many Ways, Old Master, New (4)

**NURSING**

- 306 Diverse Beginnings: Clinical Perspectives on Perinatal Nursing (4)  
 307 The Family Dance in Health and Illness (2)  
 312 The Surgical Experience (4)

**PHILOSOPHY**

- 101 Philosophical Issues (4)  
 101 Philosophical Issues: Constructing a World View (4)  
 302 Logic and Science in the Service of Justice: Current Forensic Science in Sherlock Holmes' London (4)

- 323 Health Care Ethics III: Infants and Children (1)  
 352 Aesthetics (4)

**PHYSICAL EDUCATION**

- 100 Personalized Fitness Program (1)  
 151 Beginning Golf (1)  
 155 Bowling (1)  
 157 Personalized Defense (1)  
 170 Skiing (1)  
 177 Weight Training (1)  
 182 Low Impact Aerobics (1)  
 192 Intermediate Tennis (1)  
 244 Co-ed Volleyball (1)  
 300 Dance Tracks (4)  
 301 Interim on the Hill (4)  
 305 Beyond Training (2)  
 308 Sports Motivation (2)  
 311 Family Centered Childbirth (4)  
 315 Body Image (4)

**POLITICAL SCIENCE**

- 306 Women, Politics, and Law (4)  
 317 The Baltic States: The Way of Peaceful Change (4)

**PSYCHOLOGY**

- 310 Cross-Cultural Child Development (4)  
 313 Psychology of Work (4)

**RELIGION**

- 300 Hearing Voices: Your Neighbor is Schizophrenic (4)  
 301 Conversations in Ethics: The Many Voices of Christianity (4)  
 315 Our Humanness: Physical and Religious (4)

**SOCIAL WORK**

- 303 A Journey Home (2)

**SOCIOLOGY**

- 310 Ethnicity and Race: Let's Talk About Some Issues (4)

**STATISTICS**

- 231 Introductory Statistics (4)

# International Programs

PLU's international programs encourage students to expand their understanding of humanity's global condition in a changing and increasingly interdependent world. Multi-focused international programs provide opportunities for on-campus study of global issues and of the world's regions, cultures, and societies. Global issues include, for example, modernization and

development; global resources and trade; and peace, justice, and human rights. Cultural foci are Africa, Asia, Europe, Latin America, the Middle East, and Scandinavia, among others. Off-campus study of these issues and regions is made possible by diverse opportunities for study abroad and international student exchange.







To pursue a program in international or intercultural studies, students may enroll in courses offered by departments such as Languages, Political Science, and History, or choose among the special multi-disciplinary programs listed below which offer majors and minors in international studies.

General information about PLU's international programs is available from the Study Abroad Office.

#### GLOBAL STUDIES

Students interested in diverse cultures and international, global issues may undertake a multi-disciplinary major or minor program designed to reflect their geographic, thematic, or disciplinary interests.

- A. **MAJOR.** The Global Studies major is termed a "complementary" major because it is taken as a second major in addition to a regular disciplinary major. For specific information see the Global Studies section of this catalog.
- B. **MINOR.** The theoretical orientation and requirements parallel those for the major and are detailed in the Global Studies section of this catalog.
- Courses credited toward a minor cannot be credited toward a major. Interim and new courses approved by the Global Studies Committee may be included in the various clusters.

#### SCANDINAVIAN AREA STUDIES

The Scandinavian Area Studies major is a flexible program in which the study of Scandinavia is enhanced through a cross-disciplinary approach. For specific information see the Scandinavian Area Studies section of this catalog.

#### STUDY ABROAD

To encourage students to expand their visions of the world, PLU makes available various opportunities to study and travel in other countries. Students are encouraged to spend the summer, semester, interim, or full academic year abroad, either in a purely academic setting or in an experiential setting. The Study Abroad Office has information on study, work, and travel in foreign countries to assist students in selecting appropriate programs. The interdependence of all nations of the world and the need to gain basic knowledge of peoples, their cultures, and their interrelationships cannot be overemphasized in the late 20th century. With this focus in mind, PLU supports several categories of programs.

##### a. PLU-sponsored program:

##### (1) Independent Liberal Arts Colleges Abroad

- (a) **England:** Students may choose to spend a semester studying in London through PLU's London Program. This program is hosted by the Independent Liberal Arts Colleges Abroad (ILACA), a consortium of Pacific Northwest schools including PLU, Gonzaga University, the University of Puget Sound, Whitman College, the University of Portland, and Willamette University. Offered in both fall and spring semesters, the London Program provides students with a study experience in one of the most exciting cities of the world. Courses taught both by Northwest professors with experience in London and by native British professors make extensive use of museums, cultural activities, and sites of London. Students live with British families and commute by subway to classes. Several excursions take students outside London for a look at other parts of England. Additionally, during spring semester a second program site is available to students in Watford, England. More emphasis is given to social science offerings in the Watford program.
- (b) **Spain:** PLU, along with other schools in the ILACA consortium, sponsors a one-semester program at the University of Oviedo during the spring semester each year. Oviedo, capital of the Principality of Asturias in northwestern Spain, is a lively, beautiful city with a twelve hundred year old history. The university, founded in 1608, is located in the heart of the city. This provides an excellent setting for a semester designed for advanced study in Spanish language and culture. A minimum of two years of Spanish language study is required for participation. Students live with Spanish families, take special classes at the university, and participate in extracurricular activities with Spanish students.

##### (2) Reciprocal Programs

PLU currently offers eight exchange programs. These academic programs provide a limited number of exchanges each year. In all cases, the PLU student is integrated into the local university and culture. PLU students pay normal PLU tuition fees and may use financial aid.

- (a) **Norway:** PLU students may participate in an exchange program with Agder College in Kristiansand, Norway. Criteria used for selection of participants include proficiency in a Scandinavian language, a strong academic record, motivation, and personal adaptability. PLU students live in university housing and study Norwegian language and literature. This is a full academic year program.
- (b) **Norway:** In addition to the program in Kristiansand, PLU students may participate in an exchange with Nordland College in Bodo, Norway. Scandinavian language proficiency is required for this full year program.
- (c) **Sweden:** A student exchange program between PLU and the University of Linköping began in the fall of 1982. Criteria used in the selection of participants include proficiency in a Scandinavian language, a strong academic record, motivation, and personal adaptability. PLU students live in dormitories and study Scandinavian history, modern Scandinavian literature, Scandinavian political and social structure, and Swedish language. This is a full academic year program.
- (d) **People's Republic of China—Zhongshan University:** PLU students may spend a full year in the People's Republic of China through an exchange with Zhongshan University in Guangzhou (Canton). At Zhongshan, students live in university housing and take intensive studies in Mandarin Chinese as well as courses in Chinese culture. Students should have had at least one year of Chinese language before applying.
- (e) **People's Republic of China—Chengdu University of Science and Technology:** Students may spend a semester or year at Chengdu University of Science and Technology (CUST) in Chengdu. At CUST, in addition to classes in Mandarin and Chinese culture, students may take assorted science courses that are taught in English. A PLU professor will accompany the group and teach one of the courses. Extensive study tours are included. Fluency in Mandarin is not required.
- (f) **Republic of China (Taiwan):** PLU students may spend a semester or year studying at Tunghai University, a Christian university in Taichung. Applicants must be mature and flexible, and well prepared by course work and life experiences. Fluency in the Chinese language is not required. Students may study in a variety of disciplines at Tunghai University.
- (g) **Tanzania:** In a consortium effort with other colleges and universities of the Lutheran Church, PLU offers a six-month exchange opportunity at the Institute of Development at the University of Dar es Salaam in Tanzania. Following an orientation, students depart as a group for London, then Arusha and Dar es Salaam, Tanzania. Students may select from among a wide offering of courses at the Institute of Development Studies.
- (h) **Baltic Studies Program:** A PLU exchange program between PLU and the Baltic Republics of Estonia, Latvia, and Lithuania. This spring semester option allows students to take Russian and the host republic's language (all program sites), history, political science (Latvia and Lithuania), independent research projects (all sites), and business courses (Estonia only). No previous language instruction is required.
- (3) **Denmark's International Studies (DIS)** provides for semester or year-long study in English in Copenhagen. The instructors are Danish, representing faculty from nearby universities and schools. This program is Europe's largest study center for American students, allowing a wide variety of course offerings in liberal arts, international business, and architecture and design. A rich immersion in Danish culture is provided through living with the Danes, daily contact with Danish faculty, and optional language instruction. PLU students live with a Danish family. PLU credit is available directly through the DIS Program.





- (4) **Institute of European Studies (IES)/Institute of Asian Studies (IAS)** offers semester, year-long, or summer study at various centers throughout the world. PLU students may choose to study in London or Durham, England; Paris or Nantes, France; Milan, Italy; Madrid, Spain; Freiburg, West Germany; Vienna, Austria; Tokyo or Nagoya, Japan; Singapore; Thailand; Indonesia; China; and the USSR. Studies include a combination of local university courses and classes taught expressly for Institute students. Courses are taught in the language of the country where the center is located, except in Singapore, Thailand, Indonesia, Nagoya, Tokyo, Vienna, and the European Common Market program in Freiburg, where instruction is in English. In all other cases, PLU students need to be conversant in the language of the country. Living arrangements vary from full room and board to independent housing. Each center allows for integration into the local culture through housing, student activities, field trips, and travel. Scholarships are available to qualified students at all IES/IAS centers.
- (5) **Other Opportunities**
- (a) **University of Oslo, Oslo, Norway** — Applicants must have one year of college Norwegian and have junior standing at the program start date. The "Oslo Year" incorporates Norwegian language, literature, and culture and is an excellent opportunity for the Scandinavian Studies student.
- (b) **Cuernavaca, Mexico**— Fall and spring semester programs are offered in Cuernavaca. The fall semester programs are: "Social Policy in Latin American Context," focusing on the issues facing Latin America in the areas of education and social services; and "Women and Development: Latin American Perspective," exploring women's role in development, liberation theology, and historical concepts of gender roles in Latin America. The spring program, "Program in Global Community," studies the issues related to Global Justice and Human Liberation in light of the Christian proclamation. Some Spanish language background is advised for these programs.
- (c) **The School for Field Studies** provides summer and semester environmental field research courses throughout the world, immersing students directly in the eco-system they are studying and teaching the skills they will need to address critical environmental issues. Program sites include: Kenya (wildlife biology), Virgin Islands (marine biology, coral reef ecology), Australia (biogeography), Alaska (harbor seals, bald eagles), Ecuador (medicinal botany), North Atlantic (humpback whale ecology), Switzerland (endangered species), Costa Rica (deforestation), Panama (primate biology), Hawaii and Gulf of Mexico (dolphin biology), Germany (acid rain).
- (d) **University of Lancaster, Lancaster, England** — This semester or full year program allows students to be integrated into a British University. There are over 500 courses offered by the University and special consideration is given to American students in pre-medical and other pre-professional fields.
- (6) **Service Learning Programs (Experiential Education)**. Rather than studying abroad in a traditional classroom setting, a student may prefer to spend a semester, full year, or summer in a "classroom without walls." Through ties with several universities and educational programs, PLU will help the student arrange an experience that combines academic pursuits with study, observation, and social service in non-traditional settings. Service Learning program sites include Britain, Ecuador, Jamaica, France, and India. The program in India is only a January term program.
- (7) **International Cooperative Education (Work/Study)**. A unique opportunity to become acquainted with the work, language, and culture of a foreign country is provided through the International Cooperative Education Program. At present, ten-week summer work stations are available in England, Germany, Turkey, Thailand, Japan, China, and the Philippines. In most locations, one or two years of a foreign language are required. Students successfully completing the screening process are provided a work contract for their stay and depart only after securing both employment and housing. During the ten-week program, which extends from mid-June through August, participants complete a 4-credit independent study, which is to be supervised by PLU instructors. The student's monthly salary depends on the position and the country.
- (8) **Study Tours**.
- (a) **Interim**. PLU also emphasizes travel courses during the January interim. Preliminary notices about the tours are available in May of each year, and the final sign-up is in November. Students should contact the instructor of each tour or the interim director for more information.
- (b) **Summer**. PLU often offers travel courses during the summer. Coordinating offices for these tours include Summer Studies, Alumni, and Q Club. Also on file in the Study Abroad Office is information on summer study and travel programs around the world.
- b. In addition to the PLU-sponsored programs, there are countless other opportunities for study abroad. Many U.S. colleges and universities have programs throughout the world, and PLU students may study through these programs by special arrangement. Information and application forms for several programs are available in the Study Abroad Office. Credits awarded by an accredited U.S. college or university are transferable to PLU. However, PLU financial aid cannot be transferred to other colleges. Credits transferred to PLU after a study abroad experience sponsored by a U.S. accredited college or university will be recorded with a letter grade. Credits for studies directly in a foreign university will be recorded as pass/fail.
- c. PLU students who plan to study directly in a foreign school (not in a program sponsored by a college in the U.S.A.) must be sure to file a letter of intent with the study abroad director and with the chair of their major department *before* leaving PLU. This letter must include what classes will be taken, where and for what length of time they will study abroad, and how the international experience will relate to their academic program. On the basis of this information, plus a record of lectures attended and examinations completed, academic credit may be given by PLU. Students are advised to save all papers and other materials relating to coursework taken abroad. All credits transferred to PLU will be pass/fail. PLU reserves the right to require examinations covering the subjects studied.

#### Foreign Languages

It is recommended that, before embarking, students acquire a solid foundation in the language of the country where they will be studying. Students may, with the assistance of the chair of the Department of Languages and the study abroad director, prepare a written request for academic credit in recognition of their advanced facility in a foreign language.

#### Interim Requirement

Students who participate in full-year PLU study abroad programs will be exempt from their second interim term requirement. The experience in another country provides the opportunity for focused and intensive study in the context of total immersion in the culture of that country. This broadens intellectual horizons in a manner similar to the intent of the Interim Program at PLU.

#### Financial Aid

Financial aid is available to qualified students who are studying through PLU-sponsored programs. Government loans can apply toward affiliated programs and other specially arranged programs.

#### General Information

In all cases, a student who is considering study in another country should first discuss plans with the study abroad director and, before departing, complete a leave of absence form from the Office of the Registrar. This will facilitate return to PLU at the conclusion of a foreign study program.

Attendance at a foreign university does *not* waive graduation requirements of PLU.



# Languages

L

Languages

Learning foreign languages opens windows to the world. Meeting another people brings us to understand their culture, their hopes, and the way they see us. We discover how their language helps shape their world-view. And as we become able to think and live within that language, we gain the experience to look through their window back at our own culture. Knowledge of foreign languages has always been a mark of an educated person, and today foreign languages are as important as ever.

Knowing a foreign language can open doors to new experiences and challenging careers. A foreign language is useful and often necessary for careers in education, law, government services, medicine, and journalism. Knowing a foreign language can provide more flexibility in choosing a profession and can allow greater mobility within it. Students considering a career in education should note that the demand for foreign language teachers continues to rise.

The department encourages students to study abroad as part of their undergraduate programs. Cooperation with foreign universities insures a range of such opportunities in Austria, China, Denmark, France, Germany, Mexico, Norway, Spain, and Sweden. Language students may also earn credit in the International Cooperative Education Program, which places students in summer jobs in several European countries. For information on study abroad see the *International Programs* section of this catalog.

Majors are available in Classics, French, German, Norwegian, Scandinavian Area Studies, and Spanish. Minors are offered in Chinese, French, German, Greek, Latin, Norwegian, and Spanish. Instruction in Chinese and American Sign Language is also given.

## FACULTY

Webster, Chair; R. Brown, Faye, Hua, M. Jensen, Predmore, Rasmussen, Snee, R. Swenson, Toven. Assisted by DeSherlia, K. Hanson, E. Nelson, Ramon-Lacabe, Sharon.

**LITERATURE CORE REQUIREMENT:** The department offers literature courses in English translation, as well as in the original language. All such courses meet the general university literature requirement (Core I).

**PLACEMENT IN LANGUAGE CLASSES:** There are no departmental prerequisites for the study of foreign languages. Students with previous experience in a language may qualify for placement into intermediate or advanced courses. To determine the appropriate level, students take the language placement examination at the beginning of the fall semester and consult with the appropriate faculty member.

Potential majors are encouraged to obtain as much high school preparation as possible. Those qualifying for advanced placement may be allowed to waive certain major or minor requirements.

**BACHELOR OF ARTS MAJORS:** Requirements for the various majors are listed below under the individual languages. Transfer students will normally take 16 or more of their major hours at PLU.

**PROSPECTIVE TEACHERS:** A full range of teaching majors and minors is offered. The required professional methods courses is Languages 445. Students preparing to teach in junior or senior high school may earn either a Bachelor of Arts degree in French, German, or Spanish along with certification from the School of Education, or a Bachelor of Arts in Education degree with a teaching major in French, German, or Spanish. In Scandinavian Studies, an elementary teaching major and secondary and elementary teaching minors are available.

See the School of Education section of this catalog for the certification requirements and the Bachelor of Arts in Education requirements.

**HONORS MAJOR:** Requirements for an honors major in languages are as follows: (1) a major in one foreign language; (2) a minor in a second foreign language; (3) one year of study at the college level of a third foreign language; (4) the second or third language must be a classical language; (5) a minimum grade point average of 3.5 in all courses taken in PLU's Department of Languages; (6) at least one departmentally approved term abroad; and (7) presentation of a senior paper to the department.

**MINOR PROGRAMS:** Requirements for the various minors are listed below under the individual languages. At least 8 semester hours must be taken in residence.

## COURSE OFFERINGS

Courses in the Department of Languages are offered in the following general fields in addition to elementary, intermediate, and advanced language:

### CULTURAL HISTORY

#### A. In English

Classics 250—Classical Mythology  
Classics 321—Greek Civilization  
Classics 322—Roman Civilization  
Scan 150—Introduction to Scandinavia  
Scan 322—Contemporary Scandinavia  
Scan 323—The Vikings  
Scan 324—The Emigrants

#### B. In Respective Language

French 321—French Civilization and Culture  
German 321—German Civilization to 1750  
German 322—German Civilization Since 1750  
Spanish 321—Spanish Civilization and Culture  
Spanish 322—Latin American Civilization and Culture

### LITERATURE

#### A. In English

Languages 271—Literature and Society in Modern Europe  
Languages 272—Literature and Social Change in Latin America  
Chinese 371—Chinese Literature in Translation  
Classics 250—Classical Mythology  
Scan 250—Masterpieces of Scandinavian Literature  
Scan 421—Ibsen and Strindberg  
Scan 422—Twentieth Century Scandinavian Literature

#### B. In Respective Language

French 421, 422—Masterpieces of French Literature  
French 431, 432—Twentieth Century French Literature  
German 421—German Literature from the Enlightenment to Realism  
German 422—Twentieth Century German Literature  
Spanish 421, 422—Masterpieces of Hispanic Literature  
Spanish 431, 432—Twentieth Century Hispanic Literature



## L

## Languages

**LANGUAGES****100 ENGLISH FOR NON-NATIVE SPEAKERS**

Intensive study and practice in reading, writing, and speaking English. Focus on the writing process, with particular emphasis on revising and editing. Critical reading, basic research skills, conversation, and cultural orientation will also be stressed. Does not meet general university requirement in writing. Tally card required. I II (4)

**271 LITERATURE AND SOCIETY IN MODERN EUROPE**

Reading and discussion of works in English translation by authors like Flaubert, Ibsen, and Th. Mann, who exemplify Realism and Naturalism in various European literatures. Emphasis on social themes, including life in industrial society, the changing status of women, and class conflict. No prerequisite. Satisfies the general university core requirement in literature. (4)

**272 LITERATURE AND SOCIAL CHANGE IN LATIN AMERICA**

Readings in English translation of fiction from modern Latin America. Discussions focus on social and historical change and on literary themes and forms. Authors include major figures like Carlos Fuentes, Mario Vargas Llosa, Gabriel Garcia Marquez, and Jorge Luis Borges. No prerequisite. Satisfies the general university core requirement in literature. (4)

**445 METHODOLOGY OF TEACHING FOREIGN LANGUAGES**

Theory and techniques of foreign language teaching; emphasis on developing proficiency in a second language; attention paid to special problems in the individual languages. (3)

**491, 492 INDEPENDENT STUDY (1-4)****597, 598 GRADUATE RESEARCH (1-4)****CHINESE**

Minor in Chinese: 20 semester hours which may include 101-102.

**101, 102 ELEMENTARY CHINESE**

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

**201, 202 INTERMEDIATE CHINESE**

Develops further the ability to communicate in Mandarin Chinese, using culturally authentic material. Laboratory practice required. Prerequisite: 102 or equivalent. I, II (4, 4)

**351 COMPOSITION AND CONVERSATION**

Review of grammar with emphasis on idiomatic usage; reading of contemporary authors as models of style; conversation on topics of student interest. Conducted in Chinese. Prerequisite: 202 or equivalent. I (4)

**371 CHINESE LITERATURE IN TRANSLATION**

An introduction to the most important works and writers of the Chinese literary tradition, from early times to the modern period. Poetry, prose, drama, and fiction will be included. Slide and film presentations supplement the required readings. No knowledge of Chinese required. (4)

**491, 492 INDEPENDENT STUDY (1-4)****CLASSICS**

The Classics Program is a cooperative effort among the Departments of Languages, 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 major requires the completion of 40 semester hours, including at least one year of one of the classical languages and two of the other (Greek and Latin). The remaining courses are selected from the list below in consultation with the program coordinator.

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

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

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

**250 CLASSICAL MYTHOLOGY**

Introduction to classical mythology; study of the major myths of Greece and Rome through the texts of Homer, Hesiod, the Greek tragedians, Apollonius, Vergil, and Ovid; emphasis on the traditions of mythology, going back to pertinent Mesopotamian and Hittite materials, and forward to influences of classical myths on later literature and arts; attention to modern interpretations of ancient myths. All readings in English; satisfies the general university core requirement in literature. (4)

**321 GREEK CIVILIZATION**

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

**322 ROMAN CIVILIZATION**

The history of Rome from the foundation of the city to A.D. 337, the death of Constantine. Emphasis on Rome's expansion over the Mediterranean and on its constitutional history. Attention to the rise of Christianity within a Greco-Roman context. (Cross-referenced with HIST 322) (4)

**GREEK**

Minor in Greek: 20 semester hours, which may include 101-102.

**101, 102 ELEMENTARY GREEK**

Basic skills in reading classical, *koine*, and patristic Greek. I, II (4, 4)

**201, 202 INTERMEDIATE GREEK**

Review of basic grammar; reading in selected classical and New Testament authors. I, II (4, 4)

**491, 492 INDEPENDENT STUDY (1-4)****LATIN**

Minor in Latin: 20 semester hours, which may include 101-102.

**101, 102 ELEMENTARY LATIN**

Basic skills in reading Latin; an introduction to Roman literature and culture. I, II (4, 4)

**201, 202 INTERMEDIATE LATIN**

Review of basic grammar; selected readings from Latin authors. I, II (4, 4)

**491, 492 INDEPENDENT STUDY (1-4)****FRENCH**

Major in French: A minimum of 32 semester hours beyond 101-102, including 201-202, 321, 351-352 and three 400-level courses.

Minor in French: 20 semester hours, excluding 101-102 and including 201-202, 351, and two additional upper division courses.

**101, 102 ELEMENTARY FRENCH**

Essentials of pronunciation, intonation, and structure; basic skills in listening, speaking, reading, and writing. Laboratory attendance required. I, II (4, 4)





**201, 202 INTERMEDIATE FRENCH**

Review of basic grammar; development of vocabulary and emphasis on spontaneous, oral expression. Reading selections which reflect France's cultural heritage and society. Laboratory attendance required. I, II (4,4)

**321 CIVILIZATION AND CULTURE**

Present-day France as reflected in current literature, periodicals, television and films, written compositions and oral reports; conducted in French. Prerequisite: 202. (4)

**351, 352 COMPOSITION AND CONVERSATION**

Advanced grammar, stylistics, composition, and conversation on current topics; conducted in French. Prerequisite: 202. I, II (4, 4)

**421, 422 MASTERPIECES OF FRENCH LITERATURE**

Authors representative of major periods from the Middle Ages through the nineteenth century; the style and structure and the moral and artistic intentions of such authors as Rabelais, Moliere, Corneille, Pascal, Voltaire, Rousseau, Hugo, and Baudelaire. Prerequisite: 202. I, II a/y (4, 4)

**431, 432 TWENTIETH CENTURY FRENCH LITERATURE**

Selected twentieth century writers from France and other francophone countries. May include Gide, Camus, Sartre, Beckett, Aimee Cesaire, and Anne Hebert. Prerequisite: 202. I, II a/y (4, 4)

**491, 492 INDEPENDENT STUDY (1-4)****GERMAN**

Major in German: A minimum of 32 semester hours beyond 101-102, including 201-202, 321-322, 351-352, and two 400-level courses.

Minor in German: 20 semester hours, excluding 101-102 and including 201-202, 351, and two additional upper division courses.

**101, 102 ELEMENTARY GERMAN**

Introduction to the German language. Basic skills of oral and written communication in classroom and laboratory practice. Use of materials reflecting contemporary German life. Meets five hours weekly. I, II (4, 4)

**201, 202 INTERMEDIATE GERMAN**

Continued practice in oral and written communication in classroom and laboratory. Use of materials which reflect contemporary life as well as the German cultural heritage. Meets four hours weekly. I, II (4, 4)

**321 GERMAN CIVILIZATION TO 1750**

From the Middle Ages to the Enlightenment. A survey of German culture and its expression in creative works of art, music and literature, with particular emphasis on Martin Luther and the Protestant Reformation. Conducted in German. Prerequisite: 202. I a/y (4)

**322 GERMAN CIVILIZATION SINCE 1750**

From the Enlightenment to the present. This survey covers representative works and trends in German politics, philosophy, literature, art and music, with emphasis on the Age of Goethe and Beethoven. Conducted in German. Prerequisite: 202. II a/y (4)

**351, 352 COMPOSITION AND CONVERSATION**

Intensive review of grammar with emphasis on idiomatic usage; use of contemporary authors as models of style. Conversation on topics of student interest. Conducted in German. Prerequisite: 202 or equivalent. I, II (4, 4)

**421 GERMAN LITERATURE FROM THE ENLIGHTENMENT TO REALISM**

Representative works of German literature from about 1750 to 1890, including *Sturm und Drang*, Classicism and Romanticism. Reading will include such authors as Goethe, Schiller, Buchner and Keller. Prerequisite: 202. I a/y (4)

**422 TWENTIETH CENTURY GERMAN LITERATURE**

Representative works from Naturalism to the present, including Expressionism and Socialist Realism. Readings will cover works from both east and west, and will include such authors as Brecht, Kafka, Thomas Mann, Rilke and Seghers. Prerequisite: 202. II a/y (4)

**451 ADVANCED COMPOSITION AND CONVERSATION**

Emphasis on idiomatic German using newspapers and other current sources for texts. Strongly recommended for students planning to obtain a credential to teach German in public secondary schools. Students should take this course in the junior or senior year. Conducted in German. Prerequisite: 352. (4)

**491, 492 INDEPENDENT STUDY (1-4)****NORWEGIAN**

Major in Norwegian: A minimum of 32 semester hours, including 101-102, 201-202, 351-352, and Scandinavian 421 or 422.

Minor in Norwegian: 20 semester hours, which may include 101-102.

**101, 102 ELEMENTARY NORWEGIAN**

Introduces the students to the pleasure of speaking, reading, and writing a foreign language. These skills are developed through a conversational approach, using songs and other cultural materials. I, II (4, 4)

**201, 202 INTERMEDIATE NORWEGIAN**

Develops a command of the language while further acquainting students with the Norwegian cultural heritage. Reading selections introduce Norwegian folklore and daily life. I, II (4, 4)

**351 CONVERSATION AND COMPOSITION**

Increases student ability for self-expression, both orally and in writing. Contemporary materials are selected as models of style and usage. Prerequisite: 202 or equivalent. I (4)

**352 ADVANCED CONVERSATION AND COMPOSITION**

Emphasizes the finer points of structure, style, and good taste. Prerequisite: 351 or equivalent. II (4)

**491, 492 INDEPENDENT STUDY (1-4)****SCANDINAVIAN**

Major in Scandinavian Area Studies: 40 semester hours: A cross-disciplinary approach to the study of Scandinavia. See the section of this catalog on Scandinavian Area Studies.

**150 INTRODUCTION TO SCANDINAVIA**

An overview of the Nordic countries, highlighting contributions in art and music and the cultural life of Denmark, Finland, Iceland, Norway, and Sweden. The roads to parliamentary democracy and current issues in the five nations are also outlined. (2)

**250 MASTERPIECES OF SCANDINAVIAN LITERATURE**

A survey of major authors and works from the Scandinavian countries, beginning with the prose and poetry of the Viking Age. The contributions of Hans Christian Andersen, Knut Hamsun, Selma Lagerlof, and others are discussed. All readings in English translation. Satisfies the general university core requirement in literature. (4)

**322 CONTEMPORARY SCANDINAVIA**

Neutrality and occupation; the emergence of the welfare state; social reforms, planned economies, and cultural policies; Scandinavia and the European community. Readings in the original for majors; class conducted in English. a/y (4)

**323 THE VIKINGS**

The world of the Vikings; territorial expansion; interaction of the Vikings with the rest of Europe. In English. (2)

**324 THE EMIGRANTS**

The mass emigration from Scandinavia to North America; reasons for the exodus; life in the new homeland. In English. (2)

**421 IBSEN AND STRINDBERG**

The great writers of nineteenth century Scandinavian literature—Henrik Ibsen and August Strindberg—are studied against the backdrop of their time and the work of other authors who contributed to the breakthrough of modern forms and themes. Emphasis on drama. Class conducted in English; readings in translation for non-majors. Satisfies the general university core requirement in literature. a/y (4)

## L

## Legal Studies Program

**422 TWENTIETH CENTURY SCANDINAVIAN LITERATURE**

Recent trends in Scandinavian literature are illustrated by leading writers like Isak Dinesen, Tarjei Vesaas, and Par Lagerkvist. Emphasis on prose fiction and poetry. Class conducted in English; readings in translation for non-majors. Satisfies the general university core requirement in literature. a/y (4)

491, 492 INDEPENDENT STUDY (1-4)

**SIGN LANGUAGE****101, 102 SIGN LANGUAGE**

An introduction to the structure of American Sign Language and to the world of the hearing-impaired. Basic signing skills and sign language vocabulary; fingerspelling; the particular needs and problems of deaf people. Material presented through demonstrations, drills, mime, recitals, lectures, and discussions. I, II (4, 4)

**SPANISH**

Major in Spanish: A minimum of 32 semester hours beyond 101-102, including 201-202, 321, 322, 351-352, and two 400-level courses.

Minor in Spanish: 20 semester hours, excluding 101-102 and including 201-202, 351, and two additional upper division courses.

**101, 102 ELEMENTARY SPANISH**

Essentials of pronunciation, intonation, and structure; basic skills in listening, speaking, reading, and writing. Laboratory attendance required. I, II (4, 4)

**201, 202 INTERMEDIATE SPANISH**

A continuation of elementary Spanish; reading selections which reflect the Hispanic cultural heritage as well as contemporary materials. Laboratory attendance required. I, II (4, 4)

**321 CIVILIZATION AND CULTURE**

Historic and artistic elements which have shaped Spanish thought and behavior from the beginnings to the present; conducted in Spanish. Prerequisite: 202. I (4)

**322 LATIN AMERICAN CIVILIZATION AND CULTURE**

Historic, artistic, literary, sociological, and geographic elements shaping the development of the Spanish-speaking New World. Both Hispanic and non-Hispanic elements will be studied. Prerequisite: 202 or equivalent. II (4)

**351, 352 COMPOSITION AND CONVERSATION**

Advanced grammar, stylistics, and composition; conversation based on everyday situations, current events, and pertinent literary selections. Conducted in Spanish. Prerequisite: 202 or equivalent. I, II (4,4)

**421, 422 MASTERPIECES OF HISPANIC LITERATURE**

All genres of major literary works from the *Poema del Cid*, to 1898; forces which produced the literature; appreciation of literature as a work of art. Prerequisite: 202. I, II a/y (4, 4)

**431 TWENTIETH CENTURY LITERATURE OF SPAIN**

Drama, novel and essay of Spain from the "Generation of 1898" to the present. Prerequisite: 202 or equivalent. (4)

**432 MODERN SPANISH-AMERICAN LITERATURE**

Development of the literature of Mexico, Central and South America from the "Modernista" movement (1888) to the present. Emphasis on period will vary. (4)

491, 492 INDEPENDENT STUDY (1-4)

# Legal Studies Program



Legal Studies is an interdisciplinary degree program focusing on the nature of law and judicial processes. 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 social sciences, the humanities, business, and education. The program emphasizes the development of a critical understanding of the functions of law, the mutual impacts of law and society, and the sources of law. Students in Legal Studies pursue these goals through courses, directed research, and internships in offices and agencies involved in litigation and legal processes.

**FACULTY**

Atkinson, Director; Brue, Carp, Dwyer-Shick, Jobst, MacDonald, Menzel.

**BACHELOR OF ARTS MAJOR: 32 semester hours.**

- Required courses** (12 hours):  
Introduction to Legal Studies (POLS 170)  
Judicial Process (POLS 371)  
Legal Research (POLS 374)
- General electives** (8 hours): Two courses from the following:  
American Legal History (HIST 451)  
Comparative Legal Systems (POLS 381)  
Philosophy of Law (PHIL 328)  
Sociology of Law (SOC 351)
- Special electives** (12 hours): Three courses from the following (also, courses in group 2 not taken to fulfill general elective requirements may be used to fulfill special elective requirements in group 3):  
Business Law (BA 435)  
Civil Liberties (POLS 373)  
Constitutional Law (POLS 372)  
Industrial Organization and Public Policy (ECON 371)  
Internship in Legal Studies (POLS 471)  
Law and Society (BA 230)

**MINOR:** 20 semester hours, including Political Science 170 and four additional courses selected in consultation with the program director.



# Marriage and Family Therapy

M

Marriage and Family Therapy

The Marriage and Family Therapy program is a graduate program leading to the M.A. in Social Sciences. For further information, consult the Graduate Catalog.

## COURSE OFFERINGS

### 500 HUMAN DEVELOPMENT

Individual personality development, normal and abnormal manifestations, over the life span. The course, which is integrated with systems content, also surveys how personality relates to social relationships, especially within the family. (4)

### 501 GRADUATE WORKSHOPS

Graduate workshops in special fields or areas for varying periods of time. (1-4)

### 503 SYSTEMS APPROACH TO MARRIAGE AND FAMILY THERAPY

An introduction to the systems theory approach for treatment strategy and intervention. Exploration of the family life cycle and family systems oriented assessment models. Strategies for initial interviews, hypothesis formulation, designing a strategy of intervention, and the process of termination. (4)

### 504 FAMILY DEVELOPMENT

The study of family interaction from a developmental viewpoint. The course explores how family life cycle stages are affected by divorce, remarriage, ethnicity, feminist issues, and other unplanned events. Students participate in a one-hour lab in the Family and Children's Center. (4)

### 507 COMPARATIVE MARRIAGE AND FAMILY THERAPY

Intensive comparative study of the theoretical rationale of the prominent schools of thought within the field of marriage and family therapy. Studies include the range of strategies, techniques and research of structural, behavioral communication, and analytical approaches to marriage and family therapy. Prerequisite: 503. (4)

### 510 HUMAN SEXUALITY AND SEX THERAPY

Basic principles and strategies of treatment for the six most common sexual dysfunctions. The nature of sexual health, a brief review of anatomy and physiology of the sexual response, and the biological and psychological determinants of sexual dysfunction. Prerequisite or corequisite: 503. (2)

### 511 PSYCHOSOCIAL PATHOLOGY: RELATIONSHIP TO MARRIAGE AND THE FAMILY

The assessment of psychosocial pathology and its relationship to family interpersonal structures and dynamics. Exploration of the treatment techniques and assumptions of leading family therapists regarding such psychosocial dysfunctions as divorce, family violence, delinquency, psychosomatic symptoms, drug addiction, and disturbed adolescents. Prerequisite: 503. (4)

### 512 PROFESSIONAL STUDIES IN MARRIAGE AND FAMILY THERAPY

Professional ethics and Washington State laws which affect clinical practice are studied, including family law, legal responsibilities, rules of confidentiality and interprofessional cooperation. Further study explores licensure, certification, and the role of professional organizations. (3)

### 519 PRACTICUM I (4)

Prerequisite: 503, 507 and 512 may be taken concurrently when schedule allows. 512 may also be taken concurrently with 521, Practicum II, with faculty approval.

### 521 PRACTICUM II (2)

### 523 PRACTICUM III (2)

### 525 PRACTICUM IV (4)

The four semesters of practica are part of a continuous process toward developing specific therapeutic competencies in work with marriages and families. The practica present a competency-based program in which each student is evaluated regarding: 1) case management skills; 2) relationship skills; 3) perceptual skills; 4) conceptual skills; and 5) structuring skills.

### 520 THEORY I (2)

### 522 THEORY II (2)

### 524 THEORY III (2)

The three semesters of theory taken in conjunction with 519, 521, and 523 constitute an in-depth study of one approach toward marriage and family therapy with an emphasis on applying theory in practice.

### 590 GRADUATE SEMINAR

Selected topics as announced. Prerequisite: consent of the instructor. (1-4)

### 591 DIRECTED STUDY (1-4)

### 595 GRADUATE READINGS

Independent study card required. (4)

### 598 RESEARCH PROJECT (4)

### 599 THESIS (4)



# M Mathematics

## Mathematics

Mathematics is a many-faceted subject that is extremely useful in its application, but at the same time is fascinating and beautiful in the abstract. It is an indispensable tool for industry, science, government, and the business world, while the elegance of its logic and beauty of form have intrigued scholars, philosophers, and artists since earliest times.

The mathematics program at Pacific Lutheran University 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: *Mathematics and Computer Science*

Brink, Chair; B. Dorner, Vice Chair; Batker, Beaulieu, Benkhalti, Blaha, Dollinger, C. Dorner, Edison, Hauser, J. Herzog, M. Herzog, N. C. Meyer, C. L. Nelson, G. Peterson, Rosenfeld, Spillman, Yiu.

#### BEGINNING CLASSES

Majors in mathematics, computer science, and other sciences usually take Math 151 and 152 (calculus). Those who have had calculus in high school may omit Math 151 and enroll in 152 after consultation with a member of the departmental faculty. Those who have less mathematics background may enroll in Math 111 or Math 112, then Math 140 before taking 151. A placement test is used to assist in proper placement in beginning math classes.

Business majors usually take Math 128. Those wishing a stronger background should take Math 151 and Math 230 (or 331) in place of Math 128.

Others choose from Math 115, 128, 140, or 151 or Computer Science 110-210 or 144 depending on their interests and levels of preparation.

Remedial: Math 91 (Intermediate Algebra) is available for those who are not ready for other classes. Math 91 does not count toward graduation requirements.

#### MATHEMATICS MAJOR

The foundation of the mathematics program for majors is the four semester calculus and linear algebra sequence, Math 151, 152, 253, and 331. These courses are usually taken in sequence the first four semesters. Students with a calculus background in high school may receive advanced placement into the appropriate course in the sequence. Upper division work includes courses in modern algebra, analysis, statistics, applied mathematics, and topology. Students planning graduate work should complete 434 and 436.

Students majoring in mathematics are encouraged to include work in computer science. Since many careers involve applying mathematics to other areas, it is a good idea to pick one or more subjects outside mathematics for additional study (perhaps leading to a minor). While many subjects are appropriate, some of the more common ones are economics, business, physics, engineering, chemistry, and biology.

A typical major program in mathematics is as follows:

Freshman year:	Math 151, 152 (or 162) Computer Science 144
Sophomore year:	Math 253, 331 Physics 153, 154 (if not taken earlier)
Junior & Senior years:	Math 433, 434, 455, 456, 486 and other electives from mathematics and computer science.

**BACHELOR OF ARTS MAJOR:** Minimum of 28 semester hours in mathematics courses numbered above 150, including 151, 152 (or 162), 253, 331, 433, 455, 486, and either 434 or 456. The choice between 434 or 456 may be replaced by taking 8 semester hours from 321, 341, 345-346, 351, and 490. Required supporting: Computer Science 144, which should be taken in the freshman year. 8 semester hours in physics are strongly recommended. 230, 323 and 446 may not be counted toward the major.

**BACHELOR OF SCIENCE MAJOR:** 40 semester hours in mathematics courses numbered above 150, including 151, 152, 253, 331 and 486 and at least 20 additional semester hours of upper division mathematics courses. 12 hours of the upper division requirements must come from 433, 434, 455, and 456. Required supporting: Computer Science 144, which should be taken in the freshman year; Physics 153-154 together with labs 163-164. Physics 356 or Computer Science 348 or 570 may be substituted for one course of upper division mathematics. 230, 323 and 446 may not be counted toward the major.

**BACHELOR OF ARTS IN EDUCATION:** See School of Education.

**MINOR IN MATHEMATICS:** 20 semester hours of mathematics courses, including 151, 152, 253, and 8 hours of upper division mathematics courses. Strongly recommended: Computer Science 144 or 110. Interim courses and 323 and 446 may not be counted toward the mathematics minor.

**MINOR IN STATISTICS:** See Statistics section of this catalog.

## COURSE OFFERINGS

A grade of C or higher is strongly recommended in all prerequisite courses. A placement test may be required before registering for beginning mathematics courses if prerequisites have not been completed at PLU.

### 91 INTERMEDIATE ALGEBRA

A review of high school algebra: solving linear and quadratic equations, factoring, simplifying expressions, exponents and graphing. Designed for students whose mathematical preparation is inadequate for Math 111. Does not count toward graduation requirements. I (4)

### 99 DIRECTED STUDY IN FUNDAMENTAL MATHEMATICS

Designed for students who need further help with the basics in mathematics to prepare them for higher level courses. Enrollment by arrangement with instructor. Does not count toward graduation requirements. (1-4)

### 111 COLLEGE ALGEBRA

A review of algebra emphasizing problem solving skills and applications to business problems. This class is appropriate as preparation for Math 128 or 112 (and then 140). Prerequisite: Two years of high school algebra or Math 91. I II (2)

### 112 PLANE TRIGONOMETRY

Trigonometric and inverse trigonometric functions, identities, graphing, solution of triangles; logarithmic and exponential functions and other tools such as complex numbers. For students who are proficient in algebra but do not know trigonometry. Prerequisite: at least two years of high school algebra. I II (2)







## 115 INTRODUCTION TO THE WORLD OF MATHEMATICS AND COMPUTERS

A study of mathematics and computers in the modern world with a wide variety of applications and a historical perspective. This class is designed for students without extensive knowledge of mathematics, but who want to acquire a basic understanding of the nature of mathematics and computers. Not intended for majors in science or mathematics or computer science. Some BASIC and/or LOGO programming is included. Prerequisite: two years of college preparatory mathematics. I II (4)

## 128 MATHEMATICS FOR BUSINESS AND THE BEHAVIORAL SCIENCES

Matrix theory and linear programming, introduction to differential and integral calculus. Concepts are developed stressing applications. This course is primarily for business administration majors but is open to all students interested in business, economics, and behavioral science applications. Prerequisite: two years of high school algebra or Math 111 or equivalent. I II (4)

## 140 FUNCTIONS, ANALYTIC GEOMETRY AND PROBABILITY

Problem solving and analytic geometry are emphasized. Topics include systems of equations, matrices, induction, the binomial theorem, and probability (including an introduction to expected value and standard deviation). Additional topics may be selected from inequalities, trigonometry, complex numbers, and the theory of equations. This course will also prepare students for calculus and computer science. Prerequisites: Math 111 and 112 or equivalent high school material. I II (4)

## 151 ANALYTIC GEOMETRY AND CALCULUS

Analytic geometry, functions, limits, derivatives and integrals with applications. Prerequisite: Math analysis or precalculus in high school or Math 140 or equivalent. I II (4)

## 152 ANALYTIC GEOMETRY AND CALCULUS

Applications and techniques of integration, transcendental functions, polar coordinates, improper integrals, and infinite sequences and series. Prerequisite: 151. I II (4)

## 162 HONORS CALCULUS II

Same content as 152 with emphasis on challenging material and independent work. Intended for strongly motivated students with an interest in studying mathematics in greater depth. Prerequisite: Excellence in 151 or advanced placement into 162 based on excellent performance on Advanced Placement Calculus and SAT exams. Interested students should consult the department. Substitutes for 152 in all prerequisites and requirements. 152 and 162 cannot both be taken for credit. I (4)

## 199 DIRECTED READING

Supervised study of topics selected to meet the individual's needs or interests; primarily for students awarded advanced placement. Admission only by departmental invitation. (1-2)

## 230 MATRIX ALGEBRA

A survey of matrix algebra and determination with applications, such as linear programming. A first look at abstract methods including some techniques of proof. Prerequisite: 151. I II (2)

## 245 DISCRETE STRUCTURES

Provides the mathematical background necessary for upper division work in computer science. Sets, relations, functions combinatorics, probability and graph theory and their relation to topics in computer science. Techniques of logical reasoning including methods of quantified logic, deduction, induction, and contradiction will be taught and applied throughout the course. Prerequisite: 152. I II (4)

## 253 MULTIVARIABLE CALCULUS AND DIFFERENTIAL EQUATIONS

An introduction to vectors, multidimensional calculus, partial differentiation, vector analysis, differential equations, and applications. Emphasis on using these topics as tools for solving physical problems. Prerequisite: 152. I II (4)

## 321 GEOMETRY

Foundations of geometry and basic theory in Euclidean, projective, and non-Euclidean geometry. Prerequisite: 152 or consent of instructor. I (4)

## 323 MODERN ELEMENTARY MATHEMATICS

Concepts underlying traditional computational techniques; a systematic analysis of arithmetic; an intuitive approach to algebra and geometry. Intended for elementary teaching majors. Prerequisite to EDUC 326. Prerequisite: consent of instructor. I II (4)

## 331 LINEAR ALGEBRA

Vectors and abstract vector spaces, matrices, inner product spaces, linear transformations. Proofs will be emphasized. Prerequisite: 152. I II (4)

## 334 ANALYSIS OF VARIANCE AND EXPERIMENTAL DESIGN

Random sampling, factors which destroy experimental design, one-way analysis of variance, two-way analysis of variance, factored design, block and latin square design. Students will also critique published experiments and perform an experimental design project. Prerequisite: STAT 231 or equivalent. a/y II 1990-91 (2)

## 341 MATHEMATICAL STATISTICS I

Introduction to probability (sample spaces, discrete and continuous distributions, expectations), Chebyshev's inequality, special distributions (binomial, Poisson, normal, gamma and chi square), statement of Central Limit Theorem, sampling distributions, multivariate, marginal and conditional distributions, confidence intervals, t-test, F-tests, hypothesis testing, survey of analysis of variance and regression. Prerequisite: 152. I (4)

## 342 MATHEMATICAL STATISTICS II

Statistical estimators and their properties, limiting distributions, moment generating functions and proof of Central Limit Theorem, convergence in probability and convergence in distribution, consistency, sufficient statistics and Lehmann-Sheffe Theorem, Bayesian statistics, order statistics and nonparametric methods, random walks, Markov chains and introduction to continuous time stochastic processes. Prerequisite: 341. a/y II 1991-92 (4)

## 345 COMPUTATIONAL PROBABILITY AND STATISTICS

An introduction to concepts from probability and statistics and their relationship to computing. Topics include both discrete and continuous distributions, descriptive statistics and regression, together with the use of the computer for solving problems in these areas, and application of these areas to problems in computing. MATH 345 cannot be taken for credit after 341. Prerequisites: 152 and CSCI 144. Recommended: MATH 245. II (2)

## 346 NUMERICAL ANALYSIS

Numerical theory and application in areas of solution of nonlinear equations, matrix theory, interpolation, approximations, numerical differentiation and integration, solution of differential equations, and Fourier transforms. Prerequisites: 253 or 152 and 230 combined or 331; CSCI 144 or other computer language. a/y 1991-92 II (4)

## 351 DIFFERENTIAL EQUATIONS

An introduction to differential equations emphasizing the applied aspect. First and second order differential equations, boundary-value and eigenvalue problems, power series solutions, nonlinear differential equations, numerical methods, the LaPlace transformation. Prerequisite: 253. II a/y 1990-91 (4)

## 381 SEMINAR IN PROBLEM SOLVING

This course is designed to improve advanced problem solving skills in mathematics. A goal of the course is participation in the Putnam Mathematics Competition. Students will work on problems from past mathematical competitions and other sources; they will present solutions to the group and discuss problem solving techniques. Pass/Fail only. Students may take this course more than once. Prerequisite: Math 152 or consent of instructor. I (1)

## 433 GROUP THEORY AND DISCRETE MATHEMATICS

Group theory with applications to discrete mathematics. Prerequisite: 331. I (4)

## 434 ABSTRACT ALGEBRA

A continuation of the algebraic topics from 433. Topics may include groups, rings, modules, fields, field extensions and linear algebra. Prerequisite: 433. a/y 1991-92 II (4)

## 446 MATHEMATICS IN THE SECONDARY SCHOOL

Methods and materials in secondary school math teaching. Basic mathematical concepts; principles of number operation, relation, proof, and problem solving in the context of arithmetic, algebra, and geometry. Prerequisite: 253 or 331 or equivalent. I (3)

## 455, 456 MATHEMATICAL ANALYSIS

Extended treatment of topics introduced in elementary calculus. Prerequisite: 253 and 331. 455 offered I each year; 456 offered II a/y 1990-91 (4,4)



**486 SENIOR SEMINAR**

Discussion of methods for communicating mathematical knowledge. Oral and written presentation by students of information learned in research under the direction of an assigned professor. Required of all senior mathematics majors seeking a B.A. or B.S. degree. Students take this course during their last two semesters before graduation and will receive an In Progress (IP) grade at the end of the first semester. Presentations will be given and grades assigned in the following semester. Prerequisites: Senior math major or consent of department chair. I II (2)

**490 TOPICS IN MATHEMATICS**

Selected topics from the list below or of current interest. II (1-4)

- a. **Combinatorics**  
Elementary counting methods, inclusion-exclusion principle, recurrence relations, generating functions, introduction to Polya counting theory and Ramsey theory. Prerequisite: 152 and either 230 or 331.
- b. **Complex Analysis**  
Complex numbers, functions of a complex variable, contour integration, Cauchy Integral Theorem, power series, residues. Prerequisite: 253.
- c. **Graph Theory**  
Paths, cycles, trees, planar graphs, Hamiltonian graphs, coloring, 4-color theorem, digraphs, applications. Prerequisite: 152 and either 230 or 331.
- d. **Group Representations**  
Introduction to groups, point groups, space groups, representations of groups, applications to problems in physics and physical chemistry. Prerequisite: 331. II 1991

- e. **Number Theory**  
Prime numbers, divisibility, modular arithmetic, introduction to Diophantine equations, applications. Prerequisite: 152.
- f. **Operations Research**  
Optimization problems, linear programming, network flow analysis, stochastic models, queueing theory. Prerequisite: 152 and either 230 or 331.
- g. **Partial Differential Equations**  
Solutions and behavior of Laplace, wave and heat equations, Fourier series and integrals, Laplace transform. Prerequisite: 253. II 1993
- h. **Stochastic Processes**  
Properties of random variables and distributions, Markov chains, random walks, Poisson processes, birth and death processes. Prerequisite: 341 or consent of instructor.
- i. **Topology**  
Metric spaces, topological spaces, continuity, compactness, connectedness, homotopy. Prerequisite: 253 or 331.
- j. **Transform Methods**  
Transform methods, including continuous and discrete Fourier transforms, fast Fourier transforms, applications. Prerequisites: 152 and 331.

**491, 492 INDEPENDENT STUDY**

Prerequisite: consent of department chair. I II (1-4)

**597, 598 GRADUATE RESEARCH**

Open to master's degree candidates only. Prerequisite: consent of department chair. I II (1-4)



# Music

The study of music is, in these times of stress and rapid change, a type of investment that can provide enduring satisfaction.

The staff and facilities of Pacific Lutheran University are such that students may pursue studies in many branches of music leading to academic degrees as well as lifelong enjoyment. Degree programs include the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Music, and the Master of Music, which is offered with concentration in either conducting, composition, education, or performance. The Bachelor of Arts in Education with a major in music is offered for those intending to become teachers in the public schools.

Both the undergraduate and graduate programs are accredited regionally and nationally. Pacific Lutheran University is an associate member of the National Association of Schools of Music.

PLU music graduates find places for themselves as teachers of music in public and private schools and colleges, and as conductors, composers, private teachers, and classroom teachers. A considerable number contribute greatly to church worship as organists, choir directors, or full-time ministers. Some have found satisfying careers in music merchandising, others in concert management. Still others, with emphasis on performance, are in opera and on the concert stage, as well as in popular entertainment, vocally and instrumentally.

Facilities include space and instruments for individual practice and recital. Private study in key-

board 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.

Exposure to musical literature is to be gained not only through intensive course work in history and literature, but also in attendance at the large number of concerts annually presented by the performing organizations as well as by students, faculty, and guest artists in recital.

It must be emphasized that music majors form but a part of the multi-faceted program of music at PLU. All students are eligible to audition for the performing organizations and constitute perhaps half of the membership. Introductory music courses during both the regular semesters and the interim are designed for exploration and self-fulfillment.

## FACULTY

Robbins, *Chair*; Bleecker, Dahl, Farner, Frohn-mayer, Gard, Grieshaber, Harmic, Hoffman, C. Knapp, Kracht, L. Meyer, O'Neal, G. Peterson, B. Poulshock, Sparks, Tremaine, Vaught Farner, Youtz; assisted by Agent, Eby, Field, Habedank, Harrold, Harty, Houston, B. Johnson, Kauble, S. Knapp, Moore, Nierman, F. Peterson, N. Poulshock, Pressley, Shapiro, Sorrentino, Steman, Terpenning, Timmerman, Wall.



## M

## Music

For introductory courses to the field of music, see the descriptions of Music 101, 102, 103, and 104.

Students intending to major in music should begin the major extra sequences in the first year. Failure to do so may mean an extra semester or year to complete the major program.

Following is the program for all entering freshmen who intend to major in music:

Courses	Fall	Spring
Theory: 121, 122, 123, 124	4	3
Music History: 130		4
Ear Training: 125, 126	1	1
Private Instruction:	1	1
Large Ensemble (performance majors in some area may postpone this)	1	1
Physical Education	1	1
General University Requirements	4	4

## MUSIC MINOR

**MINOR:** 22 semester hours, including Music 121, 123, 125; Music 126; Music 122, 124 or 127; 4 hours of Private Instruction (Music 202-219); 4 hours of Ensemble (Music 360-384); one of the following: Music 101, 102, 103, 104, 130, 230, 439 — or two of the following: Music 331, 335, 353, 354, 431, 432, 436, 437, 438; 1 hour of music elective.

## UNDERGRADUATE MUSIC MAJOR DEGREES

**ENTRANCE AUDITION:** To be admitted to a music major program, prospective students must audition for the music faculty.

Music majors should fill out a declaration of major form during their first semester of enrollment in the program and be assigned to a music faculty adviser.

Only grades of "C-" or better 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.

**MUSIC CORE:** The following core is required in all music degree programs:

Theory: 121, 122, 123, 124, 223	9 hours
Music History: 130, 230	8 hours
Ear Training: 125, 126, 225, 226	4 hours
20th Century: 227	3 hours
	24 hours

The Music Core is fundamental to the pursuit of the music major and should be completed in sequence in the first four semesters of study. Music Core requirements must be fulfilled by enrollment in specific courses and may not be taken by means of independent study.

**KEYBOARD PROFICIENCY:** Basic keyboard skills are required in all music majors (B.M., B.M.E., B.M.A., B.A.). Attainment of adequate keyboard skills is 1) adjudicated by the Keyboard Proficiency Jury, administered each term and 2) for Bachelor of Music and Bachelor of Music Education students, a prerequisite to their sophomore juries (see below). Consult the Music Student Handbook for details.

**MUSIC MAJOR JURIES:** Students pursuing Bachelor of Music and Bachelor of Music Education degrees are required to pass sophomore and degree recital juries. Consult the Music Student Handbook for details.

**BACHELOR OF ARTS MAJOR:** Maximum of 40 semester hours including Music Core (24 hours), plus 4 hours of ensemble; 4 hours of literature/theory electives from 327-335, 423-439; 8 hours of private instruction. Keyboard proficiency required. In addition to requirements listed above, candidates for the B.A. degree must meet the foreign language/alternative requirement in the College of Arts and Sciences.

### BACHELOR OF MUSIC EDUCATION:

Bachelor of Music in Education—K-12 Choral

Bachelor of Music in Education—K-12

Instrumental (Band Emphasis)

Bachelor of Music in Education—K-12 Instrumental (Orchestra Emphasis)

Consult the School of Education section of this catalog.

### BACHELOR OF MUSIC EDUCATION—

#### K-12 CHORAL

Music †	Core	24
Music 360-363	Large Ensemble	7
204/404/420**	Private Instruction: Voice	6(6 semesters*)
240†	Foundations of Music Education	3
248†	Guitar Laboratory	1
340†	Fundamentals of Music Education	2
342†	Materials in K-9 Music	2
345†	Basic Conducting	2
348†	Practicum in Music Education	1
421/422†	Advanced Keyboard Skills I/II	2
442†	Methods in K-9 Music	2
443†	Methods and Materials for Secondary Choral Music	2
445†	Advanced Conducting	2
453†	Vocal Pedagogy	2
	Total	58

Keyboard proficiency required.

Sophomore and degree juries required.

† Prerequisite for student teaching.

\* Consecutive fall/spring semesters.

\*\* Half recital.

### BACHELOR OF MUSIC EDUCATION—

#### K-12 INSTRUMENTAL (BAND EMPHASIS)

Music †	Core	24
Music 370/371/380	Large Ensemble	7
375/376	Jazz Ensemble	1
240†	Foundations of Music Education	3
245†	Percussion/Brass Laboratory	1
241/242†	String Laboratory	2
243/244†	Woodwind Laboratory	2,4
246†	Brass Laboratory	1
326†	Orchestration	2
340†	Fundamentals of Music Education	2
345†	Basic Conducting	2
348†	Practicum in Music Education	1
2-/4--420**	Private Instruction	6(6 semesters*)
444†	Methods and Materials for School Band Music	3
445†	Advanced Conducting	2
	Total	58

Keyboard proficiency required.

Sophomore and degree juries required.

† Prerequisite for student teaching.

\* Consecutive fall/spring semesters.

\*\* Half recital.

### BACHELOR OF MUSIC EDUCATION—

#### K-12 INSTRUMENTAL (ORCHESTRA EMPHASIS)

Music †	Core	24
Music 370/371/380	Large Ensemble	7
381	Chamber Ensemble	1
240†	Foundations of Music Education	3
245†	Percussion/Brass Laboratory	1
241/242†	String Laboratory	2
243/244†	Woodwind Laboratory	2,4
246†	Brass Laboratory	1
326†	Orchestration	2
340†	Fundamentals of Music Education	2
345†	Basic Conducting	2
348†	Practicum in Music Education	1
2-/4--420**	Private Instruction	6(6 semesters*)
445†	Advanced Conducting	2
454†	Methods and Materials for String Teachers	3
	Total	58

Keyboard proficiency required.

Sophomore and degree juries required.

† Prerequisite for student teaching.

\* Consecutive fall/spring semesters.

\*\* Half recital.





# Music

## BACHELOR OF MUSICAL ARTS

Music	Core	24
Music 370/380/	Large Ensemble	6
2--/4--	Private Instruction	8
345	Basic Conducting	2
423	Form I	2
	Theory Electives	4
	Jazz Theory	
	Counterpoint, Adv. Counterpoint	
	Orchestration	
	Composition	
	Arranging	
	Form II, III	
	Performance Electives	4
	Private Instruction	
	Ensembles	
	Laboratory Classes	
	Pedagogy Classes	
	Improvisation	
	Electronic Music Practicum	
	Accompanying	
	Organ Improvisation	
	Advanced Keyboard Skills	
439	Senior Seminar: Topics in Music Literature	4
	Music Electives	8
	<b>Total</b>	<b>62</b>

Keyboard proficiency required.

In a cognate field outside of music, an academic minor or second major required.

## BACHELOR OF MUSIC

- Bachelor of Music in Instrumental Performance
- Bachelor of Music in Organ Performance
- Bachelor of Music in Piano Performance
- Bachelor of Music in Vocal Performance
- Bachelor of Music in Composition
- Bachelor of Music in Church Music

## BACHELOR OF MUSIC— INSTRUMENTAL PERFORMANCE

Music	Core	24
Music 370/371/		
380	Large Ensemble	8
323	Counterpoint	2
326	Orchestration	2
345	Basic Conducting	2
2/4	Private Instruction	22(8 semesters*)
420**		
381	Chamber Ensemble	4
384	Contemporary Arts Ensemble	1
423	Form I	2
424 or 425	Form II or III	2
445	Advanced Conducting	2
439	Senior Seminar: Topics in Music Literature	4
	<b>Total</b>	<b>75</b>

Keyboard proficiency required.

Sophomore and degree juries required.

\* Consecutive fall/spring semesters.

\*\* Half recital.

Violin/Viola majors will take an additional 2 semester hour of Music 491 Independent Study: String Pedagogy. Recommended: Music 324 Advanced Counterpoint.

## BACHELOR OF MUSIC—ORGAN PERFORMANCE

Music	Core	24
	Ensemble (to include Chamber Ensemble)	5
323	Counterpoint	2
324	Advanced Counterpoint	2
331	Music of J.S. Bach	2
335	Church Music	2
345	Basic Conducting	2
352	Organ Improvisation	1
384	Contemporary Arts Ensemble	1
203/403	Private Instruction: Organ	18(8 semesters*)
420**		
218	Private Instruction: Harpsichord	2
	(2 semesters)	
423	Form I	2
424 or 425	Form II or III	2
436	History of Organ Building	2
437	Masterpieces of Sacred Music	2
438	Hymnology and Music of the Liturgy	2
439	Senior Seminar: Topics in Music Literature	4
	<b>Total</b>	<b>75</b>

Keyboard proficiency required.

Sophomore and degree juries required.

\* Consecutive fall/spring semesters.

\*\* Full recital.

## BACHELOR OF MUSIC—PIANO PERFORMANCE

Music	Core	24
Music	Large Ensemble	2
323	Counterpoint	2
324	Advanced Counterpoint	2
345	Basic Conducting	2
202/402/	Private Instruction: Piano	22(8 semesters*)
420**		
218	Private Instruction: Harpsichord	1
351	Accompanying***	2
383	Two Piano Ensemble	2
384	Contemporary Arts Ensemble	1
423	Form I	2
424 or 425	Form II or III	2
431	History of Piano Literature	2
	and Performance	
451	Piano Pedagogy***	4
439	Senior Seminar: Topics in Music Literature	4
421	Advanced Keyboard Skills I	1
	<b>Total</b>	<b>75</b>

Keyboard proficiency required.

Sophomore and degree juries required.

\* Consecutive fall/spring semesters.

\*\* Full recital.

\*\*\*Piano performance majors may elect additional emphasis in accompanying or pedagogy. Those seeking emphasis in accompanying shall elect two additional hours of Music 351 and shall accompany two full vocal or instrumental recitals. Those seeking emphasis in pedagogy shall elect four additional hours of Music 451.

## BACHELOR OF MUSIC—VOCAL PERFORMANCE

Music	Core	24
360-363	Large Ensemble	8
323	Counterpoint	2
345	Basic Conducting	2
204/404/	Private Instruction: Voice	19(8 semesters*)
420**		
253	Diction I	1
254	Diction II	1
353	Solo Vocal Literature	2
354	History of Music Theater	2
366	Opera Workshop	2
421/422	Advanced Keyboard Skills I/II	2
423	Form I	2
424 or 425	Form II or III	2
453	Vocal Pedagogy	2
439	Senior Seminar: Topics in Music Literature	4
	<b>Total</b>	<b>75</b>

Keyboard proficiency required.

Sophomore and degree juries required.

\* Consecutive fall/spring semesters.

\*\* Full recital.

Recommended: Music 324 Advanced Counterpoint  
PE 241 Modern Dance  
COMA 250 Fundamentals of Acting

## BACHELOR OF MUSIC—COMPOSITION

Music	Core	24
	Large Ensemble	2
249	Electronic Music Laboratory	1
323	Counterpoint	2
324	Advanced Counterpoint	2
326	Orchestration	2
327	Composition (private study)	16
345	Basic Conducting	2
2/4	Private Instruction: Principal Instrument	6
384	Contemporary Arts Ensemble	2
421/422	Advanced Keyboard Skills I/II	2
423	Form I	2
424	Form II	2
425	Form III	2
432	Music of the World's People	2
445	Advanced Conducting	2
439	Senior Seminar: Topics in Music Literature	4
	<b>Total</b>	<b>75</b>

Keyboard proficiency required.

Sophomore and degree juries required.

## BACHELOR OF MUSIC—CHURCH MUSIC

Music	Core	24
360-363	Choral Ensemble	6
203/403		
or 204/404	Principal Instrument	
	(Organ or Voice)	14(8 semesters*)
420**		
204/404		
or 203/403	Secondary Instrument	
	(Voice or Organ)	4(4 semesters*)





352 or 421	Organ Improvisation or Advanced Keyboard Skills I	1
323	Counterpoint	2
324	Advanced Counterpoint	2
331	Music of J.S. Bach	2
335	Church Music	2
345	Basic Conducting	2
381	Chamber Ensemble	1
384	Contemporary Arts Ensemble	1
423	Form I	2
424 or 425	Form II or III	2
437	Masterpieces of Sacred Music	2
438	Hymnology and Music of the Liturgy	2
445	Advanced Conducting	2
439	Senior Seminar: Topics in Music Literature	4
	Total	75

Keyboard proficiency required.

Sophomore and degree juries required.

\* Consecutive fall/spring semesters.

\*\* Full recital.

Strongly Recommended: Additional religion courses beyond the required courses of Core I or II.

## MASTER OF ARTS IN MUSIC DEGREE

Consult the *Graduate Catalog* for details of the Master of Arts in Music program.

### COURSE OFFERINGS

#### 101 INTRODUCTION TO MUSIC

Introduction to music literature with emphasis on listening, structure, period, and style. Designed to enhance the enjoyment and understanding of music. Not open to majors. I (4)

#### 102 UNDERSTANDING MUSIC THROUGH MELODY

Introduction to the musical arts through exploration of melody as a primary musical impulse in a variety of musical styles. Designed to enhance the enjoyment and understanding of all music through increased sensitivity to melody. Not open to majors. II (4)

#### 103 HISTORY OF JAZZ

Survey of America's unique art form: jazz. Emphasis on history, listening, structure, and style from early developments through recent trends. Meets Core I requirement in arts/literature, line I. II (4)

#### 104 MUSIC AND TECHNOLOGY

Survey of the impact of technology on the musical arts, from the evolution of musical instruments and the acoustic space through the audio/video/computer technology of today. Meets Core I requirement in arts/literature, line I. I (4)

#### 121 THEORY AT THE KEYBOARD I

Laboratory application of principles learned in 123 Theory I. Corequisite: 123. I (1)

#### 122 THEORY AT THE KEYBOARD II

Continuation of 121. Corequisite: 124. II (1)

#### 123 THEORY I

An introduction to the workings of common-practice music, beginning with scales, keys, intervals and triads and culminating in four-part chorale writing and elementary formal analysis. Corequisite: 121. I (3)

#### 124 THEORY II

A continuation of 123. Corequisite: 122. II (2)

#### 125 EAR TRAINING I

Development of aural skills in simple rhythmic dictation, intervals, sight-singing using progressive exercises consisting of short melodies. I (1)

#### 126 EAR TRAINING II

Continued development of aural skills in sight-singing, melodic and rhythmic dictation. Elementary harmonic dictation. II (1)

#### 127 JAZZ THEORY

Introduction to the theoretical basis of jazz, including melodic, harmonic, and formal aspects as well as ear training. Prerequisite: 123, 125, or consent of instructor. a/y I (3)

#### 130 HISTORY I

The evolution of Western music in the Classic and Romantic eras. Prerequisite: 123. II (4)

#### 201 BEGINNER'S PIANO

Group instruction for beginning pianists. I, II (1)

#### 202 PRIVATE INSTRUCTION: PIANO (1-4)

#### 203 PRIVATE INSTRUCTION: ORGAN (1-4)

#### 204 PRIVATE AND CLASS INSTRUCTION: VOICE (1-4)

#### 205 PRIVATE INSTRUCTION: VIOLIN/VIOLA (1-4)

#### 206 PRIVATE INSTRUCTION: CELLO/BASS (1-4)

#### 207 PRIVATE INSTRUCTION: FLUTE (1-4)

#### 208 PRIVATE INSTRUCTION: OBOE/ENGLISH HORN (1-4)

#### 209 PRIVATE INSTRUCTION: BASSOON (1-4)

#### 210 PRIVATE INSTRUCTION: CLARINET (1-4)

#### 211 PRIVATE INSTRUCTION: SAXOPHONE (1-4)

#### 212 PRIVATE INSTRUCTION: TRUMPET (1-4)

#### 213 PRIVATE INSTRUCTION: FRENCH HORN (1-4)

#### 214 PRIVATE INSTRUCTION: TROMBONE (1-4)

#### 215 PRIVATE INSTRUCTION: BARITONE/TUBA (1-4)

#### 216 PRIVATE INSTRUCTION: PERCUSSION (1-4)

#### 217 PRIVATE AND CLASS INSTRUCTION: GUITAR (1-4)

#### 218 PRIVATE INSTRUCTION: HARP (1-4)

#### 219 PRIVATE INSTRUCTION: HARPSICHORD (1-4)

#### 1 Credit

Fall and Spring Semesters: One half-hour private or two one-hour class lessons per week in addition to daily practice. Interim: Two 45-minute lessons per week in addition to daily practice. Summer: 6.5 hours of instruction TBA in addition to daily practice. Students in piano, voice, and guitar may be assigned to class instruction at the discretion of the music faculty.

#### 2-4 Credits

Fall and Spring Semesters: Two half-hour lessons per week in addition to daily practice. Summer: 13 hours of instruction TBA in addition to daily practice.

Special fee in addition to tuition.

#### 221 KEYBOARD PROFICIENCY

Development of keyboard literacy and skills requisite for majoring in music. May be repeated for credit. I, II (1)

#### 223 THEORY III

Systematic study of emergent theoretical constructs from the 18th and 19th century as represented in literature of that period. I (2)

#### 225 EAR TRAINING III

Advanced aural skills through extended rhythms and melodies. Emphasis on harmonic dictation. I (1)

#### 226 EAR TRAINING IV

Sight-singing, including pan-tonal melodies. Harmonic dictation of modulatory chord progressions involving chromatic alteration. Advanced rhythmic dictation. II (1)

#### 227 20TH CENTURY MUSIC

The evolution of Western art music in the 20th century from early developments to current trends, including study of emergent theoretical constructs. Prerequisites: 223, 230. II (3)

#### 230 HISTORY II

The evolution of Western music from the early Christian era through the Middle Ages, Renaissance, and Baroque eras. Prerequisite: 123. I (4)



**240 FOUNDATIONS OF MUSIC EDUCATION**

Introduction to the basic of teaching music, including philosophy, content, student characteristics, and the nature and organization of musical learning. For students preparing to become music specialists (music education majors only). I (3)

**241-242 STRING LABORATORY**

Methods and materials of teaching and playing string instruments in the public schools. a/y I, II (1, 1)

**243-244 WOODWIND LABORATORY**

Methods and materials of teaching and playing woodwind instruments in the public schools. a/y I, II (1, 1)

**245 PERCUSSION/BRASS LABORATORY**

Methods and materials of teaching and playing percussion and brass instruments in the public schools. a/y I (1)

**246 BRASS LABORATORY**

Continuation of brass instrument instruction from Music 245. a/y II (1)

**248 GUITAR LABORATORY**

Methods and materials of teaching and playing guitar in the public schools. I (1)

**249 ELECTRONIC MUSIC LABORATORY**

A laboratory experience dealing with materials and methods of elementary electronic music synthesis. Real-time experience in the electronic music studio, as well as discussion of various popular synthesizers, electronic music aesthetics, and the use of electronic instruments in secondary education. a/y II (1)

**253 DICTION I**

Rules and techniques of accurate pronunciation, enunciation, and projection of Italian and German; class discussions, performances, and critiques. a/y I (1)

**254 DICTION II**

Rules and techniques of accurate pronunciation, enunciation, and projection of French; class discussions, performances, and critiques. a/y II (1)

**323 COUNTERPOINT**

Introduction to the concept, historical evolution and compositional craft of counterpoint. Major emphasis on eighteenth century style of Bach and his contemporaries. a/y I (2)

**324 ADVANCED COUNTERPOINT**

Advanced techniques of fugue writing. Further analysis of 18th, 19th and 20th century contrapuntal music. Introduction to Schenker (reductionist) analysis. a/y II (2)

**326 ORCHESTRATION**

The range, transposition, sound, and technical characteristics of instruments. Notation, scoring, and arranging for conventional and unique instrument groupings. Prerequisite: 223. a/y (2)

**327 COMPOSITION**

A systematic approach to contemporary musical composition; students create and notate works for solo, small and large ensembles. May be repeated for additional credit. Special fee in addition to tuition. (1-4)

**328 ARRANGING**

Study of orchestration techniques applied to commercial music. Prerequisite: 326 or consent of instructor. a/y I (2)

**331 MUSIC OF JOHANN SEBASTIAN BACH**

A study of selected works representing each of the primary areas of the creative genius of J.S. Bach. a/y (2)

**335 CHURCH MUSIC**

Survey of choral music related to the church year suitable for the parish choir. Particular emphasis on building the parish music library. a/y (2)

**340 FUNDAMENTALS OF MUSIC EDUCATION**

Offered spring semester for students planning to be music specialists, this course provides detailed planning of curricula for various musical skills at different grade levels. Group, individual, and small group instruction, sectionals and large group management also discussed. Evaluation, grading, written notices, objectives, goals, course goals, and IEP's for special education, observation of a class at two different situations, interviewing for a job, working with parents, faculty, administration, and community. Prerequisite: 240. II (2)

**341 MUSIC FOR CLASSROOM TEACHERS**

Methods and procedures in teaching elementary school music as well as infusing the arts in the curriculum. Offered for students preparing for elementary classroom teaching (non-music education majors). II (2)

**342 MATERIALS IN K-9 MUSIC**

Study of skill acquisitions, music concepts, and analyzing the range of available resources, including ethnic music and computer assisted instruction. Offered for students preparing to become music specialists (music education majors only). Prerequisite: 240, 340. I (2)

**344 BEGINNING JAZZ IMPROVISATION**

Introduction to small group jazz performance emphasizing individual improvisation in a variety of jazz styles. a/y I (1)

**345 BASIC CONDUCTING**

Introduction to basic patterns, gestures, and conducting techniques; application to appropriate vocal and instrumental scores. I (2)

**348 PRACTICUM IN MUSIC EDUCATION**

Field experience including observation and limited teaching in the schools. Discussion and analysis complements field work. Prerequisite: 340; recommended EDUC 251 or 253. I (1)

**349 ELECTRONIC MUSIC PRACTICUM**

Application of electronic techniques to compositional process. Assigned studio time on a regular basis. Prerequisite: 249. (1-3)

**351 ACCOMPANYING**

Practice in accompanying representative vocal and instrumental solo literature from all periods. Special fee in addition to tuition. (1)

**352 ORGAN IMPROVISATION**

Basic techniques of improvisation, particularly as related to hymn tunes. a/y (1)

**353 SOLO VOCAL LITERATURE**

Survey of solo vocal literature. a/y (2)

**354 HISTORY OF MUSIC THEATER**

A general survey of the evolution of "Drama per Musica" from opera to musical comedy including in depth study of selected scores. a/y (2)

**360 CHOIR OF THE WEST**

A study of a wide variety of choral literature and technique through rehearsal and performance of both sacred and secular music. Auditions at the beginning of fall semester. (1)

**361 UNIVERSITY CHORALE**

A study of choral literature and technique through rehearsal and performance of both sacred and secular music. Emphasis on individual vocal and musical development through choral singing. Auditions at the beginning of fall semester. (1)

**362 UNIVERSITY MEN'S CHORUS**

The study and performance of repertoire for men's voices. Emphasis on individual vocal and musical development. (1)

**363 UNIVERSITY SINGERS**

The study and performance of repertoire for women's voices. Emphasis on individual vocal and musical development. (1)

**365 CHAPEL CHOIR**

Repertoire experience with appropriate literature for ongoing church music programs of a liturgical nature. Regular performances for University Chapel Worship. Participation without credit available. (1)

**366 OPERA WORKSHOP**

Production of chamber opera and opera scenes. Participation in all facets of production. Prerequisite: consent of instructor. (1)

**368 CHORAL UNION**

Rehearsal and performance of major works in the choral/orchestral repertoire. Open to the community as well as PLU students; membership by audition. Special fee in addition to tuition. (1)

**370 WIND ENSEMBLE**

Study and performance of selected wind and percussion literature using various size ensembles. Membership by audition. (1)

**371 CONCERT BAND**

Study of selected band literature through rehearsal and performance. Designed for the general university student. Prerequisite: having played instrument through at least junior year of high school or consent of instructor. (1)

**375 UNIVERSITY JAZZ ENSEMBLE**

Study of selected big band literature through rehearsal and performance. Membership by audition. (1)

**376 JAZZ LABORATORY ENSEMBLE**

Study of the basic style of playing jazz through rehearsal and performance. Membership by audition. (1)





**378 VOCAL JAZZ ENSEMBLE**

Study of selected vocal jazz literature through rehearsal and performance. Membership by audition; concurrent registration in 360, 361, 362, or 363 required. (1)

**380 UNIVERSITY SYMPHONY ORCHESTRA**

Study of selected orchestral literature through rehearsal and performance. Membership by audition. (1)

**381 CHAMBER ENSEMBLE**

Reading, rehearsal, and performance of selected instrumental chamber music. Prerequisite: consent of instructor. (1) Section A-String; Section B-Brass; Section C-Woodwind; Section D-Early Instruments; Section E-Guitar; Section F-Percussion.

**382 CONTEMPORARY DIRECTIONS ENSEMBLE**

Public and laboratory performance of contemporary music. (1)

**383 TWO PIANO ENSEMBLE**

Techniques and practice in the performance of two-piano and piano duet literature; includes sight reading and program planning. (1)

**384 CONTEMPORARY ARTS ENSEMBLE**

A performance ensemble integrating all the arts—literary, visual and performing. Original performance pieces are conceived, developed and performed by the ensemble using techniques from story and song to electronics and video. Prerequisite: consent of instructor. (1)

**401 PRIVATE INSTRUCTION: JAZZ (1-4)****402 PRIVATE INSTRUCTION: PIANO (1-4)****403 PRIVATE INSTRUCTION: ORGAN (1-4)****404 PRIVATE INSTRUCTION: VOICE (1-4)****405 PRIVATE INSTRUCTION: VIOLIN/VIOLA (1-4)****406 PRIVATE INSTRUCTION: CELLO/BASS (1-4)****407 PRIVATE INSTRUCTION: FLUTE (1-4)****408 PRIVATE INSTRUCTION: OBOE/ENGLISH HORN (1-4)****409 PRIVATE INSTRUCTION: BASSOON (1-4)****410 PRIVATE INSTRUCTION: CLARINET (1-4)****411 PRIVATE INSTRUCTION: SAXOPHONE (1-4)****412 PRIVATE INSTRUCTION: TRUMPET (1-4)****413 PRIVATE INSTRUCTION: FRENCH HORN (1-4)****414 PRIVATE INSTRUCTION: TROMBONE (1-4)****415 PRIVATE INSTRUCTION: BARITONE/TUBA (1-4)****416 PRIVATE INSTRUCTION: PERCUSSION (1-4)****417 PRIVATE INSTRUCTION: GUITAR (1-4)****418 PRIVATE INSTRUCTION: HARP (1-4)****419 PRIVATE INSTRUCTION: HARPSICHORD (1-4)****420 PRIVATE INSTRUCTION: DEGREE RECITAL (1-4)****1 Credit**

Fall and Spring Semesters: One half-hour private lesson per week in addition to daily practice. Interim: Two 45-minute lessons per week in addition to daily practice. Summer: 6.5 hours of instruction TBA in addition to daily practice.

**2-4 Credits**

Fall and Spring Semesters: Two half-hour private lessons per week in to daily practice. Summer: 13 hours of instruction TBA in addition to daily practice.

Special fee in addition to tuition.

**421/422 ADVANCED KEYBOARD SKILLS I/II**

Focused study of specialized keyboard skills required in various music major programs. Sections offered for particular types of music students. Prerequisite: Successful completion of the Keyboard Proficiency Jury and B.M. or B.M.E. Jury. a/y (1, 1)

**423 FORM I**

Advanced analysis of literature from Classic, Early and Middle Romantic styles in representative genres and media. II (2)

**424 FORM II**

Advanced analysis of literature from late Romantic, Impressionist, and Nationalistic styles in representative genres and media. Prerequisite: 423. a/y (2)

**425 FORM III**

Advanced analysis of literature from Modern and Contemporary styles in representative genres and media. Prerequisite: 423. a/y (2)

**427 ADVANCED ORCHESTRATION/ARRANGING**

Continuation of 326 or 328 on an individual basis. Prerequisite: 326 or 328. May be repeated for additional credit. Special fee in addition to tuition. (1-2)

**431 HISTORY OF PIANO LITERATURE AND PERFORMANCE**

A study of representative piano compositions of all periods. a/y (2)

**432 MUSIC OF THE WORLD'S PEOPLE**

Introduction to ethnomusicology; techniques of studying music within cultural contexts. In-depth case studies of one American Indian musical culture, followed by music of urban American blues, Ghanian, Black American, Balkan, Russian, and Indian styles. Includes field study project of one musical culture. a/y (2)

**436 HISTORY OF ORGAN BUILDING**

A two-fold study, involving both the technical evolution of the pipe organ (key-actions, windchest designs, pipework varieties and construction, the organ case) as well as the historical evolution of the various concepts of tonal design as these relate to the performance of organ literature. a/y (2)

**437 MASTERPIECES OF SACRED MUSIC LITERATURE**

A survey of Judeo-Christian music through the study of representative major vocal/choral works. a/y (2)

**438 HYMNOLOGY AND THE MUSIC OF THE LITURGY**

A survey of Christian hymnody, considered from both a musical and poetic viewpoint. Also considered will be the concept and performance of music for the liturgy, both historic and contemporary, primarily from the Roman, Anglican, and Lutheran traditions. a/y (2)

**439 SENIOR SEMINAR: TOPICS IN MUSIC LITERATURE**

Directed study of selected topics in music literature. Prerequisite: senior standing. Open to juniors for non-degree credit. I (4)

**442 METHODS IN K-9 MUSIC**

Orff-Schulwerk and Kodaly techniques for upper elementary and middle school children. Offered for students preparing to become music specialists (music education majors only). Prerequisite: 342. II (2)

**443 METHODS AND MATERIALS FOR SECONDARY CHORAL MUSIC**

The organization and administration of the secondary school music curriculum with particular attention to the needs of the choral program. Organization, management, teaching methods, rehearsal techniques, and choral literature appropriate for the various age and experience levels of students in grades 7-12. II (2)

**444 METHODS AND MATERIALS FOR SCHOOL BAND MUSIC**

The organization and administration of the secondary school music curriculum with particular attention to the needs of the band program. Organization, management, teaching methods, rehearsal techniques, and wind-percussion literature appropriate for the various age and experience levels of students in grades 4-12. Prerequisite: 340, 348. II (3)

**445 ADVANCED CONDUCTING**

Refinement of patterns, gestures, and conducting techniques; application to appropriate vocal and instrumental scores. Prerequisite: 345. Section A—Instrumental; Section B—Choral. II (2)



## M

## Music

**451 PIANO PEDAGOGY**

Teaching techniques for prospective teachers of piano, including techniques of private and class piano instruction. Methods and materials from beginning through advanced levels. (2) Section A—Basic; Section B—Lower Elementary; Section C—Upper Elementary; Section D—Advanced.

**453 VOCAL PEDAGOGY**

Physiological, psychological, and pedagogical aspects of singing. a/y (2)

**454 METHODS AND MATERIALS FOR STRING TEACHERS**

Methods and techniques of teaching strings to all ages and levels, from the beginner to the advanced student. Special emphasis on the physiological and psychological approach to the instrument. Study of string pedagogy in the classroom as well as individual instruction. Prerequisite: 340, 348 or consent of instructor. II (3)

**491, 492 INDEPENDENT STUDY**

Prerequisite: consent of instructor. May be repeated for additional credit. (1-4)

**502 PRIVATE INSTRUCTION: PIANO (1-4)****503 PRIVATE INSTRUCTION: ORGAN (1-4)****504 PRIVATE INSTRUCTION: VOICE (1-4)****505 PRIVATE INSTRUCTION: VIOLIN/VIOLA (1-4)****506 PRIVATE INSTRUCTION: CELLO/BASS (1-4)****507 PRIVATE INSTRUCTION: FLUTE (1-4)****508 PRIVATE INSTRUCTION: OBOE/ENGLISH HORN (1-4)****509 PRIVATE INSTRUCTION: BASSOON (1-4)****510 PRIVATE INSTRUCTION: CLARINET (1-4)****511 PRIVATE INSTRUCTION: SAXOPHONE (1-4)****512 PRIVATE INSTRUCTION: TRUMPET (1-4)****513 PRIVATE INSTRUCTION: FRENCH HORN (1-4)****514 PRIVATE INSTRUCTION: TROMBONE (1-4)****515 PRIVATE INSTRUCTION: BARITONE/TUBA (1-4)****516 PRIVATE INSTRUCTION: PERCUSSION (1-4)****517 PRIVATE INSTRUCTION: GUITAR (1-4)****518 PRIVATE INSTRUCTION: HARP (1-4)****519 PRIVATE INSTRUCTION: HARPSICHORD (1-4)****520 PRIVATE INSTRUCTION: CONDUCTING (1-4)****1 Credit**

Fall and Spring Semesters: One half-hour private lesson per week in addition to daily practice. Interim: Two 45-minute lessons per week in addition to daily practice. Summer: 6.5 hours of instruction TBA in addition to daily practice.

**2-4 Credits**

Fall and Spring Semesters: Two half-hour private lessons per week in addition to daily practice. Summer: 13 hours of instruction TBA in addition to daily practice.

Special fee in addition to tuition.

**527 COMPOSITION**

A systematic approach to contemporary music composition; students create, notate, and perform works for solo, small and large ensembles. May be repeated for credit. (1-4)

**529 TOPICS IN MUSIC THEORY**

a/y summer only. (4)

**532 MUSIC BIBLIOGRAPHY AND RESEARCH TECHNIQUES**

Survey of the main research tools available for advanced work in music. a/y summer only. (2)

**539 TOPICS IN MUSIC HISTORY**

a/y summer only. (4)

**545 SEMINAR IN ADVANCED CONDUCTING**

Directed study of selected scores for large and small ensembles, vocal and instrumental. May be repeated for credit. (2)

**549 ELECTRONIC MUSIC SYNTHESIS**

Directed study of electronic music literature, techniques, and composition. May be repeated for credit. (1-2)

**551 ACCOMPANYING**

Practice in accompanying representative vocal and instrumental solo literature from all periods. Accompanying in performance will be required. Special fee in addition to tuition. (1)

**560 CHOIR OF THE WEST**

A study of choral ensemble rehearsal techniques with emphasis on score analysis. (1)

**561 UNIVERSITY CHORALE**

A study of choral ensemble rehearsal techniques with emphasis on vocal pedagogy in the rehearsal. (1)

**565 OPERA WORKSHOP**

Production of chamber opera and opera scenes. Participation in all facets of production. Prerequisite: consent of instructor. (1)

**568 CHORAL UNION**

Rehearsal and performance of major works in the choral/orchestral repertoire with emphasis on score analysis. Special fee in addition to tuition. (1)

**570 WIND ENSEMBLE**

A study of band rehearsal techniques with emphasis on score analysis. (1)

**575 UNIVERSITY JAZZ ENSEMBLE**

A study of jazz ensemble rehearsal techniques with emphasis on stylistic considerations. (1)

**578 VOCAL JAZZ ENSEMBLE**

Study of vocal jazz ensemble rehearsal techniques with emphasis on stylistic considerations. Membership by audition; concurrent registration in 560 or 561 required. (1)

**580 UNIVERSITY SYMPHONY ORCHESTRA**

A study of orchestra ensemble rehearsal techniques with emphasis on score analysis. (1)

**581 CHAMBER ENSEMBLE**

Analysis, rehearsal, and performance of selected instrumental chamber music. Prerequisite: consent of instructor. (1) Section A—String; Section B—Brass; Section C—Woodwind; Section D—Early Instruments; Section E—Guitar; Section F—Percussion.

**583 CONTEMPORARY DIRECTIONS ENSEMBLE**

Public and laboratory performance of contemporary music. Emphasis on score analysis. (1)

**583 TWO-PIANO ENSEMBLE**

Performance of two-piano and piano duet literature, including score analysis. (1)

**584 CONTEMPORARY ARTS ENSEMBLE**

A multi-arts ensemble with emphasis on composition techniques, repertoire, and performance. (1)

**590 GRADUATE SEMINAR**

a/y summer only. (1-4)

**596 RESEARCH IN MUSIC (1-4)****599 THESIS (2-4)**



Division of

# Natural Sciences

N

Science education at Pacific Lutheran University is directed both toward undergraduate preparation of future science professionals and toward the creation of critical scientific awareness for liberally educated citizens in all walks of life.

Science must be taught as fundamental principles, groups of concepts, bodies of knowledge, and means for survival. Holistic solutions to global problems require the ability to interrelate technical knowledge and human values.

Concern for how science is used must not obscure the motivation for pursuit of the best scientific work: the joy of trying and succeeding, the joy of discovery and understanding.

## FACULTY

Lowes, *Divisional Dean*; faculty members of the Departments of Biology, Chemistry, Earth Sciences, Mathematics and Computer Science, and Physics and Engineering.

As a division within the College of Arts and Sciences, the Division of Natural Sciences offers programs in each constituent department leading to the B.A. and B.S. degrees and to the B.S. in Medical Technology. M.A. and M.S. degrees in Computer Science are also offered. Course offerings and degree requirements are listed under:

BIOLOGY  
CHEMISTRY  
COMPUTER SCIENCE  
EARTH SCIENCES  
ENGINEERING  
MATHEMATICS  
PHYSICS

See also the sections of this catalog on the Environmental Studies Program and on the Health Sciences (under Pre-professional Programs).

Courses suitable for meeting Core I requirements in Natural Sciences/Mathematics may be found within each department or below:

## COURSE OFFERINGS

### 106 COSMOS, EARTH, AND LIFE

Consideration of the beginnings, evolution, and possible fates of the universe as revealed by present evidence. The formation and development of planet earth, geologic processes through geologic time. The impact of civilization on global resources. The atomic and molecular view of chemical prerequisites for life. The origin and formation of the atmosphere and potential threats of altering its constituents. Study of the development and diversification of life by focusing on unifying concepts and control systems. Laboratory experiences to reinforce understanding of how hypotheses are built and critically tested. Fulfills Natural Sciences/Mathematics core requirement, line 1 or 2. (4)

### 201 HISTORY OF SCIENCE THROUGH THE SCIENTIFIC REVOLUTION

A global survey of the history of science from ancient times through the scientific revolution of the 17th century. Study of the areas of astronomy, biology, medicine, physics, geology, chemistry, mathematics, and technology; their relations to each other; their development over time. Laboratory demonstrations of selected experiments. Discussion of the relation of science to the rest of society. Fulfills Natural Sciences/Mathematics core requirement, line 1, 2, or 3. (4)

### 202 HISTORY OF SCIENCE SINCE THE SCIENTIFIC REVOLUTION

Continuation of 201. A global survey of the history of science from the scientific revolution to the present. Fulfills Natural Sciences/Mathematics core requirement, line 1, 2, or 3. (4)

### 206 DESCRIPTIVE ASTRONOMY

Stars and their evolution, galaxies and larger structures, cosmology, and the solar system. Emphasis on observational evidence. Evening observing sessions. No prerequisite courses in science or mathematics. Fulfills Natural Sciences/Mathematics core requirement, line 1 or 2. a/y. II 1991-92 (4)

Division of Natural Sciences  
School of Nursing



School of

# Nursing

Nursing offers opportunities for a rewarding professional career. It affords a wide choice of location, environment, and type of service. The physical, mental, social, and spiritual health of people is a universal concern, and those prepared to help others maintain their good health are in constant demand.

The School of Nursing is a professional school which combines professional and liberal arts studies in assisting students to develop a sense of responsibility for acquiring the attitudes, knowledge, and

skills necessary for meeting nursing needs of individuals, groups, and communities.

Degree programs within the School of Nursing include the Bachelor of Science in Nursing for basic nursing students, licensed practical nurses, and registered nurses, and the Master of Science in Nursing with areas of concentration in nursing administration, school nursing, and a clinical specialty designed to prepare a continuity of care nurse specialist.

Education Staff Associate certification for school nurses is individually designed through a consortium consisting of a school district, related professional associations, and Pacific Lutheran University (subject to Washington State certification requirements).

Workshops and short courses for nurses and others involved in health care are offered through the Continuing Nursing Education Program.

The basic program is designed for students with no previous preparation in nursing. Graduates who successfully complete the program are eligible to write the State Board of Nursing examination for licensure as registered nurses. They are prepared for beginning positions in professional nursing in hospitals and other health agencies. A special sequence of study is available which awards credit and provides challenge options for licensed practical nurses. There also is a sequence for registered nurse students, graduates from diploma or associate degree programs, who wish to earn the Bachelor of Science in Nursing degree. These undergraduate programs provide a foundation for graduate study in nursing.

Under the direct supervision of its faculty members, the School uses facilities of hospitals, health agencies, and schools in the community to provide optimal clinical learning experience for its students.

The School of Nursing is approved by the Washington State Board of Nursing and accredited by the National League for Nursing. It is a charter member of the Western Council on Higher Education for Nursing.

## FACULTY

**Kellmer, Dean; Hirsch, Assistant Dean; Aikin, Egan, Fanslow, Goodwin, C. Hansen, Hefty, Herman-Bertsch, Kelly, Kirkpatrick, Klisch, Kottal, L. Olson, Page, Pass, Primomo, Rhoades, Schultz, Stiggelbout, Strong; Assisted by Mahoney and White.**

### ADMISSION AND CONTINUATION POLICIES

Students seeking admission to the basic program, the LPN to BSN sequence, or the RN to BSN sequence must make formal application to both the university and the School of Nursing.

Applications for admission to the School of Nursing's basic program are accepted twice during the year. Students desiring admission to either fall or spring semester of the following academic year should submit applications between January 1 and February 15. Additional applications from students wishing to be considered for any remaining admissions for the spring semester should be submitted by September 15. Applications are reviewed only if the applicants have been admitted to PLU and have provided official transcripts as requested by the School of Nursing Admissions Committee.

Students accepted to begin the nursing sequence in either fall or spring semester, and who have applied by the February 15 deadline, are selected for both terms and notified by May 1. Students are admitted to the term of their choice insofar as it is possible. Deferred admission to the next term may be necessary. Additional selection for the spring semester is made in the fall with notification by November 1. Late applicants are considered on a space available basis.

All potential or pre-nursing students are urged to seek early academic advisement from the admissions, retention and recruitment coordinator in the School of Nursing Office in order to enroll for appropriate prerequisites and avoid unnecessary loss of time. The School of Nursing reserves the right of curriculum modification and revision as long as it does not hinder the students' progress toward graduation.

Minimal criteria for admission to or continuation in the School of Nursing are as follows:

1. Admission to the university. Applicants must have been admitted to Pacific Lutheran University before consideration of their application to the School of Nursing. Admission to

the university does not guarantee admission to the School of Nursing.

2. Completion of or current enrollment in Psychology 101 (Introduction to Psychology) and the following: Biology 205, 206 (Human Anatomy and Physiology), and Chemistry 105 (Chemistry of Life). The remaining courses will be completed after enrolling in the nursing program; however, both Biology 205 and 206 must be completed before enrollment in Nursing 251, 263, and 273. Students need to plan their schedules accordingly.
3. Completion of a minimum of 26 semester credit hours. Some of these may be in progress at the time of application.
4. A minimum grade of 2.00 (C) in all required nursing and prerequisite courses. A student receiving a grade point of less than 2.00 in any course which is a prerequisite for a nursing course may not continue in that nursing course until the prerequisite course is repeated with a grade point of 2.00 or above.
5. A minimum cumulative grade point average of 2.33.
6. Demonstration of math proficiency by successfully passing a basic math proficiency test (Bindler-Bayne) with a score of at least 80% in each of the six sections.
7. Physical health and emotional stability sufficient to meet the demands of nursing and provide effective, safe patient care.\*
8. Entering students are required to have completed two high school years of one foreign language (or the equivalent) and two years of college preparatory mathematics (or the equivalent), excluding courses in computer science. If these requirements have not been met, one year of foreign language and a course in intermediate algebra or above on the college level will be required.
9. Progression in the nursing sequence is dependent upon satisfactory performance (a grade of C or higher) in the prerequisite nursing courses. Nursing majors may have no more than 4 semester credit hours of non-nursing courses to be completed at the time of enrollment in the final semester of nursing courses.

\*Applicants who have chronic health conditions or disabilities which require alterations to the program of study as approved by the Washington State Board of Nursing, or which prevent the practice of nursing with reasonable skill and safety, should be aware of the possibility that they may not be eligible to sit for the NCLEX licensing examination or obtain a license to practice nursing. Questions *should* be addressed directly to the Washington State Board of Nursing Nurse Practice Manager at 206-586-8186.

The School of Nursing reserves the right to request withdrawal of nursing students who fail to demonstrate academic or clinical competence or who fail to maintain professional conduct. Unsafe practice constitutes grounds for immediate dismissal from the clinical component.

### HEALTH

Nursing students are responsible for maintaining optimal health and are teachers of health. Physical examinations, x-rays, and immunizations are required before admission to the clinical areas, and periodically thereafter, and are the responsibility of students. All students must carry personal health insurance.

### ADDITIONAL COSTS

In addition to regular university costs, students must provide their own transportation between the university campus and the clinical laboratory areas beginning with the first nursing course. Available 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. This is available under a group plan at a nominal cost to the student. Health examination fees, student uniforms and equipment (wristwatch, scissors, stethoscope) are also the responsibility of the student.

Standardized testing fees of approximately \$30.00, payable directly to the School of Nursing, are assessed at the time of enrollment in the final semester of nursing studies.

### BASIC PROGRAM

The curriculum plan and its implementation are designed to foster growth and to encourage initiative and self-direction on the part of students. In addition to nursing requirements, students are expected to meet university requirements. Nursing courses are sequential in nature and all have prerequisites.

For spring semester enrollment the curriculum generally follows the fall semester format with modifications as necessary to assure completion of all prerequisite courses by the time they are needed. A schedule of courses is developed individually with each student who begins nursing courses in the spring semester. Nursing courses must be taken concurrently and in sequence as indicated in the sample curriculum, and, if enrolled full-time, normally extend over six semesters. Part-time enrollment also is possible.





<b>FIRST YEAR-Pre Nursing</b>		<b>Semester</b>
Fall Semester		<b>Credit Hours</b>
Biology 205	Human Anatomy and Physiology	4
Psychology 101	Introduction to Psychology	4
English 101	College English	4
GUR/Core		4
Physical Education 100	Personalized Fitness Programs	1
		<hr/> 17

Interim (optional) 0-4

<b>Spring Semester</b>		<b>Semester</b>
Chemistry 105	Chemistry of Life	4
GUR/Core (Religion)		4
Biology 206	Human Anatomy and Physiology	4
Elective		4
Physical Education		1
		<hr/> 17

## SECOND YEAR

<b>Fall Semester</b>		<b>Semester</b>
Biology 201	Introductory Microbiology	4
GUR/Core		4
Psychology 335	Development: Infancy to Maturity	4
Nursing 212	Introduction to Health Care	2
Nursing 251	Commonalities in Nursing I	2
Physical Education		1
		<hr/> 17

Interim  
Elective 

---

4  
4

<b>Spring Semester</b>		<b>Semester</b>
Nursing 232	Pharmacology in Nursing	2
Nursing 252	Commonalities in Nursing II	2
Nursing 263	Health Assessment	2
Nursing 273	Pathophysiology	3
GUR/Core		4
Physical Education		1
		<hr/> 14

## THIRD YEAR

<b>Fall Semester</b>		<b>Semester</b>
Nursing 322	Psychosocial Nursing: Clinical	2
Nursing 324	Psychosocial Nursing	4
Nursing 333	Physiological Nursing I	3
Nursing 342	Physiological Nursing I: Clinical	2
Sociology 330	The Family	4
		<hr/> 15

Interim (optional) 0-4

<b>Spring Semester</b>		<b>Semester</b>
Nursing 352	Nursing in the Childbearing Years	2
Nursing 362	Nursing in the Childbearing Years: Clinical	2
Nursing 372	Nursing of Children	2
Nursing 382	Nursing of Children: Clinical	2
Nursing 392	Nursing Research	2
GUR/Core		4
		<hr/> 14

## FOURTH YEAR

<b>Fall Semester</b>		<b>Semester</b>
Nursing 423	Physiological Nursing II	3
Nursing 433	Physiological Nursing II: Clinical	3
Nursing 436	Community Health Nursing: Families	3
Nursing 453	Community Health Nursing: Clinical	3
GUR/Core		4
		<hr/> 16

Interim  
Elective 

---

4  
4

<b>Spring Semester</b>		<b>Semester</b>
Nursing 462	Leadership in Nursing	2
Nursing 472	Issues and Trends in Nursing	2
Nursing 473	Community as Client	3
Nursing 474	Nursing Synthesis	4
		<hr/> 11

\*GUR = general university requirement

A minimum of 128 semester credit hours is required for the baccalaureate degree.

## LICENSED PRACTICAL NURSE SEQUENCE

The licensed practical nurse sequence is planned to provide credit for past coursework and experience. Either full-time or part-time enrollment is possible. After completion of prerequisites, the program may be completed in 24 months of full-time study, starting in September with an August graduation. Prospective students are encouraged to contact the LPN/BSN coordinator for specific early advisement in order to reduce time spent in completing prerequisites and to facilitate progress.

## TRANSFER CREDIT

Licensed practical nurses who began their higher education at other accredited colleges or universities may apply for admission with advanced standing. A grade point average of 2.33 is required by the School of Nursing. A minimum grade of C in college courses is required for transfer of credit. A maximum of 64 semester (96 quarter) credit hours of community college work is transferable. A quarter credit hour is equivalent of two-thirds a semester credit hour. To qualify as degree candidates, students must take the final 32 semester hours in residence at PLU.

## ADVANCED PLACEMENT

**Non-nursing**  
Advanced placement may be available through College Board or departmental examinations. Inquiries should be directed to the Office of Admissions or the department or school offering the particular subject.

## Nursing

The following courses are transferred or waived following successful completion of an examination (course exam or a standardized test). Exams are offered during the summer before entering the LPN sequence.

	<b>Semester</b>	
	<b>Credit Hours</b>	
Nursing 251	Commonalities in Nursing I	2
Nursing 252	Commonalities in Nursing II	2

Challenge examinations are available for a number of courses and are offered at appointed times during the year. Each student is individually counseled, and appropriate challenge exams are recommended based on the student's educational background and work experience. Course examinations, standardized examinations, and clinical proficiency examinations are used. The cost of the tests is paid by the student (\$30-\$45 per test). To receive credit for courses following successful challenge, one-fourth of the tuition per credit is paid.

## PREREQUISITES

Prerequisite courses are available at most junior or community colleges. Course equivalency sheets are available. Transfer with junior standing (60 semester credit hours) reduces the \*Religion and the \*Interim requirements from 8 to 4 semester credit hours each.

	<b>Semester</b>	
	<b>Credit Hours</b>	
Biology 205, 206	Human Anatomy and Physiology	8
Biology 201	Introductory Microbiology	4
Chemistry 105	Chemistry of Life	4
Sociology 330	The Family	4
Psychology 101	Introduction to Psychology	4
Psychology 335	Development: Infancy to Maturity	4

General University Requirements include:

	<b>Semester</b>
	<b>Credit Hours</b>
Anthropology/History/Political Science	4
Fine Arts	4
English 101	4
Literature	4
Philosophy (not Logic)	4
*Religion (4 semester hours must be taken at PLU)	4-8
*Interim	4 or 8
PE	4
Electives (as needed for graduation)	4 or more

## FIRST YEAR

<b>Fall Semester</b>		<b>Semester</b>
		<b>Credit Hours</b>
Enroll:		
GUR		
Nursing 212	Introduction to Health Care	2
Nursing 263	Health Assessment	2
<i>Challenge (early in semester):</i>		
Nursing 333	Physiological Nursing I	3
Nursing 342	Physiological Nursing I: Clinical	2

Interim  
Interim Requirement 4



**Spring Semester**

Enroll:		
GUR		
Nursing 273	Pathophysiology	3
Nursing 232	Pharmacology in Nursing	2
Nursing 324	Psychosocial Nursing	4
<i>Enroll or challenge:</i>		
Nursing 322	Psychosocial Nursing: Clinical	2

**Summer Semester**

GUR		
<i>Challenges (Potential):</i>		
Nursing 352	Nursing in the Childbearing Years	2
Nursing 362	Nursing in the Childbearing Years: Clinical	2
or		
Nursing 372	Nursing of Children	2
Nursing 382	Nursing of Children: Clinical	2

**SECOND YEAR****Transition in with Basic Students****Fall Semester**

Enroll:		
Nursing 352	Nursing in the Childbearing Years	2
Nursing 362	Nursing in the Childbearing Years: Clinical	2
Nursing 372	Nursing of Children	2
Nursing 382	Nursing of Children: Clinical	2
Nursing 392	Nursing Research	2

**Interim**

Interim Requirement or GUR

**Spring Semester**

Enroll:		
Nursing 423	Physiological Nursing II	3
Nursing 433	Physiological Nursing II: Clinical	3
Nursing 436	Community Health Nursing: Families	3
Nursing 453	Community Health Nursing: Clinical	3

**Summer Term**

Enroll:		
Nursing 462	Leadership in Nursing	2
Nursing 472	Issues and Trends in Nursing	2
Nursing 473	Community as Client	3
Nursing 474	Nursing Synthesis	4

**REGISTERED NURSE SEQUENCE**

The registered nurse sequence is arranged to accommodate working nurses. Either full-time or part-time enrollment is possible. With full-time study, the program may be completed in 12 months starting in September with graduation the following August. Registered nurses may enroll in 200 and 300 level non-clinical nursing courses out-of-sequence. Prospective students are encouraged to contact the RN/BSN coordinator for specific advisement in order to reduce time spent in completing prerequisites and facilitate progress.

**TRANSFER CREDIT**

Registered nurses who began their higher education at other accredited colleges or universities may apply for admission with advanced standing. A grade point average of 2.33 is required by the School of Nursing. A minimum grade of C in college courses is required for transfer of credit. A maximum of 64 semester (96 quarter) credit hours of community college work is transferable. A quarter credit hour is equivalent of two-thirds a semester credit hour. To qualify as degree candidates, students must take the final 32 semester hours in residence at PLU.

**ADVANCED PLACEMENT****Non-Nursing**

Advanced placement may be available through College Board or departmental examinations. Inquiries should be directed to the Office of Admissions or the department or school offering the particular subject.

**Nursing**

The following courses are transferred in for credit for ADN's; waived for diploma RNs.

	Semester Credit Hours	
Nursing 232	Pharmacology in Nursing	2
Nursing 251	Commonalities in Nursing I	2
Nursing 252	Commonalities in Nursing II	2

Three NLN Mobility Tests are used to challenge the following courses:

Nursing 322/324	Psychosocial Nursing	1 test
Nursing 333/342/423	Physiological Nursing	1 test
Nursing 352/362/372/382	Maternal Nursing/ Nursing of Children	1 test

Nursing 433 (Physiological Nursing II: Clinical) may be challenged by means of a clinical proficiency exam.

Students must successfully pass the NLN Mobility Tests to receive credit for courses. NLN tests may be taken twice if necessary. If a satisfactory passing grade is not achieved, RN/BSN students enroll in the course with basic students and/or LPN students.

Challenge exams are offered during the summer before beginning the RN nursing sequence and at appointed times during the year.

The cost of the NLN mobility tests and the clinical proficiency test is paid by the student (approx. \$45/test). To receive credit for courses following successful challenge, one-fourth of the tuition per credit is paid.

**PREREQUISITES**

Prerequisite courses are available at most junior or community colleges. Course equivalency sheets are available. Transfer with junior standing (60 semester credit hours) reduces the \*Religion and the \*Interim requirements from 8 to 4 semester credit hours each.

Prerequisite courses include:

	Semester Credit Hours	
Biology 205, 206	Human Anatomy and Physiology	8
Biology 201	Introductory Microbiology	4
Chemistry 105	Chemistry of Life	4
Sociology 330	The Family	4
Psychology 101	Introduction to Psychology	4
Psychology 335	Development: Infancy to Maturity	4

General University Requirements include:

	Semester Credit Hours
Anthropology/History/Political Science	4
Fine Arts	4
English 101	4
Literature	4
Philosophy (not logic)	4
*Religion (4 semester hours must be taken at PLU)	4-8
*Interim	4 or 8
*PE	4
Electives (as needed for graduation)	4 or more

**SEQUENCE OF STUDY - 12 Months**

The following sequence is designed to facilitate progress through a 12-month sequence following completion of prerequisite courses.

**FALL SEMESTER**

Enroll:	Semester Credit Hours	
Nursing 212	Introduction to Health Care	2
Nursing 263	Health Assessment	2
Nursing 273	Pathophysiology	3
GUR (Religion)		4

Register as challenge:

Nursing 322/324/352/362/372/382	14
---------------------------------	----

**INTERIM**

4

**SPRING SEMESTER**

Enroll:	Semester Credit Hours	
Nursing 392	Nursing Research	2
Nursing 436	Community Health Nursing: Families	3
Nursing 453	Community Health Nursing: Clinical	3

Register as challenge:

Nursing 333/342/423/433	11
-------------------------	----

**SUMMER TERM**

Enroll:	Semester Credit Hours	
Nursing 462	Leadership in Nursing	2
Nursing 472	Issues and Trends in Nursing	2
Nursing 473	Community as Client	3
Nursing 474	Nursing Synthesis	4

**PART-TIME SEQUENCE**

A number of options to the 12-month sequence are available. One option is to complete the fall and spring semesters as described and spread the final semester over the summer and subsequent fall, graduating in December. Other programs can be worked out on an individual basis to fit into the schedules of working registered nurses.

**MASTER OF SCIENCE IN NURSING**

Consult the Graduate Catalog for details of the program leading to the degree of Master of Science in Nursing and/or contact the School of Nursing Graduate Program (535-8872).



**SCHOOL NURSE CERTIFICATION**

Contact the School of Nursing School Nurse Program (535-8872)

**WORKSHOPS AND SHORT COURSES**

Contact the School of Nursing Continuing Nursing Education Program (535-7683).

## COURSE OFFERINGS

**100 MEDICAL TERMINOLOGY**

Study of over 350 word elements and the application of those terms in understanding over 10,000 complex medical words in their appropriate context. Application of these terms to anatomical and pharmacological references. (1)

**212 INTRODUCTION TO HEALTH CARE**

Socio-cultural, political, economic, ethical, and legal issues influencing contemporary health care. Focus on major health problems and health care delivery systems. Historical perspectives and trends in professional nursing and nursing education. Prerequisite: Sophomore standing in Nursing. (2)

**232 PHARMACOLOGY IN NURSING**

Focuses on pharmacological principles of the major drug classes using a systems approach. Emphasis on pharmacokinetics, mechanisms of action, undesirable effects, and nursing implications. Discussion of client teaching and nursing responsibilities regarding the administration of medication. Prerequisite: 251. (2)

**251 COMMONALITIES IN NURSING I**

Introduction to the use of the nursing process and psychomotor skills in client care. Opportunities to practice nursing skills in the nursing laboratory and selected clinical settings. Prerequisites: BIOL 205-206, CHEM 105, PSYC 101. (2)

**252 COMMONALITIES IN NURSING II**

Emphasis on the role of the professional nurse in implementation of the nursing process. Selected clinical experiences with adults in extended health care facilities. Prerequisites: BIOL 201, PSYC 335, NURS 251. Prior or concurrent enrollment in NURS 232. (2)

**263 HEALTH ASSESSMENT**

Health assessment of children and adults. Emphasis on interviewing skills and physical, developmental, and psychosocial assessment techniques as part of the nursing process. Prerequisites: BIOL 205, 206, CHEM 105, NURS 212, 251. (2)

**273 PATHOPHYSIOLOGY**

Pathophysiological concepts associated with human responses to real and potential threats to health. Immune response, reaction to injury and infection, pain, disturbances of circulation and respiration, neurological dysfunction and abnormal cell growth as clinical manifestations of selected disorders organized around a framework of categories of human functioning. Open to non-majors. Prerequisites: BIOL 201, 205, 206. (3)

**322 PSYCHOSOCIAL NURSING: CLINICAL**

Clinical application of the nursing process to promote optimal mental health for clients along the mental health-illness continuum. Emphasis on implementing a variety of therapeutic techniques and nursing interventions including therapeutic communication. Prerequisites: Prior or concurrent enrollment in NURS 324. (2)

**324 PSYCHOSOCIAL NURSING**

Use of the nursing process in the promotion of mental health for clients along the mental health-illness continuum. A holistic approach to understanding a variety of nursing interventions and other contemporary therapeutic modalities in the treatment of clients with mental health problems. Introduction to selected acute and chronic psychiatric disorders. Prerequisites: 252, 263, 273, PSYC 335. (4)

**333 PHYSIOLOGICAL NURSING I**

Basic interruptions in the bio-psychosocial processes with resultant health deviations. Focus on selected pathophysiologic disorders of adults with nursing interventions to facilitate adaptation and restoration to maximum level of wellness. Holistic approach to meeting needs of clients and families. Teaching and learning strategies for health promotion, restoration, and maintenance. Prerequisites: 252, 263, 273. (3)

**342 PHYSIOLOGICAL NURSING I: CLINICAL**

Clinical application of concepts of pathophysiology and psychopathology to the care of adult clients in hospital settings. The nursing process as framework for professional practice. Prerequisites: Prior or concurrent enrollment in 333. (2)

**352 NURSING IN THE CHILDBEARING YEARS**

Individual and family adaptations throughout the pregnancy cycle. Physiological and psychosocial-cultural aspects of childbearing. Prerequisites: 322, 324, 333, 342; SOCI 330 (2)

**362 NURSING IN THE CHILDBEARING YEARS: CLINICAL**

Clinical application of maternal newborn theory and skills in hospital, clinic, community and home environments. Prerequisites: Prior or concurrent enrollment in 352. (2)

**372 NURSING OF CHILDREN**

Nursing and health care of children from infancy through adolescence. Childhood needs, childbearing practices, and parental roles. Prerequisites: 322, 324, 333, 342, SOCI 330. (2)

**382 NURSING OF CHILDREN: CLINICAL**

Clinical application of pediatric theory and skills in acute, primary care, and community facilities. Prerequisites: Prior or concurrent enrollment in 372. (2)

**392 NURSING RESEARCH**

Introduction to the research process and basic research skills. Includes purposes of nursing research, problem identification, hypothesis generation and testing, research design, critique process and use of research in nursing. Prerequisites: 322, 324, 333, 342. (2)

**423 PHYSIOLOGICAL NURSING II**

Selected complex pathophysiological disorders of a life threatening or chronically disabling nature in adults. Nursing interventions based on understanding the bio-psycho-social disruptions and means of restoring balance to attain optimal level of functioning. Prerequisites: 322, 324, 333, 342, 352, 362. (3)

**433 PHYSIOLOGICAL NURSING II: CLINICAL**

Clinical application of bio-psycho-social, cultural, and spiritual concepts in the care of adult clients in acute care settings. Use of the nursing process and emphasis on cognitive, interpersonal, and psychomotor/technological skills. Prerequisites: Prior or concurrent enrollment in 423. (3)

**436 COMMUNITY HEALTH NURSING: FAMILIES**

Application of family theory and nursing models to the analysis of needs and care of family clients in community settings. Identification of major public health problems, levels of prevention, health seeking behaviors, health screening, and nursing management of high-risk families. Prerequisites: 322, 324, 333, 342, 352, 362, SOCI 330. (3)

**453 COMMUNITY HEALTH NURSING: CLINICAL**

Clinical application of professional and technical skills in the care of families in community health agencies. Implementation of complex nursing interventions in the home and ambulatory care settings. Refinement of interviewing and case management skills. Opportunity for independent judgment and decision making. Prerequisites: Prior or concurrent enrollment in 443. (3)

**462 LEADERSHIP IN NURSING**

Analysis of professional roles and functions in health care delivery systems. Evaluation of the impact of organizational structures on professional nursing practice. Leadership and management styles, concepts of power and authority. Prerequisites: Senior standing in nursing. (2)

**472 ISSUES AND TRENDS IN NURSING**

Analysis and evaluation of the impact of selected socio-economic, ethico-legal, and political aspects on professional nursing practice. Professional issues including entry level, credentialing, quality assurance, ethical decision-making and life-long learning. Prerequisites: Senior standing in nursing. (2)

**473 COMMUNITY AS CLIENT (CLINICAL)**

Nursing strategies for problem solving in community or public health environments. Focus on community assessment, health planning, application of the change process, and health education for high-risk groups. Prerequisites: 436, 453, prior or concurrent enrollment in 462, and senior standing in nursing. (3)

**474 NURSING SYNTHESIS**

Synthesis of critical thinking, independent judgment, decision making, technical and leadership skills in the delivery of health care in acute or chronic situations. Prerequisites: 423, 433, prior or concurrent registration in 462 and senior standing in nursing. (4)

**491, 492 INDEPENDENT STUDY**

Prerequisite: Permission of the dean. (1-4)

N

School of Nursing



**511 SCHOOL NURSING I**

Application of the nursing process to problems common to the K-12 school age population and prevalent in the school environment. Nurses' roles in the development and implementation of school health programs. Assessment of the school age child, growth and development, screening, the exceptional child, school administration, school law, role implementation. (3)

**512 SCHOOL NURSING II**

Leadership and management role development of the nurse in school health programs. Focus on development of strategies to assist students and teachers in preventing or identifying special problems as well as professional and community resources for support and treatment. Prerequisite: 521. (3)

**521 SCHOOL NURSING I PRACTICUM**

Integration of content from School Nursing I into the practice setting. Prerequisite: 511. (3)

**522 SCHOOL NURSING II PRACTICUM**

Integration of content from school Nursing II into the practice setting with accompanying one semester hour seminar to discuss ongoing development and analysis of the school nurse role, and relevant issues. Prerequisites: 512, 521. (2)

**556 FUNDAMENTALS OF FINANCIAL MANAGEMENT IN THE HEALTH CARE DELIVERY SYSTEM**

Introduction to theories and procedures of financial management and accounting data in planning, control, and decision making for mid-level managers in the health care delivery system. A study of expenses and revenue, income statements and balance sheet accounts, short and long term financing, capital investments and valuation. (3)

**559 NURSING ADMINISTRATION PRACTICUM**

Integration of content from area of concentration into practice. Focus on role development and analysis, issues related to the role, leadership and theory application in a practice setting. Prerequisites: 556, 575; BUSA 550, 554. (6)

**571 RESEARCH IN NURSING I**

An overview of the research process and its application to nursing practice. Emphasis on evaluation of current research in nursing. (2)

**572 RESEARCH IN NURSING II**

Continuation of Research in Nursing I. Focus on research methodologies, data collection, statistical strategies, data analysis, computer use in nursing research, and proposal development. Prerequisite: 571. (2)

**573 MODELS AND THEORIES OF NURSING**

focus on the current state of theory development in nursing. Includes the analysis and evaluation of nursing models and theories with discussion of their relevance to nursing science and practice. (2)

**574 ADVANCED NURSING CONCEPTS**

Exploration of advanced concepts affecting nursing and client care in the health care delivery system. Focus on acute and chronic care and client needs across the lifespan. Application and evaluation of the effectiveness of nursing intervention related to selected concepts using conceptual models and theories. Prerequisite: 573. (3)

**575 NURSING LEADERSHIP AND MANAGEMENT**

Analysis of principles and processes of management in an increasingly complex health care context. Functions of planning, organizing, staffing, directing, and controlling, and selected issues in health care—communication, delegation, power, values, marketing and structure—are examined with emphasis on leadership skill acquisition. (3)

**599 THESIS**

Application of the research process under the guidance of a faculty committee. May involve replication of a previous study, secondary analysis of research data, an evaluation research project, or an original investigation. (2-6)



# Philosophy

Philosophy is the parent academic discipline that gave birth to today's variety of arts and sciences. It examines basic issues in all fields and explores connections among diverse areas of life. In philosophy the most fundamental and enduring of questions are addressed: How can human beings 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**

Myrbo, Chair, Arbaugh, Cooper, Huber, Menzel, Nordby, Sennett.

**USES OF PHILOSOPHY**

Courses in philosophy meet the needs of a variety of students: (1) those who desire some knowledge of philosophy as a

basic element in liberal education; (2) those who wish to pursue some special interest, for example, in ethics, science, religion, the history of thought, or the ideas of particular men or peoples; (3) those who wish to support their work in other fields, for example, literature, history, religion, the sciences, education, or business; (4) those who plan to use a major in philosophy as preparation for graduate or professional study in another field, for example, theology, medicine, or law; and (5) those who plan to do graduate work in philosophy itself, usually with the intention of teaching in the field.

Undergraduate study in philosophy does not train one specifically for a first job. It does provide exposure to important perspectives, as well as basic skills in interpretation, critical thinking and problem solving, research, analysis, and writing. These—usually coupled with specialized training in other disciplines—fit one for a great variety of positions of vocational responsibility. In most careers, persons with the highest potential for advancement are not those with the most specialized training, but those with the perspective, flexibility and depth, and skills in thought and communication provided by a liberal study such as philosophy.

**SUPPORTING PROGRAMS IN PHILOSOPHY FOR OTHER FIELDS**

Students using philosophy to support primary work in other fields may elect a minor or major or some other combination of courses of interest. On approval of the department, one course (4 hours) in another field of study may be used for the philosophy major if it has a direct relationship to the student's individual philosophy program.

Both how philosophy relates to a variety of careers and what specific programs of study are recommended to support work in other disciplines are described in separate brochures available in the departmental office. These include business, com-





puter science, education, fine arts, health professions, law and public policy, social work, social and natural sciences, and theological studies.

#### A DISTINGUISHED PROGRAM

PLU's department of philosophy offers a distinctive course of studies. The permanent faculty all hold the doctorate, have studied at leading institutions in this country and abroad, and have participated in professional programs in the United States and Europe. All students, especially majors and minors, receive individual attention and assistance.

#### INTERIM OFFERINGS

Special interim courses at PLU explore a variety of philosophical topics. Courses are innovative and unusual, often interdisciplinary in nature, and involve students in the expertly guided exploration of issues that do not always fit well into the regular school year. In recent years, on-campus studies have been concerned with social and legal philosophy, war and morality, biomedical ethics, religion and science, and the computer revolution.

#### UNIVERSITY CORE REQUIREMENT

The general university core requirement of four hours in philosophy may be satisfied by any course offered except 100 *Reasoning*, 121 *Critical Thinking and Writing*, and 233 *Introduction to Logic*. A variety of 2-4 credit hour courses dealing with moral issues, 226 *Moral Problems*, 323 *Health Care Ethics*, 325 *Business Ethics*, 326 *Moral Problems in the Social Services*, and 328 *Philosophical Issues in the Law*, satisfy this requirement only if 225 *Ethical Theory* (2 hours) is also taken. The initial course in philosophy is customarily 101, 125, or 225, though rarely are these particular courses strictly a prerequisite for another course. 300-level courses are especially suited for students with particular interests. Faculty consent may be required for registration in some courses.

**MINOR:** 16 semester hours of approved philosophy courses; for transfer students, at least 8 hours must be taken at PLU. Students considering a minor should discuss their personal goals with departmental faculty. If they elect a minor, they should formally declare this with the registrar and the department chair.

**BACHELOR OF ARTS MAJOR:** Minimum of 28 semester hours, including 233 *Logic* and any two of the four courses in the history of philosophy sequence (331 *Ancient Philosophy*, 332 *Medieval Philosophy*, 333 *Modern Philosophy*, 335 *Contemporary Philosophy*). On approval of the department, one course (4 hours) in another field of study may be used for the philosophy major if it has a direct relationship to the student's individual philosophy program. Transfer students will normally take 16 or more of their 28 hours at PLU. Students intending to major in philosophy must formally declare this with the registrar and the department chair, and choose a departmental adviser.

#### HONORS MAJOR:

- 28 semester hours in philosophy, including 233 *Logic*, at least two courses in the history of philosophy (331, 332, 333, 335), and 493 *Senior Research Seminar*.
- a senior thesis (part of 493), a research paper under the supervision of one or more faculty members.
- a comprehensive senior examination. Performance on this examination will determine one third of the student's grade in the *Senior Research Seminar*.
- completion of the departmental reading program of primary sources. Honors majors in philosophy are expected to read and discuss a number of classical works under the personal supervision of various members of the faculty. Not all works will be additions to course materials; some will also be covered in regular courses, and these may be read and discussed simultaneously with class study. With departmental approval, the standard list may be modified in accordance with special needs or interests. The list should be secured at an early date from the departmental office. It is best that the reading program not be concentrated into a single semester but pursued at a leisurely pace over an extended period.
- at least a 3.30 grade point average in philosophy courses.

## COURSE OFFERINGS

### 100 REASONING

Development of reasoning skills and an appreciation for the diverse areas to which they apply, for example, in religion, literature, science, and computer language. Students learn how to ask clear questions, recognize and evaluate assumptions, and avoid errors of reasoning in arguments. Does not satisfy philosophy core requirement. I II (2)

### 101 PHILOSOPHICAL ISSUES

Perennial philosophical issues, systems, and thinkers; the nature of knowledge, the function of science, values, human nature and its social implications, religion and knowledge of God. Development of critical and systematic philosophical thinking about all issues. I II (4)

### 121 CRITICAL THINKING AND WRITING

Development of the ability to organize and write clear, direct English, and to evaluate explanations critically. The uses and abuses of language and argument among contentious, prejudiced, and superstitious people. Reasoning and writing about unusual natural phenomena, public policy decisions, and other topics of interest. Does not satisfy the philosophy core requirement. Does satisfy the English writing requirement. I II (4)

### 125 MORAL PHILOSOPHY

Major moral systems of Western civilization; intensive examination of some contemporary moral theories; critical application to selected moral problems. I III (4)

### 225 ETHICAL THEORY

Examination of major moral systems of Western civilization and some contemporary ethical theories. Must be taken concurrently with or before 226, 325, 326, 328, or 323-I, II, III, IV in order to use those courses for the philosophy core requirement. I II (2)

### 226 MORAL PROBLEMS

Critical application of major historic and contemporary ethical theories to a broad range of selected moral problems. For philosophy core requirement only when paired with 225. II (2)

### 233 INTRODUCTION TO LOGIC

A study of the principles of argument and proof using both natural deduction and axiomatic approaches. An introduction to the use of first order logic in ordinary reasoning and cognitive disciplines, and to the properties of formal systems such as consistency and completeness. Includes an introduction to inductive inference. Does not satisfy philosophy core requirement. I (4)

### 323 HEALTH CARE ETHICS

Moral problems in health care relationships and delivery systems, considered in relation to fundamental ethical themes and theories generally. Taught in 1-2 hour units, in divisions such as:

- Informed Consent.** Special settings of therapy, research, prisons, mental incompetence.
- Choosing Death.** Valuing life, defining death, "extraordinary means," "killing" vs. "letting die."
- Infants and Children.** Consent and valuing life in newborn care, prenatal diagnosis, child research.
- Distributing Scarce Resources.** Equal access rights, prevention/treatment, life-style effects, etc.

Not for philosophy core requirement unless paired with 225. I, II, and occasionally Interim (1-4).

### 325 BUSINESS ETHICS

An examination, in the context of various ethical theories, of the moral values implicit and explicit in the free enterprise system; an assessment of some particular moral problems confronted in employer-employee relations, advertising, managerial decisions, and corporate social responsibilities. For philosophy core requirement only when paired with 225. I (2)

### 326 MORAL PROBLEMS IN THE SOCIAL SERVICES

An examination of governmental social services in relation to moral justice, moral rights, and human well-being; particular issues such as abortion, suicide, welfare rights, and counseling methods. For philosophy core requirement only when paired with 225. II a/y (2)

### 328 PHILOSOPHICAL ISSUES IN THE LAW

An examination of philosophical issues in law using actual cases as well as philosophical writings. Topics include contract law, sentencing practices, tort liability, and various criminal law defenses. Philosophical themes include natural law and legal positivism, and moral reasoning about individual rights. For philosophy core requirement only when paired with 225. Pre- or co-requisite: one other course in philosophy or legal studies. I (4)

### 331 ANCIENT PHILOSOPHY

The development of philosophical thought and method from the Presocratic period to the end of the fourth century A.D. Special emphasis is given to the philosophies of Plato and Aristotle. I a/y (4)

### 332 MEDIEVAL PHILOSOPHY

The development of philosophy from Augustine to Ockham. Scrutiny of the sources and nature of the Thomistic synthesis, and the reaction to it in the work of Duns Scotus and William Ockham. I a/y (4)



## P

## School of Physical Education

**333 MODERN PHILOSOPHY**

The development of philosophy from the seventeenth through the early nineteenth centuries; continental rationalism, British empiricism, and German idealism; Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Fichte, Schopenhauer, and Hegel. II a/y (4)

**335 CONTEMPORARY PHILOSOPHY**

The development of philosophy from the late nineteenth century to the present; may include pragmatism, empiricism, process philosophy, existentialism and analysis as developed by Mill, James, Dewey, Whitehead, Sartre, Russell, Ayer, and Wittgenstein. Prerequisite: one previous philosophy course. II a/y (4)

**338 KIERKEGAARD AND EXISTENTIALISM**

Modern existentialism, its main themes, and their relation to other philosophical traditions; its impact on such fields as theology, literature, and psychology. Life and thought of two key figures: Soren Kierkegaard and Jean-Paul Sartre; related thinkers including Nietzsche, Heidegger, Jaspers, Tillich, Buber, Camus, and Marcel. I a/y (4)

**340 PHILOSOPHY OF SCIENCE**

The general character, fundamental concepts, methods, and significance of modern science; some attention to specific areas of science: physical, biological, social; the implications of science and scientific methodology for ethical, aesthetic, and religious values. I a/y (4)

**341 PHILOSOPHY OF MATHEMATICS: SET THEORY**

A study of the historical development and basic concepts of set theory and the foundations of mathematics. The relationship of logic and set theory to the basic concepts of number and infinity; the philosophical implications of this relationship. Set theoretical paradoxes and proposed solutions. Prerequisite: MATH 128 or higher math course. Counts 2 hours toward philosophy core requirement when taken in addition to 225 or 233. II a/y (2)

**342 PHILOSOPHY OF MATHEMATICS: GODEL AND TRUTH**

A study of the traditional accounts of the nature of mathematical entities and mathematical truth according to logicism, formalism, and intuitionism. A study of Godel's Incompleteness Proof and its significance for these accounts. Prerequisite: 233 or consent of instructor. Counts 2 hours toward philosophy core requirement when taken in addition to 225 or 233. II a/y (2)

**350 PHILOSOPHY OF RELIGION**

Classical and contemporary views of traditional religious problems: the existence of God, religious experience, revelation, immortality, and others. Prerequisite: one previous philosophy or religion course. II (4)

**351 THEORY OF VALUE**

The nature of human values, contemporary discussion concerning the subjective or objective, absolute or relative character of such values as the good and the right, the beautiful and the holy; the origin of values, their place in a world of fact, human knowledge of them; the character and use of the language of evaluation. Prerequisite: 101, 125, or 225, or consent of instructor. II a/y (4)

**352 AESTHETICS**

Analysis of the aesthetic experience and its relationship to the fine arts, literature, science, and morality; the criteria and concepts employed in artistic expression and aesthetic evaluation. II a/y (4)

**435 ADVANCED SEMINAR IN PHILOSOPHY**

Topic to be announced at the time the course is offered, normally some aspect of contemporary philosophy. Prerequisite: consent of instructor. (4)

**491, 492 INDEPENDENT READING AND RESEARCH**

Prerequisite: departmental consent. I II (1-4)

**493 SENIOR RESEARCH SEMINAR**

The writing of a senior thesis and taking of a comprehensive senior examination. The work on the thesis constitutes two-thirds of the course; the exam, one-third. Each spring all students in the seminar will meet periodically to discuss their projects and present their final papers to each other. Final copy of thesis due May 1; examination to be taken May 10. For philosophy majors only. Prerequisite: at least 4 courses in philosophy. I II (4)

**501 TEACHING PHILOSOPHY TO CHILDREN**

An intensive workshop for training teachers and prospective teachers to introduce reasoning skills and the clarification of ideas to elementary and middle school age children. Participants will be coached in the conduct of classroom philosophical discussions and will participate themselves in the sort of philosophical reflection that the curriculum is designed to foster. Not for philosophy core requirement. No prerequisites; teaching experience preferred. (Cross-referenced with EDUC 501.) S (2-4)

# School of Physical Education

The university's physical education program seeks to ingrain in each student a fundamental respect for the role of physical activity in living.

Instruction is offered in approximately 30 different physical education activities. The activity program is uniquely characterized by a timely response to student interests in recreational opportunities available in the Pacific Northwest.

The school's professional programs prepare prospective leaders for careers in physical education, health, recreation, athletics, and therapeutics. A master's degree program provides opportunities for advanced study in physical education, sports administration, and exercise science.

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 new fitness center, and an all-purpose astro-turf field house.





## FACULTY

D. Olson, *Dean*; Chase, Evans, Hacker, Hoseth, Kluge, Lundgaard, Moore, Officer, M. Seal, F. Westering; assisted by Adachi, Allen, Benson, Freitag, Gardner, Haroldson, Johnson, Larson, L. Marshall, S. Marshall, McCord, Nichol, Nicholson, Poppen, Rice, Ryan, Teodoro, Walcott, Weekly, Weible, Scott Westering, Susan Westering.

**UNIVERSITY REQUIREMENT:** Four one-hour courses (100-259), including 100, are required for graduation. Eight one-hour activity courses may be counted toward graduation. Students are encouraged to select a variety of activities at appropriate skill levels. All physical education activity courses are graded on the basis of "A," "Pass," or "Fail" and are taught on a coeducational basis.

**BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (B.S.P.E.):** 68-73 hours, including completion of program core requirements and one of two concentrations. **Core Requirements:** 35 hours, including Chemistry 104, 105, (or 105, 115), Biology 161, 162, 205, 206, Physical Education 277, 480, 482, and 485.

**Exercise Science Concentration:** 34 hours, including Physical Education 329, 399 (8 hours), 478, Health Education 292, Math 128 or 140, Computer Science 220, Biology 323 or approved alternate, Psychology 221, 335.

**Pre-Therapy Concentration:** 38 hours, including Health Education 281, 382, Physical Education 399 (8 hours), Biology 201 or 323 or approved alternate, Math 128 or 140 or Statistics 231, Computer Science 220, Physics 125, 126, 135, 136 and 4 hours of electives in upper division psychology as approved by concentration adviser.

In addition to the requirements listed above, candidates for the B.S.P.E. degree must meet the foreign language requirement as stated by the College of Arts and Sciences.

**BACHELOR OF ARTS IN RECREATION (B.A.Rec.):** 52-58 hours, including completion of program core requirements and one of three concentrations. **Core Requirements:** 32 hours, including Physical Education 277, 287, 345, Recreation 330, 399 (8 hours), 483, Business Administration 281, and Psychology 335.

**Administration Concentration:** 24 hours, including Business Administration 350, 354; Communication and Theatre 330; and Computer Science 220. (Economics 150 and Statistics 231 are prerequisites for Business Administration 350.)

**Programming Concentration:** 20 hours, including Physical Education 285, 286, 322 (2 hours), 329, 334, and 6 hours of electives approved by program coordinator.

**Therapeutic Concentration:** 26 hours, including Biology 205, 206, Physical Education 329, 478, 480, 482, Recreation 340 and Special Education 296, plus 2 hours of electives in special education approved by program coordinator.

In addition to the requirements listed above, candidates for the B.A.Rec. degree must meet the foreign language requirement as stated by the College of Arts and Sciences.

**BACHELOR OF ARTS IN PHYSICAL EDUCATION (B.A.P.E.):** 53 hours, including Biology 205, 206; Health Education 281; Physical Education 277, 283, 285, 286, 287, 288, 322 (2 hours), 328, 329, 345, 478, 480, 482, 484, 485. In addition to the requirements listed above, candidates for the B.A.P.E. degree must meet the foreign language requirement as stated by the College of Arts and Sciences.

Students wishing to receive a Primary Endorsement in Physical Education K-12 (Teacher Certification) must meet all requirements established by the School of Education for teacher certification in addition to the requirements listed above for the B.A.P.E. At least one supporting endorsement is strongly recommended. Students receiving a B.A.P.E. *with certification* are not required to fulfill the language requirement as stated by the College of Arts and Sciences.

**PHYSICAL EDUCATION/MINOR (K-12) SUPPORTING ENDORSEMENT:** 19 hours, including Health Education 281; Physical Education 283; one course from among 285, 286, or 287; 288, 322 (2 hours), 328, 334, 345.

**HEALTH MINOR (4-12) SUPPORTING ENDORSEMENT:** 16 hours, including 260, 270, 292, 295\*, 321, 323, 325, 327, plus 2 hours of electives approved by the program coordinator. (\* Students not pursuing an education endorsement will be required to take 2 additional hours of approved electives to replace this course.)

**AQUATICS MINOR:** 18 hours, including Physical Education 275, 331, 399 (4 hours), Health Education 292, Business Administration 281, plus 4 hours of electives approved by the aquatics director.

**COACHING MINOR:** 16 hours, including Physical Education 334, 345, 410, 485, and Health Education 281. Electives: 6 hours, including at least one course in coaching theory, from among the following: Physical Education 308, 361, 370, 371, 372, 374, 378, and 478. Interim and summer courses may be included as electives with the approval of the dean. Health Education 292 is required for non-education majors.

**DANCE MINOR:** 19 hours, including Physical Education 222, 230 or 232, 250, 282, and 462. Electives: 12 hours from Physical Education 300, 360, 401, 491, Communication 356, Music 245, 249. Interim and summer courses may be included as electives with the approval of the dance coordinator.

**EXERCISE SCIENCE MINOR:** 22 hours, including Biology 205 and 206; Physical Education 360/399 (2 hours), 478, 480, 481, 482, 485. Designed primarily for those with business backgrounds who might work in a fitness center. This program is not designed for B.A.P.E. students.

**ATHLETIC TRAINING (Specialization):** 27 hours, including Biology 205 and 206, Health Education 260, 281, 323, 327, 382, and Physical Education 329, 345, 480, and 482. Also required are 1,500 hours of clinical experience, which may include a practicum or internship as required by N.A.T.A. Recommended: A teaching major with the Professional Education Sequence and completion of all requirements for the Provisional Certificate.

**SPORTS ADMINISTRATION (Specialization):** 18 hours, including Physical Education 345; Physical Education 302 (or alternative with approval of adviser), 399 (8 hours), 410, and Health Education 292. Students must have a major in business administration, communication arts, or economics.

## COURSE OFFERINGS

Courses in the School of Physical Education are offered in the following areas:

### HEALTH EDUCATION

- 260 FOOD AND HEALTH
- 270 STRESS WITHOUT DISTRESS
- 281 INJURY PREVENTION AND THERAPEUTIC CARE
- 292 FIRST AID
- 295 SCHOOL HEALTH
- 321 FAMILY LIFE AND SEX EDUCATION
- 323 EMOTIONAL HEALTH/DISEASE PREVENTION
- 325 CONSUMER HEALTH
- 327 SUBSTANCE USE AND ABUSE
- 382 INJURY PREVENTION—ADVANCED
- 399 INTERNSHIP
- 425 HEALTH PROMOTION/WELLNESS INTERVENTION STRATEGIES
- 491 INDEPENDENT STUDY
- 501 GRADUATE WORKSHOPS
- 597 GRADUATE RESEARCH

### RECREATION

- 330 RECREATION PROGRAMMING
- 340 THERAPEUTIC RECREATION PROGRAMMING
- 399 INTERNSHIP
- 483 RECREATION ADMINISTRATION
- 491 INDEPENDENT STUDY
- 501 GRADUATE WORKSHOPS
- 597 GRADUATE RESEARCH

### PHYSICAL EDUCATION

- 275 WATER SAFETY INSTRUCTION
- 277 FOUNDATIONS OF PHYSICAL EDUCATION
- 282 RHYTHMS IN ELEMENTARY SCHOOL

# P

School of Physical Education





- 283 **TEACHING METHODS: GYMNASTICS**  
 285 **TEACHING METHODS: INDIVIDUAL AND DUAL SPORTS**  
 286 **TEACHING METHODS: TEAM SPORTS**  
 287 **TEACHING METHODS: RECREATION ACTIVITIES**  
 288 **TEACHING METHODS OF WEIGHT TRAINING**  
 322 **PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL**  
 328 **CURRICULUM DEVELOPMENT AND METHODS**  
 329 **ADAPTED PHYSICAL EDUCATION**  
 331 **AQUATICS MANAGEMENT**  
 334 **SCIENTIFIC BASIS FOR TRAINING**  
 345 **ADMINISTRATION OF SPORT PROGRAMS**  
 360, 361 **PROFESSIONAL PRACTICUM, COACHING PRACTICUM**  
 370-379 **COACHING THEORY**  
 399 **INTERNSHIP**  
 401 **WORKSHOP**  
 410 **COACHING—THE PERSON AND THE PROFESSION**  
 462 **DANCE PRODUCTION**  
 478 **MOTOR LEARNING AND HUMAN PERFORMANCE**  
 480 **EXERCISE PHYSIOLOGY**  
 482 **ANATOMICAL KINESIOLOGY**  
 484 **MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**  
 485 **BIOMECHANICS**  
 491 **INDEPENDENT STUDY**  
 501 **GRADUATE WORKSHOPS**  
 510 **ETHICS IN PHYSICAL EDUCATION AND ATHLETICS**  
 512 **MANAGEMENT OF SPORT PROGRAMS**  
 514 **SPORTS PROMOTION**  
 515 **ADVANCED STUDIES IN ATHLETIC TRAINING**  
 516 **ADVANCED ADAPTED PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS**  
 520 **RESEARCH DESIGN**  
 522 **PSYCHOLOGY OF SPORT I**  
 523 **PSYCHOLOGY OF SPORT II**  
 530 **CONTEMPORARY ISSUES IN PHYSICAL EDUCATION**  
 535 **HEALTH AND FITNESS IN CONTEMPORARY SOCIETY**  
 536 **HEALTH AND FITNESS MANAGEMENT**  
 540 **THE SCIENTIFIC BASIS FOR PHYSICAL ACTIVITY**  
 545 **MOTOR DEVELOPMENT AND LEARNING**  
 560 **PROJECT/SEMINAR**  
 565 **ANALYSIS OF HUMAN MOVEMENT**  
 570 **SOCIOLOGY OF SPORT**  
 597 **GRADUATE RESEARCH**  
 599 **INTERNSHIP**  
 100 **PERSONALIZED FITNESS PROGRAMS**  
 To stimulate student interest in functional personally designed programs of physical activity; assessment of physical condition and skills; recommendation of specific programs for maintaining and improving physical health. Should be taken as a freshman. I II (1)  
 150 **ADAPTIVE PHYSICAL ACTIVITY**  
 An individualized activity program designed to meet the needs, interests, limitations, and capacities of students who have had restrictions placed on their physical activity.  
 151-199 **INDIVIDUAL AND DUAL ACTIVITIES**  
 151 (Beginning Golf), 153 (Archery), 155 (Bowling), 157 (Personal Defense), 159 (Beginning Gymnastics), 162 (Beginning Tennis), 163

(Beginning Badminton), 165 (Racquetball/Squash), 167 (Roller Skating), 168 (Ice Skating), 170 (Skiing), 171 (Canoeing), 172 (Backpacking), 173 (Basic Mountaineering), 174 (Equitation), 177 (Weight Training), 178 (Body Toning), 180 (Bicycling), 182 (Low Impact Aerobics), 183 (Power Aerobics), 185 (Advanced Bowling), 189 (Intermediate Gymnastics), 191 (Intermediate Golf), 192 (Intermediate Tennis), 193 (Intermediate Badminton), 194 (Intermediate Equitation), 195 (Intermediate Racquetball/Squash), 197 (Advanced Weight Training).

### 200-219 **AQUATICS**

200 (Beginning Swimming), 203 (Synchronized Swimming), 205 (Skin and Scuba Diving), 207 (Basic Sailing), 210 (Intermediate Swimming), 212 (Conditioning Swimming), 214 (Advanced Swimming), 216 (Advanced Life Saving).

### 220-240 **RHYTHMS**

220 (Beginning Modern Dance), 222 (Beginning Jazz Dance), 224 (Current Dance), 226 (Folk and Social Dance), 230 (Intermediate Modern Dance), 232 (Intermediate Jazz Dance), 234 (Relaxation Techniques), 238 (Advanced Modern Dance).

### 241-259 **TEAM ACTIVITIES**

241 (Basketball and Softball), 243 (Soccer and Volleyball), 244 (Co-ed Volleyball), 245 (Team Handball), 247 (Lacrosse), 250 (Directed Sports Participation), 259 (Independent Study/Activity).

### 260 **FOOD AND HEALTH**

A study of the basic requirements necessary to maintain optimal health through wise food choices. Topics include nutrients and their metabolism, dietary guidelines, food fadism, labeling, additives, vegetarianism, obesity, nutrition-related diseases, nutrition during pregnancy, and nutrition for athletes. I II (1)

### 270 **STRESS WITHOUT DISTRESS**

Consideration of stress, what people should know about stress, how to reduce the harmful effects of stress, and the relationship of increased stress to disease problems. II (1)

### 275 **WATER SAFETY INSTRUCTION**

The American Red Cross Water Safety Instructor's Course. Prerequisite: swim test required. II (2)

### 277 **FOUNDATIONS OF PHYSICAL EDUCATION**

The relationship of physical education to education; the biological, sociological, psychological, and mechanical principles underlying physical education and athletics. Should be the initial professional course taken in the School of Physical Education. II (2)

### 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. III (2)

### 282 **RHYTHMS IN THE ELEMENTARY SCHOOL**

Designing and conducting rhythmic activities for elementary school children. (2)

### 283 **TEACHING METHODS: GYMNASTICS**

Includes skill development, teaching opportunities, and safety techniques in tumbling and gymnastics. The course is designed for K-12 preparation. I (2)

### 285 **TEACHING METHODS: INDIVIDUAL AND DUAL SPORTS**

Planning, teaching, and evaluating these activities: tennis, badminton, track and field, bowling, archery, and golf. I (4)

### 286 **TEACHING METHODS: TEAM SPORTS**

Planning, teaching, and evaluating these team activities: basketball, soccer, volleyball, rugby, field hockey, softball, touch football, team handball. II (4)

### 287 **TEACHING METHODS: RECREATION ACTIVITIES**

Planning, teaching, and evaluating the following activities: outdoor education, various recreational sports, and rope skipping. II (4)

### 288 **TEACHING METHODS OF WEIGHT TRAINING**

Planning, teaching, spotting, and safety in teaching weight training. I (1)

### 292 **FIRST AID**

This course meets requirements for the American Red Cross Standard First Aid and Personal Safety. II (2)





**295 SCHOOL HEALTH**

Health concepts which relate to the total school health program, including instruction, services, and environment; relationships between health and all levels of education. II (2)

**321 FAMILY LIFE AND SEX EDUCATION**

A study of anatomy and physiology, sexual roles, reproduction, responsible relationships, respect for self and others, and physical and emotional well-being. Stress on responsible decision making concerning sexuality by providing accurate information and a variety of personal coping skills and by emphasizing a positive self-concept. Evaluation of school curriculum models. II (2)

**322 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL**

Organization and administration of a developmental program for grades K-6; sequential and progressive programming; large repertoire of activities. Observation and/or practicum in public schools required. I, II (2 or 4)

**323 EMOTIONAL HEALTH/DISEASE PREVENTION**

Topics include interpersonal communication, cooperation, valuing, techniques leading toward a healthier lifestyle through preventive medicine, and related disease problems. II (2)

**325 CONSUMER HEALTH**

Information about consumption as it affects personal health. Examination of consuming habits to achieve greater control over total health status. I (2)

**327 SUBSTANCE USE AND ABUSE**

A study of drug use and abuse and the effect on the human body and mind. I (2)

**328 CURRICULUM DEVELOPMENT AND METHODS**

Curriculum development and general methods in physical education. Developing curriculum, planning and teaching techniques in K-12 settings. I (4)

**329 ADAPTED PHYSICAL EDUCATION**

The study of physical education for people with metabolic, neurologic, cardiac, respiratory, and emotional abnormalities. I (2)

**330 RECREATION PROGRAMMING**

Supervising and administering recreational programs for the school or community. I (4)

**331 AQUATICS MANAGEMENT**

Topics include training and supervising personnel, financing, programming, pool maintenance and operation, swim meet management, and safety and emergency procedures. Study of pool chemistry, filter operations, and maintenance. Visitation to local pools. (2)

**334 SCIENTIFIC BASIS FOR TRAINING**

Presents physiologic and kinesiological applications to physical training. Topics include the development of muscular strength and endurance, and the relationship of nutrition, environment, sex, age, and ergogenic aids to athletic performance. I (2)

**340 THERAPEUTIC RECREATION PROGRAMMING**

Awareness and potentiality of leisure needs of the temporarily or permanently handicapped. Adaptation of recreation activities to provide opportunities for success and satisfaction by the handicapped. Study of leadership techniques and programming methods. II (2)

**345 ADMINISTRATION OF SPORTS PROGRAMS**

Administration of sports programs including budgeting, facility development, promotion, legal implications, and personnel supervision. II (2)

**360, 361 PROFESSIONAL PRACTICUM, COACHING PRACTICUM**

Assistant coaching teaching experiences; planning and conducting intercollegiate athletics and physical education instruction; students work under supervision of the head coach or physical education instructors. Prerequisite: departmental approval. I II (2)

**370-379 COACHING THEORY**

Techniques, systems, training methods, strategy, and psychology of coaching; 370 (Basketball), 371 (Football), 372 (Cross Country/Track and Field), 374 (Soccer), 378 (Softball/Baseball). I II a/y (2)

**382 INJURY PREVENTION—ADVANCED**

An advanced study in the recognition and treatment of specific athletic injuries and vulnerable body structures, with emphasis on evaluation, modalities of treatment, rehabilitation, and current issues. Prerequisite: 281. II (2)

**399 INTERNSHIP**

Experiences closely assigned to student's career and academic interests. Student identifies problems to be researched, experiences to be gained, and readings pertaining to this interest. An approved firm or organization is mutually agreed upon by the student and the coordinator of this program. Monthly progress reports, evaluations by the supervisor, and other measures of achievement are used to determine the grade. Prerequisites: declaration of major, at least sophomore status, and completion of at least 10 hours in the major. May be taken as Physical Education, Health Education, or Recreation credit. (4-8)

**401 WORKSHOP**

Workshops in special fields for varying periods. (1-4)

**410 COACHING—THE PERSON AND THE PROFESSION**

Personal and professional requisites of successful sports programs, including coaching styles, development of leadership qualities, recruiting methods, development of a philosophy of athletics, organization of pre-/in-/and post-season programs, award systems, and program evaluation. Consideration of relationships with staff, parents, players, faculty, administration, and media. Budgeting, purchase of equipment and maintenance, and facility planning and usage. I (2)

**425 HEALTH PROMOTION AND WELLNESS INTERVENTION STRATEGIES**

Examination of strategies for improving the state of wellness through healthier lifestyles. Topics include the holistic approach to health, behavioral intervention, nutrition and weight control strategies, health-related fitness, strategies to improve adherence to a fitness program, and the cost-effectiveness of health programs in business and industry. Includes computerized assessments; appraisals of health risks; prescriptions for nutrition, health, and activity; and a monitoring system and weight management program. (2)

**462 DANCE PRODUCTION**

An advanced choreography course combining choreography, costume design, staging, and publicity techniques for producing a major dance concert. Prerequisite: 310 or consent of instructor. (2)

**478 MOTOR LEARNING AND HUMAN PERFORMANCE**

Provides basic theories, research, and practical implications for motor learning, motor control, and variables affecting skill acquisition. I (4)

**480 EXERCISE PHYSIOLOGY**

Scientific basis for training and physiological effect of exercise on the human body. Lab required. Prerequisite: BIOL 205-206. I (4)

**482 ANATOMICAL KINESIOLOGY**

Deals with the structural and mechanical function of the musculoskeletal system. The kinesiological applications of anatomical information are given prime consideration. Prerequisite: BIOL 205-206. II (2)

**483 RECREATION ADMINISTRATION**

The organization, management, and direction of recreational services: legal basis, administrative procedures, financial aspects, personnel management, facilities, and internal organization. II (4)

**484 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

The selection, construction, and interpretation of evaluation techniques related to the physical education program. Fulfills EDUC 467 certification requirement. II (2)

**485 BIOMECHANICS**

An application of physical laws to sports activities. Principles of motion, force, and equilibrium are stressed. Analyses of various sports skills are made. II (2)

**491 INDEPENDENT STUDY**

Prerequisite: consent of the dean. May be taken as Physical Education, Health Education, or Recreation credit. I II S (1-4)

**501 WORKSHOPS**

Graduate workshops in special fields for varying periods. May be taken as Physical Education, Health Education, or Recreation credit. (1-4)



## P

## Physics

**510 ETHICS IN PHYSICAL EDUCATION AND ATHLETICS**

The study of ethics and ethical decision making in physical education and athletics. a/y II (2)

**512 MANAGEMENT OF SPORTS PROGRAMS**

Explores concepts in budgeting, scheduling, personnel and facilities in physical education, athletic and fitness program. a/y S (4)

**514 SPORTS PROMOTION**

Designed for those interested in marketing sports and athletic programs. Comprehensive strategies for attracting and retaining sports participants and programs are included. (2)

**515 ADVANCED STUDIES IN ATHLETIC TRAINING**

A series of advanced seminars dealing with specific topics in sports medicine. Emphasis on in-depth study of theories, problems, practices and techniques in the field. a/y S (2)

**516 ADVANCED ADAPTED PHYSICAL EDUCATION IN PUBLIC SCHOOLS**

Consideration of mainstreamed students with disabilities in physical education with special emphasis on disabling conditions, abilities, and contra-indications of physical activity. a/y S (4)

**520 RESEARCH DESIGN**

The study of various research designs and their implications for physical education, athletics, and fitness. a/y S

**522 PSYCHOLOGY OF SPORT I**

Focus on psychological skills in sport emphasizing physiologically based techniques, cognitively based techniques (cognitive restructuring, mental imagery and attention control) and behaviorally based techniques (goal-setting and modeling). a/y II (4)

**523 PSYCHOLOGY OF SPORT II**

Focus on various aspects of individual and group motivational processes in sport and exercise settings. Topics include participation motivation, intrinsic/extrinsic motivation, exercise adherence, achievement behavior, and self-confidence. a/y S (4)

**530 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION**

A historical and philosophical framework to study the current issues in the profession today. a/y S (4)

**535 HEALTH AND FITNESS IN CONTEMPORARY SOCIETY**

Considers the influences of contemporary society on lifestyle choices that impact health and fitness. Emphasis on discussion of principles and concepts associated with developing, implementing, and evaluating school programs that can provide students with a foundation for lifelong health and fitness. Required for teacher candidates. a/y S (4)

**536 HEALTH AND FITNESS MANAGEMENT**

Considers the organizational, administrative, and educational issues which are important in developing, implementing, and evaluating health and fitness programs in various community settings. a/y S (2)

**540 THE SCIENTIFIC BASIS FOR PHYSICAL ACTIVITY**

Considers the influence of a variety of environmental and developmental variables on the physiological response to exercise and physical activity. Emphasis on ways in which teachers can apply the scientific principles associated with exercise to enhance human performance. a/y I (4)

**545 MOTOR DEVELOPMENT AND LEARNING**

Theoretical and practical information on physical growth as a factor accompanying motor development, fundamental motor skill acquisition, and performance. Required for teacher candidates. a/y S (4)

**560 PROJECT/SEMINAR**

The students will meet as a class and work in a seminar format to present and defend individual projects. Prerequisite: 520. a/y I (4)

**565 ANALYSIS OF HUMAN MOVEMENT**

Considers the influence of anatomical and mechanical principles and concepts on the development of efficient movement. The application of these principles to enhance the movement efficiency of participants in physical activity and sports programs. a/y II (4)

**570 SOCIOLOGY OF SPORT**

Focuses on sport both as a social institution and as a socializing agent. Topics include sport and economics, gender, race, education, politics, and religion. a/y S (4)

**597 GRADUATE RESEARCH**

Open to graduate students whose minor is in the field of physical education. Prerequisite: consent of the instructor. May be taken as Physical Education, Health Education, or Recreation credit. I II S (1-4)

**599 INTERNSHIP (4-8)**

# Physics

Physics searches out the fundamental laws of nature which govern the universe. Engineering uses these laws to provide an improved quality of life. As our society becomes more dependent upon technology, the value of an education in science and engineering becomes increasingly important.

The Department of Physics and Engineering offers programs in both basic and applied science. The department maintains degree programs in physics, engineering physics, computer engineering, and 3-2 or 4-2 engineering science. The 3-2 or 4-2 program is a dual degree program with the School of Engineering and Applied Science of Columbia University. Students also elect to implement the 3-2 option with Washington University of St. Louis, the University of Washington, Washington State University, and Oregon State

University. Students may also minor in electrical engineering.

## FACULTY

Greenwood, Chair; Adams, Haueisen, Nornes, Tang, Taylor, Upton, Woo, Wrigley.

Students intending to major in physics or engineering are advised to examine the interrelationships between the career fields of physics and engineering. Physicists seek to answer the basic "why" questions of the physical universe by searching out the fundamental laws and principles which determine how it operates. Engineering is basically concerned with applying these laws to "practical" problems. (See the Engineering section of this catalog.)



## PHYSICS

The physics major offers a challenging program emphasizing a low student-teacher ratio and the opportunity to engage in independent research projects. There are two introductory course sequences, *College Physics* and *General Physics*, which incorporates calculus, usually involving a more comprehensive analysis. *General Physics* is required for the Bachelor of Science major and usually for the Bachelor of Arts major as well.

**BACHELOR OF SCIENCE MAJOR:** 32 semester hours: 153, 154, 163, 164, 223, 331, 332, 336, 356, 421, 422. 497-498 may be substituted for 421-422 with consent of the department. Students planning to continue in a graduate physics degree program are strongly urged to take 401 and 406.

Required supporting courses: Math 151, 152, 253; Engineering 354; Chemistry 115; either Engineering 351 or Chemistry 341.

A typical B.S. physics major program is as follows:

Freshman	Physics 153, 154 Physics 163, 164 Math 151, 152
Sophomore	Physics 223, 336 Math 253 Engineering 354
Junior	Physics 331, 332 Engineering 351 or Chemistry 341 Physics 356
Senior	Physics 401, 406 Physics 421, 422

**BACHELOR OF ARTS MAJOR:** 24 semester hours: 153 or 125, 154 or 126, 163 or 135, 164 or 136, 223, plus ten semester hours in physics. Required supporting courses: Math 151, 152.

**MINOR:** 22 semester hours, including 153 or 125, 154 or 126, 163 or 135, 164 or 136; three additional courses, of which at least two must be upper division.

## ENGINEERING PHYSICS

The department offers a four-year engineering degree for students interested in an engineering related program that includes a substantial amount of basic science. It is more applied than a physics degree while at the same time more theoretical than the usual engineering degree. The B.S. degree in engineering physics prepares students for employment in many diverse industries or directly for graduate study in nearly all fields of engineering.

**B.S. DEGREE IN ENGINEERING PHYSICS:** 47-48 semester hours: Physics 153, 154, 163, 164, 223, 331, 356, 421, 422; Engineering 161, 162, 354, 382 plus four courses of engineering speciality, one of which must be an upper division course, from Electrical-271, 341 (including 347), 352, and 362, and/or from Mechanical-231, 232, 351, 442. Physics 336 may be substituted for Engineering 232. Chemistry 341 may be substituted for Engineering 351. Required supporting courses: Math 151, 152, 253; Chemistry 115; Computer Science 240.

A typical engineering physics program is as follows:

Freshman	Physics 153, 154, 163, 164 Engineering 161, 162 Math 151, 152
Sophomore	Engineering 231, 232 or Engineering 271, 341 and 347 Engineering 354 Physics 223 Math 253
Junior	Engineering 351, 271 or Engineering 352, 231 Chemistry 115 Physics 356 Computer Science 240
Senior	Physics 331, 421, 422 Engineering 382

## COURSE OFFERINGS— PHYSICS

### 125, 126 COLLEGE PHYSICS

This course provides 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 135, 136 is required. I II (4, 4)

### 135, 136 COLLEGE PHYSICS LABORATORY

Basic laboratory experiments are performed in conjunction with the College Physics sequence. Concurrent registration in 125, 126 is required. I II (1, 1).

### 153, 154 GENERAL PHYSICS

A calculus-level survey of the general fields of physics, including classical mechanics, wave motion, electricity and magnetism, and optics. Concurrent registration in 163, 164 and prior or concurrent registration in MATH 151, 152 is required. I II (4,4)

### 163, 164 GENERAL PHYSICS LABORATORY

Basic laboratory experiments are performed in conjunction with the General Physics sequence. Concurrent registration in 153, 154 is required. I II (1, 1).

### 205 MUSICAL ACOUSTICS

A study of musical sound using physical methods: vibrating systems; simple harmonic motion; wave motion; complex waves; wave generation in musical instruments; physiology of hearing; architectural acoustics; electronic recording and reproduction. Laboratory and group tours. No prerequisite courses in either mathematics or physics are assumed. a/y 1989 II (4)

### 223 ELEMENTARY MODERN PHYSICS

A selected treatment of various physical phenomena which are inadequately described by classical methods of physics. Interpretations which have been developed for these phenomena since approximately 1900 are presented at an elementary level. Prerequisite: 154 or consent of the instructor. I (4)

### 331 ELECTROMAGNETIC THEORY

Electrostatics, dipole fields, fields in dielectric materials, electromagnetic induction, magnetic properties of matter, in conjunction with the development of Maxwell's equations. Prerequisite: 153, 154; corequisite: 356 or consent of instructor. I (4)

### 332 ELECTROMAGNETIC WAVES AND PHYSICAL OPTICS

Proceeding from Maxwell's equations, the generation and propagation of electromagnetic waves is developed with particular emphasis on their application to physical optics. Prerequisite: 331. II (4)

### 336 MECHANICS

Fundamental mechanics; a mathematical formulation of physical problems; particle motion in one, two, or three dimensions; motions of systems of particles; dynamics and statics of rigid bodies; moving coordinate systems; Lagrange's equations and Hamiltonian formulation of mechanics. Prerequisite: 154; corequisite: Engineering 354 or consent of instructor. II (4)

### 341 INTRODUCTION TO ELECTRONICS

See Engineering 341. II (2)

### 347 INTRODUCTION TO ELECTRONICS LABORATORY

See Engineering 347. II (1)

### 351 THERMODYNAMICS

See Engineering 351. I (4)

### 354 ENGINEERING ANALYSIS

See Engineering 354. II (4)

### 356 MATHEMATICAL PHYSICS

Boundary value problems, special functions, matrices and tensors, probability theory, eigenvalue problems, complex variables, contour integration, and their applications to physics. Prerequisite: EGR 354 or consent of instructor. I (4)

### 382 INTRODUCTION TO MATERIALS SCIENCE

See Engineering 382. II (4)

### 401 INTRODUCTION TO QUANTUM MECHANICS

The ideas and techniques of quantum mechanics are developed. Various quantum mechanical systems and phenomena are studied in order to demonstrate these ideas and techniques. Prerequisite: 331, 336, 356 or consent of instructor. I (4)

# P

Physics



**406 ADVANCED MODERN PHYSICS**

Modern theories are used to describe topics of contemporary importance such as atomic and sub-atomic phenomena, plasmas, solid-state, and astrophysical events. The application of quantum mechanical techniques are used when appropriate. Prerequisite: 401. II (4)

**421 ADVANCED LABORATORY I**

Selected experiments from both classical and modern physics are performed using state of the art instrumentation. Corequisite: 331. I (1)

**422 ADVANCED LABORATORY II**

Continuation of 421 with emphasis on design and implementation of a project under the guidance of the physics staff. Prerequisite: 421. II (1)

**442 TRANSPORT: MOMENTUM, ENERGY, AND MASS**

See Engineering 442. II (4)

**491, 492 INDEPENDENT STUDY (1-4)****497, 498 RESEARCH (1-4)**

# Political Science

Political science addresses one of the most difficult, yet fundamentally important human endeavors, the governance of people and societies. The student of politics seeks to understand how governments are organized and structured, how political processes are employed, and the relationship of structures and processes to societal purposes. Recognizing that government and political activity may embody and reflect the full range of human values, the study of politics must endeavor to understand the realities of politics while at the same time asking how well political systems work, what purposes are and ought to be served, and what effects result from political phenomena. Political science encourages a critical understanding of government and politics in the belief that a knowledgeable, interested, and aware citizenry is the root strength and necessity of a democratic society.

## FACULTY

Spencer, Chair; Atkinson, Dwyer-Shick, Farmer, Kelleher, Olufs; assisted by Bricker.

The study of political science helps to prepare students for the exercise of their rights, duties, and opportunities as citizens by giving them a better understanding of American political processes and of alternative systems. 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.

For the non-major, political science courses provide useful study for any student generally interested in public affairs and the workings of government. Moreover, the study of politics is supportive of any discipline or professional program whose substance becomes a matter of public policy. As such, political science complements such fields as the natural sciences, sociology, business, education, and economics. 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. At present these are available in public administration, public law, and the legislative process.

The Department of Political Science is affiliated with several organizations providing for a variety of student involvement. These organizations include the Model United Nations, Center for the Study of Public Policy, and Political Science Club. The

department further sponsors or otherwise encourages active student participation in political life through class activities and through such campus organizations as the Young Republicans and Young Democrats.

The political science faculty at Pacific Lutheran University share a breadth of experience in teaching and research, in professional associations and conferences in the United States and abroad, and in government decision making from the local to the international level.

There are no prerequisites for political science courses, except as noted. Prior consultation with the instructor of any advanced course is invited. Students wishing to pursue a major or minor in political science are requested to declare the major or minor with the department chair as soon as possible.

**BACHELOR OF ARTS MAJOR:** 36 semester hours.

Required courses: 101, 151, 325, 495 (16 semester hours)

Distributional requirement (8 credit hours): One course from each of Group A and Group B:

Group A — American Government and Public Policy: 345, 354, 357, 361, 363, 364, 368, 371, 372, 373.

Group B — International Relations, Comparative Government, and Political Thought: 326, 331, 338, 347, 381, 384, 385, 386, 387.

Electives: Minimum of 12 semester hours selected from the Political Science curriculum.

Major programs should be planned in consultation with a departmental adviser. In some instances, an internship (450, 458, 464, or 471) may be substituted for 495; students must plan this option with the appropriate faculty intern supervisor, in consultation with the departmental chair.

**MINOR:** Minimum of 20 semester hours including 101 and 151. Minor programs should be planned in consultation with a departmental adviser.

**CONCURRENT ATTAINMENT:** No more than 8 semester hours taken to satisfy other major or minor requirements may also be applied to the political science major. No more than 4 such semester hours may also be applied to the political science minor.

**RESIDENCY:** A minimum of 12 semester hours for the major and 8 semester hours for the minor must be taken in residence.

**MINOR IN PUBLIC AFFAIRS:** 24 semester hours, including 345 (required) and 20 hours from political science, economics, sociology, and business administration or statistics.

This minor offers an interdisciplinary study designed to support many major programs whose content has implications for public affairs, and is particularly useful to students contemplating careers in public service or graduate study in public administration, public affairs, and related programs.

The Public Affairs minor includes the following requirements: 1) Political Science 345, Government and Public Policy; 2) at least 5 additional courses from three of the following groups (courses which are taken as part of a major program may not also count toward the Public Affairs minor):

**Political Science** (minimum of 8 hours if this group is selected)  
151—American Government  
354—State and Local Government  
357—American Bureaucracy





- 363—Politics and the Media  
364—The Legislative Process

**Economics** (minimum of 8 hours if this group is selected)

- 150—Principles of Economics  
321—Labor Economics, Labor Relations, and Human Resources  
362—Public Finance  
371—Industrial Organization and Public Policy

**Sociology** (minimum of 4 hours if this group is selected)

- 240—Social Problems and Policies  
386—Equality and Inequality  
412—Crime and Delinquency  
472—Issues in Crime/Deviance

**Business/Statistics** (minimum of 4 hours if this group is selected)

- BUSA 281—Financial Accounting  
STAT 231—Introductory Statistics

On approval by the Public Affairs adviser, up to 8 hours may be earned through participation in an internship program as a substitute for courses listed above (except Political Science 345). Internship opportunities are offered through several departments and provide students with actual work experience in state and local legislative and administrative agencies. Students interested in internships are urged to consult with their academic advisers and with intern faculty advisers at an early date.

Students interested in the Public Affairs minor should declare the minor in the Department of Political Science and consult with the department's Public Affairs adviser.

**MAJOR IN LEGAL STUDIES:** 32 semester hours. For additional information, see the section of this catalog on Legal Studies.

**MINOR IN LEGAL STUDIES:** 20 semester hours. For additional information, see the section of this catalog on Legal Studies.

**PRE-LAW:** For information, see the section of this catalog on Pre-professional Programs.

**BACHELOR OF ARTS IN EDUCATION:** See School of Education.

## COURSE OFFERINGS

### 101 INTRODUCTION TO POLITICAL SCIENCE

An introduction to the major concepts, theories, ideas, and fields of study relating to politics and governmental systems. Explores governmental structures and processes, political power and authority, conflict, decision-making, policy, and stability and change. (4)

### 151 AMERICAN GOVERNMENT

A survey of the constitutional foundations of the American political system and of institutions, processes, and practices relating to participation, decision-making, and public policy in American national government. (4)

### 170 INTRODUCTION TO LEGAL STUDIES

An examination of the nature of law, judicial process, and participant roles in the legal system. Particular emphasis given to legal culture including comparative systems, assessments of legal needs and legal services, the legal profession, philosophy of law, and judicial decision-making. (4)

### 210 GLOBAL PERSPECTIVES: THE WORLD IN CHANGE

A survey of global issues affecting the human condition in a rapidly changing and increasingly interdependent world; modernization and development; economic change and international trade; diminishing resources; war and resolution; peace and justice; and cultural diversity. These issues are examined in a multi-disciplinary light using case studies drawn from non-Western and Western nations. Emphasis on the development of a global perspective which recognizes human commonalities as well as diversity in perceptions, values, and priorities. (Cross-referenced with ANTH 210 and HIST 210.) (4)

### 231 CURRENT INTERNATIONAL ISSUES

A survey course in international relations with emphasis on current events. Examination of ideology, economic resources and development, national rivalries, military power, revolutionary movements, population pressures, alliance politics, and multilateralism. Relation of these factors to international relations theory. (4)

### 325 POLITICAL THOUGHT

A survey of the origin and evolution of major political concepts in ancient, medieval, and early modern times. Such ideas as state, obligation, authority, community, law, and freedom will be studied developmentally. (4)

### 326 RECENT POLITICAL THOUGHT

A critical examination of the major ideologies of the modern world: democracy, conservatism, capitalism, socialism, anarchosyndicalism, communism, racial and political elitism, nationalism, liberalism, Christian political thought, and contemporary problems. (4)

### 331 INTERNATIONAL RELATIONS

A systematic analysis of the international system highlighting patterns in state interaction. Provides students with the theoretical concepts needed to discern these patterns and make sense of international events. (4)

### 338 AMERICAN FOREIGN POLICY

The role of the United States in international affairs. An analysis of the major factors in the formulation and execution of United States foreign policy and its impact on other powers. (4)

### 345 GOVERNMENT AND PUBLIC POLICY

An integrated approach to the nature of public policy, with emphasis on substantive problems, the development of policy responses by political institutions, and the impacts of policies. Special attention to policy at the American national or sub-national levels, in international politics, or from a comparative perspective, as announced by the department. (4)

### 347 POLITICAL ECONOMY

An examination of the ways that politics and economics coincide. Topics include the development of capitalism, socialist approaches, international issues, regional examples, and methods of study. Prerequisite: 101 or ECON 150. (4)

### 354 STATE AND LOCAL GOVERNMENT

Governmental structures, processes, and policy at the state, local, and regional levels of the American system. Special attention to intergovernmental relations and the role of the national government. (4)

### 357 AMERICAN BUREAUCRACY

An examination of the politics of bureaucracy as encountered by citizens and employees. Topics include the growth of bureaucracies, legal bases, factors of leadership and power, relations between public and private organizations, and the relation between bureaucracy and democracy. (4)

### 361 POLITICAL PARTIES AND ELECTIONS

Study of party and electoral systems with particular emphasis on American parties and elections. Examination of party roles in elections and government; party financing; interest groups and political action committees; and voting behavior. (4)

### 363 POLITICS AND THE MEDIA

The role of mass media in American government, politics, and policy. Examines media coverage in contexts of news formation, expression, and effects. Attention to political culture, public opinion, polls and surveys, press freedom and responsibility, and governmental regulation, secrecy, and manipulation. (4)

### 364 THE LEGISLATIVE PROCESS

A study of theory, organization, and procedure of the Congress and other legislative bodies in the United States; special emphasis on the dynamics of conflict and compromise in the legislative arena including citizen and interest group participation and lobbying. (4)

### 368 THE AMERICAN PRESIDENCY

Study of the nation's highest political office in terms of the roles and expectations of the office, styles of leadership, Presidential decision-making, powers and limitations, and the interaction of personality and institution. (4)

### 371 JUDICIAL PROCESS

An examination of legal processes in various adjudicatory settings. Primary attention given to judicial processes focusing on American civil and criminal law. Includes an examination of administrative law processes among other quasijudicial forms of conflict resolution. (4)

### 372 CONSTITUTIONAL LAW

The constitutional basis of governmental powers in the United States with special emphasis given to judicial review, separation of powers, federalism, and interstate commerce. Includes an examination of the political and constitutional restrictions on governmental power. (4)



# P

## Psychology

### 373 CIVIL LIBERTIES

Constitutional rights and liberties with special attention given to freedom of expression and association, religious freedom, rights in criminal procedure, due process, and equal protection. (4)

### 374 LEGAL STUDIES RESEARCH

Introduction to various methods of legal analysis, research, and writing. Includes an examination of primary and secondary sources, automated and non-automated research systems, and research strategies for public policy issues. (4)

### 381 COMPARATIVE LEGAL SYSTEMS

Study of legal systems around the world as they actually work within their respective political, economic, social, and cultural contexts. Attention to dispute definition and settlement, juridical participants and processes, and concepts of law and legal activities. (4)

### 384 COMMUNIST POLITICAL SYSTEMS

Comparative examination of Marxist political systems, particularly the U.S.S.R., eastern Europe, China, and Cuba. Special attention given to ideology and to the role of the Communist Party. (4)

### 385 CANADIAN POLITICAL SYSTEM

The government and politics of Canada, with special attention to federalism, national unity, political culture, and constitutional development. Conditions permitting, the course will include a field trip to Victoria, provincial capital of British Columbia. (4)

### 386 AFRICAN POLITICAL SYSTEMS

Comparative examination of the political systems of Africa. Exposition of pre-colonial, colonial, and contemporary influences with special attention to problems of decolonization, nation-building, and development. (4)

### 387 THE MIDDLE EAST

Contrasts the history and aspirations of the Arab Nation with the reality of European dominance and its legacy, the formation of the present Arab states and Israel. Events in the region are explained by examining five separate but overlapping conflicts: superpower rivalry, Arabs v. Israelis, progressive v. traditional Arab states, various interpretations of Islam, and agitation by non-state actors. (4)

### 401 WORKSHOPS AND SPECIAL TOPICS (1-4)

### 431 ADVANCED INTERNATIONAL RELATIONS

Examines various theories of international conflict management including in-depth analysis of historical examples. The development of international law and international governmental organizations are also considered. Prerequisite: 331. (4)

### 450 INTERNSHIP IN POLITICS

Internship in the political dimensions of non-governmental organizations. By departmental consent only. (4-12)

### 458 INTERNSHIP IN PUBLIC ADMINISTRATION

An internship with a government department or agency. By departmental consent only. (4-12)

### 464 INTERNSHIP IN THE LEGISLATIVE PROCESS

An opportunity to study the process from the inside by working directly with legislative participants at the state or local level. By department consent only. (Internships with the Washington State Legislature are open only to juniors and seniors with at least one year at PLU who have taken or take concurrently 364.) (4-12)

### 471 INTERNSHIP IN LEGAL STUDIES

An internship with a private or public sector agency or office engaged in legal research, litigation, or law enforcement. (4)

### 491, 492 INDEPENDENT READING AND RESEARCH

By department consent only. (1-4)

### 495 SENIOR SEMINAR

Intensive study into topics, concepts, issues, and methods of inquiry in political science. Emphasis on student research, writing, and presentation. By departmental consent only. (4)

### 501 GRADUATE WORKSHOPS

Graduate workshops in special fields or areas for varying periods of time. (1-4)

### 590 GRADUATE SEMINAR

Selected topics as announced. Prerequisite: consent of the instructor. (1-4)

### 591 DIRECTED STUDY, (1-4)

### 595 GRADUATE READINGS

Independent study card required. (4)

### 598 RESEARCH PROJECT (4)

### 599 THESIS (4)

# Psychology

Through its curriculum, use of community resources, and research programs, the Department of Psychology provides students with a comprehensive and balanced exposure to psychology as a discipline, a science, and a profession.

The major helps prepare students for graduate work in psychology or for employment after graduation in a variety of settings. In addition, the psychology major is pursued by some students who plan to do graduate work in fields outside of psychology such as social work, law, business administration, or theology. The minor in psychology is designed to be a supplement to another major in the liberal arts or to a degree program in a professional school, such as busi-

ness administration. The Department of Psychology also offers a broad range of courses which can be individually selected by a student once the *Introduction to Psychology* course has been completed.

As a supplement to academic learning, the department offers opportunities for students to have experience of a field-work nature in a wide variety of settings in the greater Tacoma area, such as: American Lake Veterans Hospital, Western State Hospital (including the Child Study and Treatment Center), Rainier State School (developmentally disabled), mental health clinics, special services departments of local school districts, and so on.





The laboratory classes offered by the department are small in size with maximum importance attached to individualized instruction.

## FACULTY

R. M. Brown, *Chair*; Adachi, D. Anderson, Baird, Hansvick, LeJeune, Moon, Moritsugu, Nolph, Severtson.

**BACHELOR OF ARTS MAJOR:** 36 semester hours, including 101, 243, 340, 460, and 490. In addition, Statistics 231 is required.

**MINOR:** 20 semester hours of which at least 8 hours must be taken in residence. Statistics 231 may be included with departmental consent.

Neither 110 nor 111 may be counted toward the major or minor. Courses at the 500 level are primarily for graduate students; however, they may be taken by advanced undergraduates who receive the department's consent.

## COURSE OFFERINGS

### 101 INTRODUCTION TO PSYCHOLOGY

An introduction to the scientific study of behavior; scientific methods for studying the behavior of living organisms; topics such as motivation, learning, emotion, intelligence, personality, adjustment, and social behavior. I II (4)

### 110 STUDY SKILLS

Effective techniques for college study. Note-making, study methods, examination skills, time management, educational planning. Class work supplemented by individual counseling. (May not be counted in the major or minor.) I II (1)

### 111 COLLEGE READING

Improvement of college-level reading skills. Previewing, skimming, scanning, rapid reading, critical reading, and study reading. (May not be counted in the major or minor.) I II (1)

### 221 THE PSYCHOLOGY OF ADJUSTMENT

Problems in personal adjustment in everyday living. Prerequisite: 101. I II (2)

### 243 SCIENTIFIC METHODS

Basic research design and theory construction; applications to both laboratory and field. Special emphasis on perception and cognition. Lecture and laboratory. Majors must take four credit hour option. Prerequisite: 101. I II (2 or 4)

### 325 HUMAN SEXUALITY-EMOTIONALITY

Study of the psychological, biological, and cultural components of human sexual and emotional behavior. Topics include sexual identity, typical and atypical sexual behavior, reproduction, courtship, and affection. Prerequisite: 101. (4)

### 330 SOCIAL PSYCHOLOGY

Research and theory concerning the interaction between groups and the individual. Language, attitudes, aggression, leadership, person perception, and related topics are examined and their relationship to various types of social change and influences are discussed. Prerequisite: 101. I (4)

### 333 PSYCHOLOGY AND THE LAW

An introduction to the issues, research, professional and judicial practices generated by the growing mutual influence between the law and psychology. Psychological investigations of juror selection, eyewitness testimony and the jury process. Expert testimony by psychologists regarding the insanity defense, competence to stand trial, sentencing. Effects of court rulings on the mental health system. Development of psychological career options. (4)

### 335 DEVELOPMENT: INFANCY TO MATURITY

Physical, intellectual, social, and emotional growth from infancy through adolescence to maturity. Prerequisite: 101. I II (4)

### 340 HUMAN NEUROPSYCHOLOGY

The study of brain-behavior relationships. Topics include neuro-anatomical and neurophysiological mechanisms underlying human behavior; psychological effects of brain damage; physiological correlates of languages, sensory and motor functions, and emotion; electrical stimulation of the brain. Prerequisite: 101. I (4)

### 345 COGNITIVE PROCESSES

The study of human mental activity. Topics include attention, perception, consciousness, memory, language, conceptual behavior, developmental aspects of cognition, individual differences, and applications. (4)

### 355 ENVIRONMENTAL PSYCHOLOGY

Human behavior related to the physical environment. Behavioral basis for designing environments—including territorial behavior; environmental attitudes and perceptions; and stressors. Applications to built and natural settings ranging from rooms to the wilderness. (4)

### 399 INTERNSHIP

A practicum experience in the community in the clinical, social, and/or experimental areas. Classroom focus on case conceptualization and presentation. Prerequisite: sophomore standing plus one course in psychology and consent of the department. (1-6)

### 401 WORKSHOP

Selected topics in psychology as announced.

### 405 ADOLESCENT PSYCHOLOGY

Physical development, mental traits, social characteristics, and interests of adolescents; adjustments in home, school, and community. Prerequisite: 335. II (2)

### 420 PERSONALITY THEORIES

Strategies for the study of personality theories. Techniques of measurement and implications for counseling and/or psychotherapy. Prerequisite: 101. I II (4)

### 421 ABNORMAL PSYCHOLOGY

Etiology and treatment of abnormal behavior. Emphasis on treatment in community-based settings and institutions. Prerequisite: 101. I II (4)

### 422 COMMUNITY PSYCHOLOGY

Intervention strategies which focus primarily on communities and social systems. Particular stress on alternatives to traditional clinical styles of promoting the well-being of communities. Prerequisite: 101. (4)

### 430 CONSUMER PSYCHOLOGY

Social psychological principles applied to consumer attitude-formation and decision-making—e.g., perception of advertisements, influence of reference groups and opinion leaders, and learning effects upon repeat purchasing. Emphasis on audience, message, and media factors. (4)

### 450 PSYCHOLOGICAL TESTING

Survey of standardized tests; methods of development, standardization; limitations and interpretations of tests. Prerequisite: 243, a course in statistics, or consent of instructor. I (4)

### 452 PSYCHOLOGY AND MEDICINE

An introduction to the field of health care psychology. Psychosocial factors influencing health (e.g., stressors, personality, behavior patterns). Psycho-social impact of illness and its treatment. The role of psychologists in the health care system. (4)

### 460 LEARNING: RESEARCH AND THEORY

Experimental studies and theories of learning. Lecture and laboratory. Prerequisite: a minimum of 12 hours in psychology including 243. II (4)

### 470 PSYCHOLOGY RESEARCH SEMINAR

An advanced course providing students the opportunity to design and conduct ongoing research and review current research in psychology. Directed toward helping students perform research studies that may be suitable for submission to journals or presentation at conferences. Strongly recommended in the junior year for students with an interest in graduate studies. To maximize the effectiveness of the course, students are encouraged to give advance consideration to areas and designs for possible research. Prerequisites: 101, 243, STAT 231 and consent of instructor. (4)

### 482 INTRODUCTION TO CLINICAL PSYCHOLOGY

An introduction to the field of clinical psychology as an area of scientific inquiry and as an applied profession. Theories used by clinicians, methods of clinical research, and treatment. History and current status of the profession. Prerequisites: 420, 421, or 422 or consent of instructor. (4)



## R

## Religion

**490 HISTORY AND SYSTEMS OF PSYCHOLOGY**

Historical development, contemporary forms, and basic assumptions of the major psychological theories and traditions. Primarily for advanced majors and graduate students. 1 (4)

**491, 492 INDEPENDENT STUDY**

A supervised reading, field, or research project of special interest for advanced undergraduate or graduate students. Prerequisite: departmental consent. 1 II (1-4)

**510 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

Human behavior in work settings. Applications or extension of psychological factors and principles to the problems of individuals operating within an organizational context—including human relations skills, human factors, individual and group differences, and role-related behaviors. (4)

**570 EXTERNSHIP I**

Supervised counseling/assessment/consultation experience in a professional setting. Requires 15-20 hours per week of supervised practice, together with participation in a weekly case presentation/suervision session. Prerequisite: 515, 516, 540, 541. (2)

**577 EXTERNSHIP II**

Advanced counseling/assessment/consultation experience in a professional setting. May be a continuation of the placement experience begun in 570, or may involve a more advanced placement in another setting. 15-20 hours per week of supervised practice, together with participation in a weekly case presentation/supervision session. Prerequisite: 570. (2)

**591 DIRECTED STUDY (1-4)****595 GRADUATE READINGS**

Independent study card required. (4)

**598 RESEARCH PROJECT (4)****599 THESIS (4)**

# Religion

Religion is an attempt to understand the meaning of human existence. For Christians meaning is revealed in the love of God in Jesus Christ. The Department of Religion stands within and affirms this Christian context.

In a university setting this means the serious academic study of the Bible, of the history of the Christian tradition, of attempts to understand God's continuing activity, and of God's promises for the future.

The revelation of God in Jesus Christ likewise calls for other roles. It calls for open and authentic dialogue with other religious traditions, and thus seeks to understand a common humanity as each tradition adds its unique contribution. It calls for a critical yet constructive interchange with contemporary society. Finally, it calls for a sharing of insights with other disciplines in the university as each sheds light on the human condition.

To these ends the Department of Religion offers a wide range of courses and opportunities. Furthermore it calls students, majors and non-majors alike, to consider questions of meaning, purpose, and value in a society which all too often neglects these questions.

Lutheran Institute for Theological Education (LITE): The Department of Religion also participates in a program of continuing theological education for clergy and laity in the Pacific Northwest. Dr. Walter Pilgrim directs the LITE program.

For further details contact Dr. Pilgrim.

## FACULTY

Stivers, *Chair*; Christopherson, Duntley, Govig, Gross, Howell, Ingram, Killen, Knutson, Lundeen, Oakman, Petersen, Pilgrim.

**UNIVERSITY CORE REQUIREMENTS:** 8 semester hours for students entering as freshmen or sophomores. Four lower division hours shall be taken before the end of the sophomore year. The second 4 hours may be selected from most of the other offerings in the religion curriculum. Transfer students entering as juniors or seniors are required to take 4 semester hours of religion unless presenting 8 transfer hours of religion from other accredited colleges or universities.

The Core 1 requirement in Religious Studies (8 hours) specifies that 4 hours must be taken from each of two lines, as follows:

1. Biblical Studies—111, 211, 212, 330, 331, 332.
2. Christian Thought, History, and Experience—121, 221, 222, 223, 224, 225, 226, 360, 361, 362, 363, 364, 365, 366, 367, 369.
3. Integrative and Comparative Religious Studies—131, 132, 133, 231, 390, 391, 392, 393.

Junior and senior transfer students need to complete only one course at PLU (4 hours) from lines 1 or 2.

**BACHELOR OF ARTS MAJOR:** 30 semester hours with at least 4 hours in each of the three lines plus either 404 or 405. Transfer majors must take at least 18 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:** 16 semester hours with no more than 8 hours in one of the lines listed above. Transfer minors must take at least 8 hours in residence.

## COURSE OFFERINGS

**111 BIBLICAL LITERATURE: OLD AND NEW TESTAMENTS**

The Bible as a whole; survey of the story of salvation; selected passages interpreted in contemporary contexts. (4)

**121 THE CHRISTIAN TRADITION**

The study of selected theological questions and formulations examined in their social and historical contexts. (4)

**131 THE RELIGIONS OF SOUTH ASIA**

Hinduism, Buddhism, Jainism, and Sikhism—their origins and development, expansion, and contemporary issues. Emphasis on primary sources in translation. (4)





## R

## Religion

**132 THE RELIGIONS OF THE FAR EAST**

Confucianism, Taoism, Chinese and Japanese Buddhism, Shinto, and the "new religions" of Japan—their origins, development, and contemporary issues. Emphasis on primary sources in translation. (4)

**133 THE RELIGIONS OF THE WEST**

Judaism, Christianity, and Islam—their origins and development, expansion, and contemporary issues. Emphasis on primary sources in translation. (4)

**211 RELIGION AND LITERATURE OF THE OLD TESTAMENT**

Literary, historical, and theological dimensions of the Old Testament, including perspectives on contemporary issues. (4)

**212 RELIGION AND LITERATURE OF THE NEW TESTAMENT**

Literary, historical, and theological dimensions of the New Testament, including perspectives on contemporary issues. (4)

**221 ANCIENT CHURCH HISTORY**

The origins, thought, and expansion of the Christian Church; rise of the Papacy, expansion in Europe and the growth of Christian involvement in culture; to the end of the Papacy of Gregory I (604). (4)

**222 MODERN CHURCH HISTORY**

Beginning with the Peace of Westphalia (1648), interaction of the Christian faith with modern politics, science, and philosophy; expansion in the world, modern movements. II (4)

**223 AMERICAN CHURCH HISTORY**

Introduction to the major religious themes in American history through the study of selected topics and periods, exploring the ways in which religion has shaped American culture, as well as the ways in which social change has influenced the religious experience of Americans. (4)

**224 THE LUTHERAN HERITAGE**

A study of Lutheranism as a movement within the church catholic: its history, doctrine, and worship in the context of today's pluralistic and secular world. (Majors in religion who are in the Church Staff Worker Program will be given enrollment priority.) (4)

**225 FAITH AND SPIRITUALITY**

A reflection on various Christian life-styles and their expression and understanding of commitment and discipleship. This course centers around the theological question, What does it mean to be a follower of Jesus? (4)

**226 CHRISTIAN ETHICS**

An introduction to the personal and social ethical dimensions of Christian life and thought with attention to primary theological positions and specific problem areas. (4)

**231 MYTH, RITUAL, AND SYMBOL**

An examination of the nature of myth and its expression through symbol and ritual. Attention given to pre-literate mythology, Asian mythology, and Occidental mythology and the role these mythological traditions have played in the development of modern ethical, social, and religious values. (4)

**330 OLD TESTAMENT STUDIES**

Major areas of inquiry: the Prophets, Psalms, Wisdom Literature, Mythology, Theology, or Biblical Archaeology. (4)

**331 NEW TESTAMENT STUDIES**

Major areas of inquiry: intertestamental, synoptic, Johannine, or Pauline literature, or New Testament theology. (4)

**332 THE LIFE OF JESUS**

A study of the life and teachings of Jesus; a historical survey of "Life of Jesus" research, form and redaction criticism of the Gospel tradition; the religious dimensions of Jesus' life and thought. Prerequisite: one lower division course or consent of instructor. (4)

**333 BIBLICAL STUDIES**

Study of a select Biblical theme, book, or group of books, such as theodicy (Job), apocalyptic (Daniel, Revelation), or methods of interpretation. (2)

**360 STUDIES IN CHURCH MINISTRY**

The church in human service: the congregation, the church-related college, contemporary contexts of world mission, and inter-church cooperation. (4)

**361 CHURCH HISTORY STUDIES**

A selected area of inquiry, such as American-Scandinavian church history, religious experience among American minority communities, and the ecumenical movement. (4)

**362 LUTHER**

The man and his times, with major emphasis on his writing and creative theology, such as the radical centrality of the Gospel and faith, the Word and Scripture, the sacraments, church and state. (4)

**363 CHRISTIAN CLASSICS**

Great classics of Christian literature, in such genres as devotion, theology, and poetry by such authors as Augustine, Thomas a Kempis, Juliana of Norwich, Luther, Calvin, Teresa of Avila, Wesley, Kierkegaard, Martin Luther King, Jr., and others. (4)

**364 THEOLOGICAL STUDIES**

A selected topic or movement within Christian theology such as understandings of God, the problem of evil, liberation theology, feminist theology, narrative theology, Christology, or interreligious dialogue. (4)

**365 CHRISTIAN MORAL ISSUES**

An 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)

**366 THE ARTS AND CHRISTIAN LIFE**

The relationship of Christian spirituality to artistic creativity, including literature, architecture, and films in popular culture. (4)

**367 MAJOR RELIGIOUS THINKERS**

An in-depth study of one or two major figures in Christian theology, non-Christian religious thought, or contributors to religious understanding, e.g., Augustine, Bonhoeffer, Buber, Bultmann, Niebuhr, Gandhi, Radhakrishnan, Tillich, or Ricoeur. Fulfills either line 2 or 3 as appropriate. Prerequisite: consent of instructor. (4)

**368 FEMINIST THEOLOGY**

The study of major themes and issues in theology examined through questions of gender. Also includes exploration of race, class, and culture in relation to gender questions. (4)

**369 CHRISTIAN STUDIES**

The study of an historical theme, theological problem, or ethical issue, such as salvation by grace, gender questions, world hunger. Cannot be combined with 333 to satisfy the general university core requirement in religion. (2)

**390 STUDIES IN HISTORY OF RELIGIONS**

An historical study of specific non-Christian religions such as the traditions of India and China, Judaism, and Islam. (4)

**391 SOCIOLOGY OF RELIGION**

A multi-cultural investigation of religious experience, belief, and ritual in relation to their social settings with particular attention to new forms of religion in America. (Cross-referenced with SOC 391.) (4)

**392 GODS, MAGIC AND MORALS**

The anthropology of religion; a survey of humanity's concepts of and relationships to the supernatural; examination of the varying personal and group functions that religions fulfill; exploration of rituals, beliefs, and systems of morality in religions both "primitive" and historical; origins of religion; science "versus" religion; the nature of reality. (Cross-referenced with ANTH 392.) (4)

**393 RELIGION AND THE STAGES OF LIFE**

Selected periods within the life cycle considered from a religious and social scientific viewpoint, e.g., healing and well-being, death and dying. (4)

**403 ADVANCED SEMINAR IN RELIGION**

Selected topics to be announced. For majors, minors, and students with at least three courses in religion. Priority to majors and minors. (4)

**404 READING SEMINAR IN RELIGION**

A survey of significant books in the area of contemporary religious studies, emphasizing recent books in Biblical theology, systematic and historical theology, Christian ethics, and dialogue between Christianity and the world religions. Students will review assigned books and share results with members of the course. For majors and minors, others with permission of the instructor. (2)



**405 RESEARCH SEMINAR IN RELIGION**

A faculty-directed research and writing project on a topic chosen by students in one of the methodological disciplines of religious studies, such as theology, historical studies, Biblical studies, ethics, history of religions, social scientific studies, or philosophy. For majors and minors, others with permission of the instructor. (2)

**491, 492 INDEPENDENT STUDY**

Intended for religion majors, advanced and graduate students; consent of the department is required.

# Scandinavian Area Studies

Scandinavian Area Studies is a flexible program which draws on many university departments. It offers a broad perspective on Scandinavia past and present, while developing useful analytical and communicative skills. The program reflects both the Scandinavian heritage of the university and the dynamic profile of Scandinavia within the world community today.

Students enrolled in the Scandinavian Area Studies program are expected to demonstrate the equivalent of two years of Norwegian, Swedish, or Danish language instruction (16 hours). To gain a basic understanding of the region, they also take 6 hours in Scandinavian cultural history and 4 hours in Scandinavian literature.

Majors choose additional Scandinavian and cross-disciplinary courses in accordance with personal interests and goals and in consultation with the program coordinator (4 hours in cross-disciplinary courses, 2 hours in a senior project, and 8 hours of electives). A total of 40 semester hours is required. With the approval of the Scandinavian Studies coordinator, selected interim, summer, and experimental courses may be included in the major program. No more than 8 semester hours may be offered to meet both the Scandinavian Area Studies major and general university requirements or requirements for a second major. Such cross-application of courses must be approved by the Scandinavian Studies coordinator.

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 coordinator concerning registration for these courses.

Students are encouraged, though not required, to study in Scandinavia as part of their program. Study opportunities are available at a variety of institutions in Norway, Sweden, and Denmark. Appropriate coursework completed abroad should be submitted to the Scandinavian Studies coordinator for approval toward the major.

Students interested specifically in Norwegian language study are referred to the description of the Norwegian major under the Department of Languages. All core Scandinavian courses are taught out of this department.

**Courses Applicable to the Scandinavian Area Studies Major****Scandinavian Courses****Languages:**

- Norwegian 101, 102—Elementary
- Norwegian 201, 202—Intermediate
- Norwegian 351—Conversation and Composition
- Norwegian 352—Advanced Conversation and Composition

**Cultural History:**

- Scandinavian 150—Introduction to Scandinavia
- Scandinavian 322—Contemporary Scandinavia
- Scandinavian 323—The Vikings
- Scandinavian 324—The Emigrants

**Literature:**

- Scandinavian 250—Masterpieces of Scandinavian Literature
- Scandinavian 421—Ibsen and Strindberg
- Scandinavian 422—Twentieth Century Scandinavian Literature

**Cross-Disciplinary Courses**

- Anthropology 240—Peoples of Europe
- Anthropology 350—Women and Men in World Cultures
- Anthropology 360—Ethnic Groups
- Art 381—20th Century Design and Architecture
- Economics 331—International Economics
- Economics 381—Comparative Economic Systems
- English 364—Special Topics in Children's Literature
- English 381—Studies in Medieval Literature
- History 323—The Middle Ages
- History 325—Reformation
- History 495—Seminar: European History
- Philosophy 326—Moral Problems in the Social Services
- Philosophy 338—Kierkegaard and Existentialism
- Political Science 345—Government and Public Policy
- Political Science 381—Comparative Legal Systems
- Religion 223—American Church History
- Religion 361—Church History Studies
- Sociology 330—The Family

**Scandinavian Studies Committee: Toven, Chair & Program Director; M. Benton, Christopherson, R. Jensen, Rasmussen, Ringdahl, Vaught Farmer.**

## COURSE OFFERINGS

**495 SENIOR PROJECT**

A research paper, internship, or other approved project. For Scandinavian Area Studies majors. I II (2)





# Division of *Social Sciences*

S

*Division of Social Sciences*  
*Social Work*

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 beings, that is vibrant and relevant to the time and world in which we live, and that 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.

Specialized programs supported by the Division of Social Sciences build links between students, faculty, and their community. Among these are the following:

The *Center for Social Science Research*, which supports joint faculty-student research projects on a wide range of multidisciplinary topics; and

The *Center for Economic Education* which works to raise the understanding of economic principles among teachers and students in the Pacific Northwest.

The division's *Graduate Programs* offer concentrations in the fields of organizational systems, marriage and family therapy, and individualized study (see *Graduate Catalog*.)

## FACULTY

Schiller, *Divisional Dean*; faculty members of the **Departments of Anthropology, Economics, History, Political Science, Psychology, Social Work and Marriage and Family Therapy, and Sociology.**

As a division within the College of Arts and Sciences, the Division of Social Sciences offers programs in each constituent department leading to the B.A. degree. Programs leading to the M.A. degree are also offered. Course offerings and degree requirements are listed under

ANTHROPOLOGY  
ECONOMICS  
HISTORY  
MARRIAGE AND FAMILY THERAPY  
POLITICAL SCIENCE  
PSYCHOLOGY  
SOCIAL WORK  
SOCIOLOGY

See also the sections of this catalog on Legal Studies and International Education.

## COURSE OFFERINGS

### 502 SOCIAL SCIENCE THEORY

An analysis of social explanation and the social science frame of reference. (4)

### 505 SOCIAL SCIENCE RESEARCH METHODS

Basic research concepts applied to laboratory, field, and bibliographic studies. Topics include formulating research questions, research designs, data gathering techniques, analysis of data, and theory construction. Emphasis on understanding and evaluating rather than conducting research. (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. The curriculum provides an understanding of the roots and dimensions of social problems as well as the basic skills and knowledge necessary to work toward solving these problems. Social workers are involved in areas that are influenced by political and economic factors as well as social factors. To that end, the program stresses an understanding of social science theories and methods that adds an extra dimension to practical education. The result is a broad theoretical base to complement professional skills.

The social work faculty place a high value on the integration of academic and experiential learning.

A major strength of the curriculum is the field experience component, and the program provides numerous opportunities for students to learn in community settings. In addition to field placements for advanced students, freshmen and sophomores are encouraged to test their interests in and aptitudes for social work through experiences in community agencies.

Social work majors are fortunate to have access to a rich variety of social service agencies in Tacoma and Pierce County that provide excellent placements for students. Students work with experienced, caring supervisors who help make placements a valuable learning experience. The Family and Children's Center, located in East Campus, provides social service programs for a variety of age groups and offers particularly con-



venient placements for students. The Social Work Department sponsors "Second Wind," a health promotion school for older adults, through the Family and Children's Center.

Social work majors should consult with a departmental adviser in selecting a minor area of study which supports the social work curriculum. Minors in psychology and sociology are particularly helpful. Students are also encouraged to include philosophy and foreign language courses in their studies as a knowledge of ethical theories and a second language are valuable assets in the social work profession. The faculty encourages students to take advantage of learning opportunities that emphasize multi-cultural awareness and diversity. In addition to specific courses within the Division of Social Sciences, the Service Learning Program and Study Abroad Programs are beneficial to social work majors.

The social work program is accredited by the Council on Social Work Education.

## FACULTY

Gilbertson, *Chair*; V. Hanson, Keller, Schiller, Storm, York.

**BACHELOR OF ARTS MAJOR:** 38 semester hours, including 271, 332, 333, 377, 385, 472, 473, 475, 476, and 484. The following courses are prerequisites for entering the social work curriculum and may be taken to fulfill general university core requirements: Psychology 101, Sociology 101, and Biology 111. The Integrated Studies Program (Core II) also satisfies this prerequisite, since content related to the social, biological, and behavioral sciences is built into its interdisciplinary approach.

Unless otherwise stated, 271 or the consent of the instructor is a prerequisite for all courses in social work.

## COURSE OFFERINGS

### 222 COMMUNITY SERVICES

Designed to provide an opportunity for freshman and sophomore level students to test their interest in the field of social work through a five to ten-hour week participant-observation experience in a local agency. The purposes are to provide opportunity for a self-evaluation of one's aptitude for and interest in the field, and secondly, to introduce the idea of evaluating the effectiveness of the agency in terms of achieving its stated goals. No prerequisites. Will not meet general university core requirements. I II (2-4)

### 271 INTRODUCTION TO SOCIAL WORK

The history, philosophical and value stance, practice methods and "settings" (i.e. services to children and youth, residential treatment, health care, corrections, services to older persons) of professional social work; opportunities for agency/institutional observational experiences. No prerequisites. I II (4)

### 332 SOCIAL WORK VALUES

An examination of the value system that underlies the practice of social work, such as client self-determination, regard for the worth of individuals, and an appreciation of the distinct characteristics of

diverse populations. Students will have the opportunity to clarify their own values during the course. Prerequisite: 271. I II (2)

### 333 INTERVIEWING

A laboratory course that provides opportunity to learn basic interviewing skills and techniques through various experiential forms. Open to non-social work majors. Prerequisite for social work majors only: 271 and 332. I II (4)

### 377 FAMILY AND CHILD DEVELOPMENT

A social and psychological examination of family development using a systems approach. Study of family development throughout the life cycle. Consideration of emerging and alternative family structures. Prerequisite 271. I II (4)

### 385 SOCIAL POLICY AND ORGANIZATION

An examination of the impact that cultural values have on social policy and how organizational structures influence the implementation of social policies. Consideration of the influence that economic and political systems have upon social policy and the way in which the values operating in those systems impact social policy. Study of the effect that administrative and organizational structures at various governmental levels have on social policy implementation. The place of social services as an institution in society and the role that the social work profession plays in value formation and influence. Prerequisite: 271 or consent of instructor. I II (4)

### 399 INTERNSHIP

A supervised learning experience in an agency setting with emphasis on acquiring an overview of the agency, in contrast to learning specific social work skills. Intended to provide the opportunity to apply and test out knowledge acquired in courses previously taken in the social sciences. Can be a useful complement to 475 and 476, which are more skill oriented. Prerequisites: 271, 333. I II (1-4)

### 472 SOCIAL WORK PRACTICE I

Provision of a theoretical base and requisite skills for direct service in social work. Within a generalist framework the following intervention models will be presented: the systems model, the task-centered model, problem-solving theory and the common human needs model. Prerequisites: 271, 332, 333, 377. I II (4)

### 473 SOCIAL WORK PRACTICE II

A continuation of 472 with general emphasis on direct service. Focus on family therapy, ethical and value considerations in social work, and knowledge and skills related to systems change within a group process approach. Prerequisites: 271, 332, 333, 377, 472. II (4)

### 475 FIELD EXPERIENCE

Supervised field work within an agency or institution; application/integration of knowledge, theory, and understanding; development of techniques common to the social work field. Prerequisite: 271, 332, 333, 377, 385 to be taken concurrently with 472, and consent of instructor. I II (4)

### 476 FIELD EXPERIENCE

Continuation of 475. I II (4)

### 484 SOCIAL RESEARCH

Principles of research design and assessment of various research methods. Evaluation research will be given special attention. Primary emphasis on understanding and critically examining actual research. Prerequisites: 271, 332, 333, 385. I (4)

### 491 INDEPENDENT STUDY

Prerequisite: departmental consent. I II (1-4)





# Sociology

S

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 analytic talents. Some of the practical pursuits enabled by sociological training are in the areas of planning, program development, counseling, research, criminal justice, employment and training, and marketing. The academic preparation is valuable to those interested in pursuing further degrees in law, administration, social work, theology, or the social sciences.

The department's curriculum offers a wide 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 sociology 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. Faculty members have gained recognition for their professional activities at the community, regional, and national levels, and invite student participation in these activities.

## FACULTY

**Jobst, Chair; Biblarz, Cochrane, McDade, Oberholtzer, Schiller, Swanson.**

### BACHELOR OF ARTS:

**General Major:** 36 semester hours, including 101, 240, 396, 397, 499; plus 12 semester hours in sociology approved by the department at the 300 and 400 levels; and Statistics 231.

**Major with Concentration in Family/Gender:** 36 semester hours including 101, 330, 396, 397, 440, 499; plus 12 semester hours in sociology chosen in consultation with the department.

**Major with Concentration in Crime/Deviance:** 36 semester hours including 101, 336, 396, 397, 412, 499; plus 12 semester hours of sociology chosen in consultation with the department.

**NOTE:** 101 or consent of instructor are prerequisite to all 300 and 400 level courses.

**MINOR:** 20 semester hours, including 101 and 16 semester hours of sociology chosen in consultation with the department. Statistics 231 may be included in the minor.

**MINOR IN SOCIOLOGICAL DATA ANALYSIS:** 20 semester hours: 101, 362, 397, 403, Statistics 231.

**BACHELOR OF ARTS IN EDUCATION:** See School of Education.

## COURSE OFFERINGS

### 101 AMERICAN SOCIETY

How does the individual relate to the group? Why do some people "have" power, prestige, or money while others "have not"? What contributes to social stability or social unrest? What is happening in schools, families, and religion? In answering, we turn the sociological eye on American society using concepts like these: life styles, interactions, groups, social structures, values, and change. (4)

### 202 SOCIAL ISSUES

Analysis of selected social problem and policy areas. Topics will vary and be announced in each semester's time schedule. No prerequisites. Will not satisfy department major or minor requirements. (2)

### 215 CONTEMPORARY MARRIAGE

Examination of the nature of marriage in the United States today. Some of the questions to be addressed include: How do people get into marriage? What is love all about? What do people expect of marriage? How do people make marriage work? What is required of persons in marriage? How do people solve the problems that inevitably arise in marriage? Students will be given the opportunity to test their readiness for the marriage relationship through three standardized tests. Will not satisfy department major or minor requirements. (2)

### 221, 222 PERSPECTIVES AND APPLICATIONS IN WOMEN'S STUDIES

A multi-disciplinary overview of topics relevant to an historical and contemporary analysis of gender issues. Campus and community speakers will engage students in active discussion and consideration of a variety of topics, including theoretical perspectives, research findings, artistic expressions, and program applications. This course serves as a foundation for the Women's Studies minor. No prerequisites. (1, 1)

### 234 GROWING UP IN AMERICA: FROM BIRTH TO DEATH

An examination of how individuals learn social roles and identities through various agents of socialization, including family, religious, peer, media, and occupational settings. Emphasis on adolescent and adult socialization and resocialization. Prerequisite: 101 recommended. a/y (4)

### 240 SOCIAL PROBLEMS AND POLICIES

Factual and evaluative considerations in the definition, explanation, and resolution of social problems. Analysis and criticism of current approaches to social problems focusing on logical procedures and fallacies in thinking. Among issues to be included are mental health, poverty, crime, family disorganization, and work alienation. (4)

### 260 RELATIONSHIPS

A study of the relationships of lovers, friends, enemies, acquaintances, couples, and strangers, with particular attention to patterns and problems of communication, personal identity and growth, and social networks and power. Prerequisite: 101 recommended. (4)

### 330 THE FAMILY

Analysis of the changing nature of the family as a system of social positions and roles. Examination of the family from a socio-historical and cross-cultural perspective. Topics include love relationships, marriage, family positions and roles, family types, parenthood, socialization, retirement, divorce, and remarriage. Prerequisite: 101 or PSYC 335 or consent of instructor. (4)

### 336 DEVIANCE

A general introduction to a variety of nonconforming, usually secretive, and illegal behavior, such as corporate crime, drug dealing, prostitution, industrial spying, child abuse, and suicide, with emphasis on the conflict of values and life-experiences within a society. Prerequisite: 101 or consent of instructor. (4)



**351 SOCIOLOGY OF LAW**

An examination of the social control of law and legal institutions; the influence of culture and social organization on law, legal change, and the administration of justice. Includes examples of how law functions within the major theoretical models. Prerequisite: 101 or consent of instructor. (4)

**362 APPLIED DEMOGRAPHY**

An introduction to applied demography with an emphasis on basic information resources and a non-technical overview of estimation and projection methods. Includes the use of demographic information in business and government activities. Prerequisite: 101 or consent of instructor. a/y (4)

**380 THE CHANGING WORKPLACE**

Approaches work experiences and organizational designs with sociological insights. Emphasis on issues like satisfaction, rewards, decision making, unemployment, and effects on families. Prerequisite: 101 or consent of instructor. (4)

**386 EQUALITY AND INEQUALITY**

Examination of the nature, origins, forms, and consequences of social equalities and inequalities. Focus on material circumstances, life styles, and life changes in social classes, including racial groups and other minorities. Prerequisite: 101 or consent of instructor. a/y (4)

**391 SOCIOLOGY OF RELIGION**

An investigation of the American religious scene with particular emphasis on the new religious movements featuring insider accounts, along with attention to social settings and processes which these new religions reflect and produce. Prerequisite: 101, one previous religion course, or consent of instructor. (Cross-referenced with RELI 391) a/y (4)

**395 POLITICAL/SOCIAL MOVEMENTS**

Social, political, cultural, and other kinds of movements, and their relationship to established institutionalized behavior, to collective behavior, and to social change. Modern mass movements and the role of individuals and small groups within them. Theory of social movements, social reform, and revolution. Prerequisite: 101 or consent of instructor. a/y (4)

**396 MAJOR THEORIES**

An analysis of the most famous and influential sociological theories of the 19th and 20th centuries with attention to the classic theories of Marx, Durkheim, and Weber, to the recent multitude of contemporary schools, and to the underlying patterns of thought which both unite and divide the sociological tradition. Required for junior majors. Prerequisite: 101, junior declared major/minor, or consent of instructor. (4)

**397 RESEARCH METHODS**

An overview of the techniques sociologists use to collect, organize, and interpret information. A variety of research designs will be discussed, including surveys, observations, experiments, content analysis, and historical analysis. Students will learn how to conduct their own research and how to be informed consumers of others' research. Required for junior majors. Prerequisite: 101, junior declared major/minor, or consent of instructor. (4)

**399 INTERNSHIP**

Demonstration of the implications of sociology, combining on-site work with in-class learning. The artful skill of using theory to solve problems and of handling the practicalities of working in agencies and businesses. Placements: criminal justice system, private and public social service organizations, local and state governmental agencies, businesses, and social research. Prerequisite: departmental consent. (1-4)

**401 UNDERGRADUATE WORKSHOPS**

Workshops in special fields or areas for varying periods of time. Prerequisite: 101 or consent of instructor. (1-4)

**403 COMPUTERS IN SOCIAL SCIENCE**

Introduction to computer usage in social and behavioral analysis. Topics include information management, systems simulation, statistical packages, and communication languages. Hands-on experience will be included in the course. No previous computer or statistics course is required. Prerequisite: 101, 397, or consent of instructor. (4)

**408 WOMEN AND WORK**

An examination of the historical development of women's work roles both inside and outside the home. A discussion of current issues related to women in the work place, including labor market segmentation, pay equity and comparable worth, safety and health, and women and unions. In conclusion, a comparison will

be made between the work experiences of American women and women in other parts of the world. Prerequisite: 101, 380, or consent of instructor. (4)

**412 CRIME AND DELINQUENCY**

A close look at adult crime and juvenile delinquency with attention to their social roots, development, social impact, and relationship to a society which both abhors and nurtures them. Prerequisite: 101, 336, or consent of instructor. (4)

**423 PSYCHOANALYSIS AND SOCIETY**

A study of psychoanalytic theory and application to the understanding of various aspects of society and social behavior, including sex roles and the family, deviant behavior, social change, art and literature, religion, and power. Prerequisite: 101, or PSYC 101, or consent of instructor. (4)

**434 MINORITY AND ETHNIC FAMILIES**

An examination of the character of families and family life outside the dominant mainstream in America, including the realities of black, Hispanic, and Asian families, as well as working class families and families in other societies. Emphasis on similarities and differences among various kinds of families, on the social causes of these characteristics, and on the consequences of different types of family life for both the individual and society as a whole. Prerequisite: 101, 330, or consent of instructor. (4)

**440 SEX, GENDER, AND SOCIETY**

An examination of the impact of sex and gender on personality formation, intellectual ability and achievement, labor force participation, family roles and responsibilities, and social behavior. Biological, psychological, and sociological perspectives will be used to examine the differences and similarities between women and men in contemporary society. Prerequisite: 101, 330, or consent of instructor. (4)

**443 SOCIOLOGY OF EDUCATION**

Examination of schools and other educational institutions from a sociological perspective. Topics include such issues as class, race, religion, sex, and handicap, and how these characteristics influence education. Prerequisite: 101, or declared junior or senior education major, or consent of instructor. (Cross-referenced with EDUC 586). (4)

**462 SUICIDE**

An examination of the different aspects of suicide and suicidal behavior. Begins with a cross-cultural and historical overview, looking at variations and changes in attitudes toward suicide. Review of the scope of the problem and careful analysis of theories that attempt to explain why people commit suicide. Examination of the influence of the mass media and the general phenomenon of contagion. Discussions of intervention in suicidal behavioral and the question of the right to suicide. Prerequisites: 101 and consent of instructor. (4)

**471 ISSUES IN FAMILY/GENDER**

In-depth analysis of selected family and gender issues. Both contemporary and historical sociological analysis will be involved. Students will be expected to pursue a specific aspect of family and gender issues in depth for class presentation and discussion. Topics will vary and be announced in each semester's time schedule. Prerequisites: 101, 330, or consent of instructor. (4)

**472 ISSUES IN CRIME/DEVIANCE**

In-depth analysis of selected crime and deviance issues. Both contemporary and historical sociological analysis will be involved. Students will be expected to pursue a specific aspect of crime and deviance issues in depth for class presentation and discussion. Topics will vary and be announced in each semester's time schedule. Prerequisites: 101, 336, or consent of instructor. (4)

**491 INDEPENDENT STUDY**

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

**499 SENIOR SEMINAR**

A recapitulation and integration of themes from previous sociology courses with additional readings and discussion. Students investigate an individual topic, make formal presentations, and complete a substantial research paper. Prerequisite: Senior sociology major or minor and departmental consent. (4)

**501 GRADUATE WORKSHOPS**

Graduate workshops in special fields or areas for varying periods of time. (1-4)





**514 ORGANIZATIONAL AND SYSTEMS THEORY**

Examination of the nature, origins, and structures of organizations and bureaucracies. Classic and contemporary theories of organizations are reviewed and critiqued. The influence, power, and social responsibilities of large organizations are examined from a historical as well as a contemporary perspective. (4)

**530 GROUP DYNAMICS: THEORY AND PRACTICE**

Examination of concepts and principles of human behavior in groups. Topics considered include membership, leadership, authority, cohesiveness, goals, norms, and processes. The application and use of theory in applied settings are explored. (4)

**534 SOCIOLOGY OF WORK: QUALITY OF LIFE**

Evaluation of job satisfaction in terms of occupational stress, fair compensation issues, job enrichment, career advancement and performance. Exploration of techniques of job redesign and enrichment along with trends for future workplaces. (4)

**551 INTERVENTIONS PRACTICUM I**

Application of organizational change theory within an applied setting. Emphasis on identifying work situations for change and developing techniques for implementing change. (2)

**552 INTERVENTIONS PRACTICUM II**

Implementation and analysis of actual intervention within an organizational system or laboratory simulation with applied emphasis. Prerequisite: 551. (2)

**590 GRADUATE SEMINAR**

Selected topics as announced. Prerequisite: consent of the instructor. (1-4)

**591 DIRECTED STUDY (1-4)****595 GRADUATE READINGS**

Independent study card required. (4)

**598 RESEARCH PROJECT (4)****599 THESIS (4)**

# Statistics Program

Statistics, a branch of applied mathematics, has become, and is expected to continue as an increasingly important area of inquiry. As society becomes more complex, the ability to gather, summarize, and evaluate data becomes more necessary for efficient and intelligent decision making.

## FACULTY

Selected faculty from the Departments of Economics, Mathematics and Computer Science, Psychology, and Sociology.

**STATISTICS MINOR:** A minimum of 16 semester hours to include Math 341, either Statistics 231 or Math 342, Computer Science 110, 220, or 144, plus electives selected from the remaining courses in statistics. Students interested in statistics should contact the respective heads of the Department of Economics, Mathematics and Computer Science, Psychology, or Sociology.

## COURSE OFFERINGS

**231 INTRODUCTORY STATISTICS**

Descriptive statistics: measures of central tendency and dispersion. Inferential statistics: generalizations about populations from samples by parametric and nonparametric techniques. Methods covered will include estimation, hypothesis-testing, simple correlation analysis, linear regression and chi square analysis. (Not applicable to mathematics credit.) I II (4)

**334 ANALYSIS OF VARIANCE AND EXPERIMENTAL DESIGN (MATH 334)**

Random sampling, factors which destroy experimental design, one-way analysis of variance, two-way analysis of variance, factored design, block and latin square design. Students will also critique published experiments and perform an experimental design project. Prerequisite: STAT 231 or equivalent. a/y II 1990-91 (2)

**341 MATHEMATICAL STATISTICS I (MATH 341)**

Introduction to probability (sample spaces, discrete and continuous distributions, expectation), Chebyshev's inequality, special distributions (binomial, Poisson, normal, gamma and chi square), statement of Central Limit Theorem, sampling distributions, multivariate, marginal and conditional distributions, confidence intervals, t-test, F-tests, hypothesis testing, survey of analysis of variance and regression. Prerequisite: MATH 152. I (4)

**342 MATHEMATICAL STATISTICS II (MATH 342)**

Statistical estimators and their properties, limiting distributions, moment generating functions and proof of Central Limit Theorem, convergence in probability and convergence in distribution, consistency, sufficient statistics and Lehmann-Sheffe Theorem, Bayesian statistics, order statistics and nonparametric methods, random walks, Markov chains and introduction to continuous time stochastic process. Prerequisite: MATH 341. a/y II 1991-92 (4)

**343 OPERATIONS RESEARCH (ECON 343)**

Quantitative methods for decision problems. Emphasis on linear programming and other deterministic models. Prerequisite: STAT 231 or equivalent. II (2)

**344 APPLIED REGRESSION ANALYSIS (ECON 344)**

Simple and multiple regression analysis as investigative tools. Course stresses construction of elementary linear models and interpretation of regression results. Prerequisite: STAT 231 or equivalent. I (2)

**491 INDEPENDENT STUDY (1-4)****500 APPLIED STATISTICAL ANALYSIS (ECON 500)**

(Will not count for Statistics Minor) An intensive introduction to statistical methods for graduate students who have not previously taken Introductory Statistics. Emphasis on the application of inferential statistics to concrete situations. Topics covered include measures of location and variation, probability, estimation, hypothesis tests, and regression. (4)



# W Women's Studies

## Women's Studies

The Women's Studies minor is a multidisciplinary program which enriches the traditional liberal arts curriculum by adding new perspectives on women's lives and accomplishments. Based on the study of women in culture, society, and history, the minor incorporates gender into other basic categories of analysis including the dynamics of social change, the creation and transmission of culture and the arts, the legacy and cultural construction of our physical and intellectual characteristics, and the origins and nature of current theories and social issues.

Women's Studies can broaden the education of both male and female students and enhance their career preparation and professional opportunities wherever there is a need to understand women and the new roles they are playing in society.

### FACULTY

**Women's Studies Executive Committee:** Brusco, Chair; Alexander, Brown, Campbell, Hacker, Killen, Klein, Marek, McDade.

**MINOR:** 24 semester hours, including four core courses (10 hours) in Women's Studies (Sociology 221, 222; Integrated Studies 231, 232); two courses (8 hours) from the approved list of departmental core courses; one elective course (4 hours); and the two-hour capstone seminar (Women's Studies 490).

- I. Women's Studies Core Courses (required—10 hours)**  
Sociology 221, 222 - Applications in Women's Studies (1, 1)  
Integrated Studies 231, 232 - Creating Gender and Experiencing Gender (4, 4)\*

*\*If as a result of the Integrated Studies Program's rotation policy, these courses are not taught for two years, a substitution may be made in consultation with and subject to the approval of the Women's Studies Committee.*

- II. Departmental Core Courses (8 hours)**  
Students choose two courses from the following departmental courses which introduce the study of gender in respective disciplines.  
Anthropology 350 - Women and Men in World Cultures (4)  
English 232 - Women's Literature (4)  
History 359 - History of Women in the United States (4)  
Religion 364 - Feminist Theology (4)  
Sociology 440 - Sex, Gender, and Society (4)

- III. Elective Course (4 hours)**  
Students choose one course from the following options:  
A. One additional course from II above.  
B. One course from an approved list published in each semester's class schedule.  
C. One course from any discipline for which part of the course requirements can be fulfilled with a research paper on gender issues. This allows the integration of Women's Studies perspectives into courses which are not explicitly structured around those perspectives. Permission of the Women's Studies Committee and consent of instructor required.

- IV. Capstone Seminar (2 hours)**  
Women's Studies 490 - Seminar in Women's Studies

### COURSE OFFERING

#### 490 SEMINAR IN WOMEN'S STUDIES

A seminar for students who will do either an internship or a research project in Women's Studies. Students will discuss assigned readings, prepare class presentations, write summary reports, and interact with guest lecturers. (2)

# Affiliate Resources

#### CHOICE

The Center for Human Organization in Changing Environments is the community service and outreach branch of Pacific Lutheran University. The acronym, CHOICE, suggests its function and style: to initiate processes and programs both on and off campus which assist people to participate in making choices which may lead to improved quality of life.

CHOICE assists communities and organizations by providing linkages between the university and the public sector and com-

munity service agencies, and by offering channels for service involvement by faculty and students.

Chief vehicle for CHOICE in pursuing its objectives is the Family and Children's Center, which is housed in the university's East Campus. Faculty and students from many schools and departments participate in public services for the community. These include a Marriage and Family Therapy Center, "Second





Wind"—an educational program for adults over 50, University Child Care, and the Wellness Clinic.

In the "changing environments" of the 1990s, CHOICE continues to serve as a vehicle to combine the teaching, research, and community service functions of the university.

#### **KPLU-FM, NATIONAL PUBLIC RADIO**

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

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

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

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

#### **CENTER FOR SOCIAL SCIENCE RESEARCH**

The Center for Social Science Research provides an opportunity for faculty and students to engage in research that

provides information and insight into public issues. The center functions under the auspices of the Division of Social Sciences.

The center sponsors three types of activity. **Community Research** includes two functions: the Tacoma-Pierce County annual survey, a research project identifying factors and trends important to shaping local public policy; and faculty and student research interests. **Symposia** are held to facilitate community discussion of issues affecting society. **Contract Research** is a program that seeks social research opportunities through groups and organizations external to the university.

#### **THE ELLIOTT PRESS**

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

# *Pre-professional Programs*

#### **HEALTH SCIENCES**

The Division of Natural Sciences health science committee advises students aspiring to careers in the health sciences. Students having such interests are encouraged to obtain a health sciences adviser. Details are available in Room 159 of the Rieke Science Center. Summarized below are pre-professional requirements for many health science areas; additional information is available through the health science committee.

#### **Dentistry, Medicine, and Veterinary Medicine**

The overwhelming majority of students entering the professional schools for these careers have earned baccalaureate degrees, securing a broad educational background in the process. This background includes a thorough preparation in the sciences as well as study in the social sciences and the humanities. There are no pre-professional majors 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 compete the student's major, the following are generally required for admission to the professional program: Biology 161, 162, 323; Chemistry 115, 116, 331 and 332 (with all laboratories); Mathematics 140; Physics 125 and 126 or Physics 153 and 154 (with appropriate laboratories). Check with your health science adviser for exceptions or for additions suggested by specific professional schools.

#### **Optometry**

Although two years of pre-optometry study is the minimum required, most students accepted by a school of optometry have completed at least three years of undergraduate work. A large percentage of students accepted by schools of optometry have earned a baccalaureate degree. For those students who have not completed a baccalaureate degree, completion of such a degree must be done in conjunction with optometry professional studies.

The requirements for admission to the schools of optometry vary. However, the basic science and mathematics requirements are generally uniform and include: Biology 161, 162, 323; Chemistry 115, 116; one year of college mathematics, including calculus (at least through Mathematics 151); Physics 125 and 126

or Physics 153 and 154 (with appropriate laboratories). In addition, each school of optometry has its own specific requirements; check with your health science adviser.

#### **Medical Technology**

The minimum academic requirements for entry into clinical training as published by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) are 16 semester hours each of biology and chemistry and one course in college level mathematics or the equivalent. The biology courses must include microbiology and immunology. The chemistry must include at least one course in organic chemistry or biochemistry. Both the biology and chemistry courses must be considered acceptable toward majors in those fields. The mathematics requirement must be met by courses recognized as prerequisites for admission to physics courses. In addition to these specific requirements, the student must have acquired a minimum of 90 semester hours of academic credit before admission to clinical training.

Although the minimum requirements for medical technology are as outlined above, many of the clinical internship programs require or strongly recommend a baccalaureate degree in biology or in chemistry before admission to clinical training. Therefore, a student should consider first earning a bachelor's degree with either of these majors.

The student must complete a twelve-month medical technology training program in a clinical laboratory accredited by the American Medical Association. Upon completion of this program, the student is eligible to take the medical technology certificate examination given by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists and to receive the degree of Bachelor of Science in Medical Technology (B.S.M.T.).

The minimum required courses for the B.S.M.T. at PLU are: Biology 161, 162, 323, 328, 385, 407; Chemistry 115, 116, 331, 332, with laboratories; Mathematics 140. Very strongly recommended: Physics 125 and 126 (with laboratories). Also recommended: Biology 331, 346, 441; Chemistry 403. The remainder of the requirements for a major in biology or chemistry should also be fulfilled.

### Pharmacy

Although the pre-pharmacy requirements for individual schools vary (check with your health science adviser), the following courses are usually required: one year of general chemistry; one year of organic chemistry, with laboratory; college level mathematics (often including calculus); one year of English composition and literature. Other courses often required include microbiology, quantitative analysis, and introductory courses in communication arts, 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 5-year program leading to the Bachelor of Science degree in pharmacy: Biology 161, 162, 201 (or 328 as a substitute for 201); Chemistry 115, 116, 331 (with laboratory 333), and 332 (with laboratory 334), English 101 and 201, Mathematics 140 and 151, electives from humanities and social sciences. Total credits should not be less than 60 semester hours.

### Physical Therapy

Acceptance to schools of physical therapy has become increasingly competitive in recent years, and students interested in physical therapy are strongly encouraged to meet with a health science adviser as early as possible to determine prerequisites for specific schools. Most physical therapy programs are master's degree programs. Therefore, potential applicants should plan on completing a baccalaureate degree in conjunction with satisfying admission requirements.

The requirements for admission to schools of physical therapy vary. However, the basic science and mathematics requirements are generally uniform and include: Biology 161, 162, 323; Chemistry 115, 116; Mathematics 140; Physics 125 and 126 (with laboratories). (Note: there are a few schools which accept Chemistry 104-105 and some that also require Chemistry 331 and 332). In addition to the principles of biology sequence, applicants must complete courses in anatomy and physiology. This admission requirement is met by either the combination 205 and 206 or the combination 361 and 441; biology majors should take 361 and 441, the clear preference of several schools of physical therapy. In addition to the science and mathematics requirements, the various schools have specific social science and humanities requirements. Check with your health science adviser regarding these requirements.

### PRE-LAW

Pre-law at PLU is an advising system, not a prescribed major or curriculum. A major reason for this approach is that law schools generally prefer individuals with a sound liberal education. Therefore, regardless of their major, pre-law students are encouraged to pursue a broad range of liberal arts courses. Students are advised to undertake work in anthropology, economics, English, history, philosophy, political science, psychology, natural sciences, sociology, speech, and accounting. It is also recommended that students take one or two courses, chosen in consultation with the pre-law adviser, that will help them specifically to develop perspectives on the nature of law and the legal profession.

Students interested in law should register at the Pre-Law Center in the Department of Political Science. Information on the Law School Admission Test (LSAT), a circulating library of law school catalogs, a newsletter, and other resource materials are available. In addition, students should discuss their program with the pre-law adviser in the Department of Political Science.

### THEOLOGICAL STUDIES

Pre-theological students should complete the requirements for the Bachelor of Arts degree. Besides the general degree requirements, the Association of Theological schools recommends the following:

English-literature, composition, speech, and related studies. At least six semesters.

History-ancient, modern European, and American. At least three semesters.

Philosophy-orientation in history, content, and methods. At least three semesters.

Natural Sciences-preferably physics, chemistry, and biology. At least two semesters.

Social Sciences-psychology, sociology, economics, political science, and education. At least six semesters, including at least one semester of psychology.

Foreign Languages-one or more of the following: Latin, Greek, Hebrew, German, French. Students who anticipate post-graduate studies are urged to undertake these disciplines as early as possible (at least four semesters).

Religion-a thorough knowledge of Biblical content together with an introduction to major religious traditions and theological problems in the context of the principal aspects of human culture as outlined above. At least three semesters. Students may well seek counsel from the seminary of their choice.

Of the possible majors, English, philosophy, religion, and the social sciences are regarded as the most desirable. Other areas are, however, accepted.

A faculty adviser will assist students in the selection of courses necessary to meet the requirements of the theological school of their choice. At the present time, increasing numbers of women are enrolling at selected Protestant seminaries in pursuit of the Master of Divinity degree. Consult the Religion Department chair for further information.

### ARMY ROTC (MILITARY SCIENCE)

The objectives of the Army ROTC (Reserve Officer Training Corps) are 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 an 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 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, but individuals with prior service, JROTC in high school, and summer basic camp attendees may complete the program in only two years. Normally, all students participate in one class day per week (two-three hours), three workshops (leadership labs) per semester, and one overnight field training exercise per semester. Physical fitness of all students is monitored.

Financial assistance in the form of two and three-year scholarships is available to qualified applicants. The scholarships pay 80% of tuition and provide a book allowance as well as a monthly subsistence of \$100. Students in upper division courses not on scholarship receive \$100 subsistence allowance.

To be commissioned a student must complete the military science curriculum, including successful completion of a six-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, or by calling (206) 535-8740.

Faculty: Major Calvary, Captain Pitts.

The curriculum is designed to prepare students to become future leaders by developing their ability to demonstrate acceptable behavior in each of the following leadership dimensions: Initiative, Oral and Written Communications, Judgment, Decisiveness, Sensitivity, Technical Competence, Planning and Organizing, Administrative Control, Delegation, and Problem Analysis. Behavioral development occurs through course work in the areas of Professional Military Education, Military Knowledge, and Military Skills.

Professional Military Education courses are designed to develop the student's ability to communicate appropriately in writing, to understand the human aspects of command, and to become acquainted with the evolution of warfare and military theory with a particular emphasis on the place of military institutions in society.

Military Knowledge courses provide a foundation in such areas as leadership theory, ethics, roles and responsibilities of the officer, and military operations. Military skills are developed during the conduct of leadership workshops and field training exercises.

Leadership development occurs both in and out of the classroom by placing students in a variety of leadership positions. Oral presentations and writing requirements are incorporated in all classes as another means of developing desirable leadership behavior.

The Basic Course consists of two to three hours of academic instruction and military training per week each semester of the freshman and sophomore years. Students beginning the course as sophomores can compress the Basic Course by attending additional academic instruction. There is no military commitment for non-scholarship students in the Basic Course.

The Advanced Course consists of additional academic instruction and physical conditioning plus a six-week advanced summer camp at Fort Lewis, Washington.

Students are furnished with uniforms and necessary textbooks for Military Science courses.

#### Basic Course

MS 111, 112 *Introduction to Military Science*

An introduction to military science, roles of active and reserve units, and special programs associated with Army ROTC. Development of written and oral communication skills for the military leader. (2)

MS 211, 212 *Introduction to Leadership*

An introduction to leadership and military ethics and values. Through classroom simulations students are evaluated on their potential as leaders and managers. (2)





**Advanced Course****MS 311, 312 *Leadership and Management***

A survey of leadership/management and motivational theories. An orientation on the competencies required of the small unit leader. Includes tactics, communications, and land navigation. (3)

**MS 411, 412 *Professionalism and Ethics***

Covers Army values, ethics, and professionalism, responsibilities to subordinates, self, and country, law of land warfare, and the resolution of ethical/value dilemmas. Also covers logistic and justice systems and the interaction of special staff and command functions. (3)

**NOTE:** A maximum of 24 semester hours earned in ROTC programs may be applied toward a baccalaureate degree at PLU. Students receiving more than 12 semester hours of ROTC credit toward a PLU degree are required to take *one* of the following:

- a) Philosophy 225 (Ethical Theory) 2 hours, and Military Ethics (Philosophy), 2 hours,
- b) Religion 365 (Christian Moral Issues), 4 hours,
- c) Integrated Studies 221 (The Experience of War), 4 hours, or
- d) Integrated Studies 222 (The Prospects for Peace), 4 hours.



# The Board of Regents

## OWNERSHIP, SUPPORT, GOVERNMENT

The university is owned and operated by Pacific Lutheran University, Inc., a Washington corporation whose purpose is to maintain a Christian institution of higher learning.

With the formation of the Evangelical Lutheran Church in America (ELCA) on January 1, 1988, the PLU Corporation was reconstituted. The corporation meets annually on the PLU campus to elect regents and to conduct other business. The corporation consists of 37 regents and 125 delegates from the six synods of Region I of the Evangelical Lutheran Church in America. The Board of Regents includes eighteen representatives from the ELCA, nine regents-at-large, three regents representing the Alumni Association, six 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 development of the total program of the university and strives to provide essential funds. The student body and the faculty have non-voting representatives who meet with the board.

## OFFICERS

REV. DR. DAVID WOLD, Chairman  
MR. FRANK JENNINGS, Vice Chairman  
DR. CHRISTY ULLELAND, Secretary

## EX-OFFICIO

BISHOP ROBERT KELLER, 326 Shore Road, Nine Mile Falls, WA 99026  
BISHOP LOWELL E. KNUTSON, 766 B John St., Seattle, WA 98109  
BISHOP DONALD PARSONS, 11720 Wranglers Way, Anchorage, AK 99516  
DR. WILLIAM O. RIEKE, President, PLU, Tacoma, WA 98447, *PLU*  
BISHOP PAUL SWANSON, 2801 N. Gantenbein, Portland, OR 97207  
BISHOP NORMAN WICK, 2415 13th Ave., Great Falls, MT 59405  
BISHOP DAVID WOLD, 420 121st St. S., Tacoma, WA 98444, (*Chairman*)



## 1988-1991 TERM

REV. MICHAEL FOSS, 3310 SW 86th Ave., Portland, OR 97225, *ELCA*  
MRS. CONNYE HAGER, 150 Norris, Billings MT 59105, *Regent-at-Large*  
MR. ROBERT HOWARD, 153 Dome Road, Fairbanks, AK 99709, *ELCA*  
MR. FRANK JENNINGS, 25637 Marine View Drive S., Kent, WA 98032, *ELCA (Vice Chairman)*  
MS. CHRISTINE LARSON, SE 925 Glen Echo, Pullman, WA 99163, *ELCA*  
MR. DONALD MORKEN, 831-228th SE, Issaquah, WA 98027, *Regent-at-Large*  
MR. JON OLSON, 2409 La Granada, Thousand Oaks, CA 91362, *Alumni*  
DR. JOHN OAKLEY, 1813 142nd St. SE, Mill Creek, WA 98012, *ELCA*  
MRS. JANE RUSSELL, 8012 Silverbow Rd. KPN, Lakebay, WA 98349, *Regent-at-Large*  
DR. KAREN VIGELAND, 505 NE 87th Ave., Suite 303, Vancouver, WA 98664, *ELCA*

## 1989-1992 TERM

DR. RONALD D. GREWENOW, 10 Preakness St., Lake Oswego, OR 97035, *ELCA*  
MRS. ANNE LONG, 17520 SE 60th, Issaquah, WA 98027, *ELCA*  
MR. WALLACE G. MCKINNEY, 600 Adair Circle, Hutchinson, KS 67502, *Regent-at-Large*  
REV. RICHARD E. MUELLER, 1305 Webster Forest Ct., Webster Groves, MO 63119, *Regent-at-Large*  
MR. ARTHUR M. PETERSON, KAO, P.O. Box 30558, Billings, MT 59114, *ELCA*  
DR. WILLIAM RAMSTAD, 3261 Caminito Ameca, La Jolla, CA 92037, *Regent-at-Large*  
REV. DAVID STEEN, 2717 Raintree Ct. SE, Olympia, WA 98501, *ELCA*  
DR. CHRISTY ULLELAND, 15424 9th Ave. SW, Seattle, WA 98166, *ELCA (Secretary)*  
MR. GEORGE WEHMANN, Box 539, Idaho Falls, ID 83402-0539, *ELCA*  
MS. JAN WIGEN, P.O. Box 57, Wilbur, WA 99185, *Alumni*

## 1990-1993 TERM

MR. THOMAS R. ANDERSON, P.O. Box CS2259, Tacoma, WA 98401, *Regent-at-Large*  
MR. JEROLD ARMSTRONG, 958 Western Ave., Joliet, IL 60435, *Regent-at-Large*  
MRS. PETRA ONELLA BRUNNER, 1913 Dike Rd., Mt. Vernon, WA 98273, *ELCA*  
MR. NEIL R. BRYANT, P.O. Box 1151, Bend, OR 97709-1151, *ELCA*  
DR. CYNTHIA WILSON EDWARDS, 3806 West Soundview Dr., Tacoma, WA 98406, *ELCA*  
MR. THEODORE L. JOHNSON, 20803 Marine View Dr. S.W., Seattle, WA 98166, *Alumni*  
REV. BARRY ROGGE, 524 S. J, Tacoma, WA 98405, *ELCA*  
MR. WAYNE P. SAVERUD, 315 1st Ave. E, Kalispell, MT 59901, *ELCA*  
MR. GARY SEVERSON, P.O. Box #160 FIC-47, Seattle, WA 98111, *Regent-at-Large*  
MR. DONALD M. WICK, 505 Road 38, Pasco, WA 99301, *ELCA*



**ADVISORY**

DR. JAMES UNGLAUBE, Director for Colleges and Universities,  
Division for Education, Evangelical Lutheran Church in America,  
8765 W. Higgins Rd., Chicago, IL 60631

**ADVISORY-PLU**

REV. LUTHER BEKEMEIER, Vice President for Development  
MRS. LUCILLE GIROUX, President's Executive Associate  
REV. HARVEY NEUFELD, Vice President for Church Relations  
DR. S. ERVING SEVERTSON, Vice President for Student Life  
MR. DONALD STURGILL, Vice President for Finance and Operations (Treasurer)  
DR. J. ROBERT WILLS, *Provost*  
PROF. ANN KELLEHER, Political Science, *Faculty*  
PROF. SHERI TONN, Chemistry, *Faculty*  
PROF. DAVID ROBBINS, Music, *Faculty*  
MR. JIM MORRELL, President, ASPLU, *Student*  
MS. KELLI O'BRIEN, Executive Vice President, ASPLU, *Student*  
MR. BURLEY KAWASAKI, Chair, Residence Hall Council, *Student*  
MS. ROBERTA MARSH, Board Recorder

**CHURCH OFFICIALS****EVANGELICAL LUTHERAN CHURCH  
IN AMERICA**

BISHOP HERBERT W. CHILSTROM, 8765 W. Higgins Rd., Chicago,  
IL 60631

CHRISTINE H. GRUMM, Vice-President, 371 A Coleridge St., San  
Francisco, CA 94110

REV. LOWELL G. ALMEN, Secretary, 8765 W. Higgins Rd.,  
Chicago, IL 60631

MR. GEORGE E. AKER, TREASURER, 8765 W. Higgins Rd.,  
Chicago, IL 60631

**DIVISION FOR EDUCATION OF THE EVANGELICAL  
LUTHERAN CHURCH IN AMERICA**

Rev. Paul H. Andrews, Columbus, OH

Rev. Stephen Paul Bouman, Bogota, NJ

Mr. Dale Carlson, Seattle, WA

Rev. Dennis H. Dickman, Waverly, IA, *Chair*

Rev. David L. Echelbarger, Marinette, WI

Mr. Richard S. Froiland, Hendricks, MN

Mr. Philip N. Gilbertson, Crete, NE

Mr. Richard Green, Minneapolis, MN

Ms. Solveig Gregory, Cedar Falls, IA

Ms. Magdalene Guajardo, Bell, CA

Ms. Sharon Henderson, San Francisco, CA

Ms. Mary Ellen Herbert, Staten Island, NY

Dr. David C. Johnson, St. Peter, MN

Rev. Thomas R. Lee, Missoula, MT

Rev. John K. Luoma, Youngstown, OH

Mr. Paul E. Lutz, Greensboro, NC

Ms. Maxine O'Kelly, Burlington, NC

Rev. Karen Parker, Englewood, CO

Ms. Mary Ellen Schmider, Moorhead, MN

Rev. Delbert Schulz, Thousand Oaks, CA

Ms. Ruth E. Vogel, Seguin, TX

Rev. W. Robert Sorenson, *Executive Director*



# Administrative Offices

## PRESIDENT

William O. Rieke ..... *President*  
 Lucille Giroux ..... *President's Executive Associate*  
 John Adix ..... *Assistant to the President*

## CAMPUS MINISTRY

Susan Briehl ..... *University Pastor*  
 Daniel Erlander ..... *University Pastor*  
 Martin Wells ..... *University Pastor*

## COMPUTER CENTER

Robert Paterson ..... *Dean for Computing*  
 Paul Rothi ..... *Director of Computer  
Operations*  
 Chris Sanders ..... *Director of Software Services*

## CHURCH RELATIONS

Harvey J. Neufeld ..... *Vice President for Church  
Relations*

## DEVELOPMENT

Luther W. Bekemeier ..... *Vice President for Development*  
 John D. Aakre ..... *Executive Director, Annual  
Fund*  
 David Berntsen ..... *Director of Development*  
 Molly Edman ..... *Director of Corporate and  
Foundation Relations*  
 Nancy Furey ..... *Administrative Assistant*  
 Dean Johnson ..... *Matching Gifts Assistant*  
 Jim Kittilsby ..... *Director of Special Funds*  
 Edgar Larson ..... *Director of Planned Giving*  
 Ronald Tellefson ..... *Director of Church Support*  
 Dorothy Werner ..... *Research and Grant Proposal  
Coordinator*

## UNIVERSITY COMMUNICATIONS

Martin J. Neeb ..... *Executive Director*

## KPLU-FM

Mel Baer ..... *Director of Development and  
Promotion*  
 David Christian ..... *Chief Engineer/Radio*  
 Roger Johnson ..... *Director, Program and Station  
Operations*

## TELEVISION

David Christian ..... *Chief Engineer*  
 Kirk Isakson ..... *Producer/Director*  
 Rick Machle ..... *Producer/Director*  
 Victor Nelson ..... *Production Executive*

## AUDIO SERVICES

Robert Holden ..... *Director*

## OFFICE OF PUBLIC INFORMATION

Kenneth Dunmire ..... *Chief Photographer*  
 Janet Goleeke ..... *Director of Media Relations*  
 James Peterson ..... *Director of University Relations*  
 Paul Porter ..... *Director of Graphics and  
Publications*  
 Dean Driskell ..... *Assistant Director, Graphics  
and Publications*

## FINANCE AND OPERATIONS

Donald A. Sturgill ..... *Vice President-Finance and  
Operations*

## BUSINESS OFFICE

Janet Rutledge ..... *Director of Fiscal Affairs*  
 Patricia O'Donnell ..... *Assistant Director*  
 Diana Seeley ..... *Manager of Purchasing*  
 Hilloah Creigh ..... *Supervisor of Receivables*  
 Patricia Hills ..... *Supervisor of Collections*  
 Bonnie Kurle ..... *Accountant/Cashier Supervisor*

## CENTRAL SERVICES

Larry Allen ..... *Director, Central Services*  
 William Smith ..... *Assistant to the Director*

## CAMPUS SAFETY AND INFORMATION

Ronald Garrett ..... *Director, Campus  
Telecommunications*  
 Walt Huston ..... *Acting Director, Campus Safety*

## PHYSICAL PLANT

James B. Phillips ..... *Director, Physical Plant*  
 Frank Felcyn ..... *Assistant Director and  
Custodial Supervisor*  
 Louis Ternstrom ..... *Maintenance Supervisor*  
 LeRoy Davis ..... *Chief Engineer*

## PERSONNEL OFFICE

Mary Pieper ..... *Director, Personnel*  
 Alvarita Allen ..... *Assistant Director*

## FOOD SERVICE

Robert M. Torrens ..... *Director, Food Services*  
 Carrie Millner ..... *Administrative Manager*  
 Toni Destefano ..... *Food Services Manager*  
 Laura Boyce ..... *Food Services Manager*

## BOOKSTORE

Laura Nole ..... *Director, Bookstore*  
 Mark Stevens ..... *Operations Manager*



**ATHLETIC DEPARTMENT**

- David M. Olson ..... *Director of Athletics*  
 Larry Marshall ..... *Assistant Director*  
 Michael Benson ..... *Athletic Facilities Coordinator*  
 Michael Larson ..... *Sports Information Director*  
 James Johnson ..... *Director of Aquatics*  
 Gary Nicholson ..... *Athletic Trainer*  
 Scott Westering ..... *Staff Assistant, Physical Education and Athletics*  
 Darrell Eshelman ..... *Manager, Golf Course*

**TECHNICAL SERVICES**

- Eric Nordholm ..... *University Technical Director*

**ACADEMIC AFFAIRS****OFFICE OF THE PROVOST**

- J. Robert Wills ..... *Provost*  
 David C. Yagow ..... *Associate Provost*

**SPECIAL ACADEMIC PROGRAMS**

- Judith W. Carr ..... *Dean*  
 Janet Moore ..... *Coordinator for International Programs*

**GRADUATE AND CONTINUING STUDIES**

- David M. Atkinson ..... *Dean*

**DIVISION OF HUMANITIES**

- Janet E. Rasmussen ..... *Dean*  
 Judith Sears ..... *Administrative Assistant*  
 Carla Wulfsberg ..... *Program Coordinator, Scandinavian Cultural Center*

**DIVISION OF NATURAL SCIENCES**

- Brian E. Lowes ..... *Dean*  
 Nancy D. Scott ..... *Administrative Assistant*  
 Terrence Nicksic ..... *Laboratory Supervisor, Chemistry*  
 C. Lennard Nelson ..... *Administrative Assistant, Mathematics and Computer Science*

**DIVISION OF SOCIAL SCIENCES**

- John A. Schiller ..... *Dean*  
 Janice Barker ..... *Administrative Associate*

**SCHOOL OF THE ARTS****OFFICE OF SUMMER STUDIES**

- Richard D. Moe ..... *Dean*  
 Elodie K. Vandeventer ..... *Assistant to the Dean*  
 Martha Dyer-Allison ..... *Administrative Assistant*  
 Maxine Pomeroy ..... *Administrative Assistant, Music*  
 Noel Abrahamson ..... *Director of Promotion and Outreach, Music*

**SCHOOL OF BUSINESS ADMINISTRATION**

- Gundar J. King ..... *Dean*  
 Laura J. Polcyn ..... *Assistant Dean; Director, M.B.A. Program*  
 Janette Dempsey ..... *Undergraduate Adviser*  
 Susan Martensen ..... *Coordinator of External Relations*  
 Rebecca Metcalf ..... *Administrative Assistant*  
 Catherine Pratt ..... *Program Manager, Center for Executive Development*

**SCHOOL OF EDUCATION**

- Robert L. Mulder ..... *Dean*  
 Nan G. Nokleberg ..... *Director of Graduate Programs and Fifth Year Adviser*  
 Carol Sue Gibson ..... *Administrative Assistant and Undergraduate Adviser*

**SCHOOL OF NURSING**

- Dorothy M. Kellmer ..... *Dean*  
 Anne Hirsch ..... *Assistant Dean*  
 Barbara Phillips ..... *Administrative Assistant*  
 Cynthia Mahoney ..... *Director of Continuing Nursing Education*  
 Helen White ..... *Learning Resources Supervisor*

**SCHOOL OF PHYSICAL EDUCATION**

- David M. Olson ..... *Dean*

**LIBRARY**

- John W. Heussman ..... *Director*  
 Susan J. McDonald ..... *Supervisor of Reference Services*  
 Debra Gilchrist ..... *Reference Librarian*  
 C. Rebecca Harner ..... *Reference Librarian*  
 Terence Meyer ..... *Reference Librarian*  
 Sharon G. Chase ..... *Supervisor of Distributive Services*  
 Jeanine Barndt ..... *Supervisor of Technical Services*  
 Nicholas Koenig ..... *Technical Services Librarian*  
 Layne Nordgren ..... *Supervisor of Media Services and Coordinator of Automated Systems*  
 Virginia Gilmore ..... *Media Services Librarian*  
 Kerstin Ringdahl ..... *Curator of Special Collections and University Archivist*

**ADMISSIONS AND FINANCIAL AID**

- James Van Beek ..... *Dean*  
 David Gunovich ..... *Associate Dean of Admissions*  
 Kathleen Burk ..... *Assistant Dean of Admissions*  
 Lisa Dean ..... *Admissions Counselor*  
 Jill Johnson ..... *Admissions Counselor*  
 Alicia Smith ..... *Admissions Counselor*  
 Albert Perry ..... *Director of Financial Aid*  
 Debra Brackman ..... *Associate Director of Financial Aid*  
 Lewis Dibble ..... *Associate Director of Financial Aid*  
 Mark Duris ..... *Associate Director of Financial Aid*  
 Kay Soltis ..... *Associate Director of Financial Aid*  
 Joan Riley ..... *Assistant Director for Information Management*  
 Barbara Brocker ..... *Financial Aid Counselor*  
 Leann Dahl ..... *Financial Aid Counselor*  
 Margaret Zemek ..... *Financial Aid Counselor*

**REGISTRAR**

- Charles T. Nelson ..... *Registrar*  
 Larry Nelson ..... *Assistant Registrar/Institutional Researcher*  
 Mary T. Allen ..... *Administrative Assistant*  
 Camille Eliason ..... *Transfer Coordinator*  
 Mary Olson ..... *Evaluator*  
 Alison Burrell ..... *Evaluator*  
 Nancy Steinberg ..... *Evaluator*

**ADVISING AND ASSISTANCE**

- Richard Seeger ..... *Director, Academic Advising and Assistance*  
 Wanda Wentworth ..... *Director, Academic Assistance Programs*  
 Patricia Roundy ..... *Director, AURA Program*

**COOPERATIVE EDUCATION**

- Arthur Martinson ..... *Director*



**CHOICE/FCC**

Faye Anderson . . . . . *Director, Center for Human Organization in Changing Environments (CHOICE) and Family and Children's Center*

**LITE**

Walter Pilgrim . . . . . *Director, Lutheran Institute for Theological Education (LITE)*  
 Patricia Witt . . . . . *Administrative Assistant*

**STUDENT LIFE**

**OFFICE OF STUDENT LIFE**

S. Erving Severson . . . . . *Vice President and Dean*  
 Anne Christianson . . . . . *Administrative Assistant*

**CAREER SERVICES**

Beth Ahlstrom . . . . . *Director*  
 Gordon Roycroft . . . . . *Assistant Director*  
 Michael Quatsoe . . . . . *Programs Manager/Career Counselor/Work Study/Recruitment*

**COUNSELING AND TESTING SERVICES**

Gary Minetti . . . . . *Director, Psychologist*  
 Alene Coglizer . . . . . *Associate Director/Coordinator, Services for Students with Disabilities*  
 Seiichi Adachi . . . . . *Psychologist/Counselor*  
 Peggy Sargeant . . . . . *Counselor/Psychometrist*  
 Ada Van Doren . . . . . *Consulting Psychiatrist*

**HEALTH SERVICES**

Ann Miller . . . . . *Director*  
 Elizabeth Siegel . . . . . *Assistant Director/Nurse Practitioner*  
 Douglas Birkebak . . . . . *Physician's Assistant*  
 Barbara Herbig . . . . . *Registered Nurse*  
 Valerie Carr-Coffey . . . . . *Administrative Assistant/Health Education Coordinator*

**MESA**

Brenda Tisdale-Walker . . . *MESA Project Manager*

**MINORITY, INTERNATIONAL, COMMUTER, AND ADULT STUDENT SERVICES**

Cristina del Rosario . . . . . *Director*  
 Stephen Smith . . . . . *Minority Student Coordinator*  
 David Gerry . . . . . *International Student Coordinator*  
 Bonnie Mudge . . . . . *Administrative Assistant/Adult Student Adviser*

**RESIDENTIAL LIFE**

Lauralee Hagen . . . . . *Director*  
 Jeffrey Jordan . . . . . *Assistant Director/Student Conduct*  
 . . . . . *Housing and Facilities Manager*  
 . . . . . *Program Coordinator*  
 Nancy Martin . . . . . *Administrative Assistant*  
 Valerie Seeley . . . . . *Coordinator, Accounts and Assignments*

**UNIVERSITY CENTER**

Rick Eastman . . . . . *Director*  
 David Wehmhoefer . . . . . *Assistant Director*  
 . . . . . *Conferences and Events Manager*  
 Sharon Paterson . . . . . *Student Activities Coordinator*





# The Faculty

**WILLIAM O. RIEKE**, 1975-, *President*; B.A., Pacific Lutheran University, 1953; M.D., University of Washington School of Medicine, 1958.

**SEIICHI ADACHI**, 1967-, *Associate Professor of Psychology; Counselor, Counseling and Testing Services*; B.A., Jamestown College, 1946; B.D., McCormick Seminary, 1951; M.A., Columbia University-Union Theological Seminary, New York, 1957; Ed.D., Teachers College, Columbia University, 1960.

**\*\*HARRY S. ADAMS**, 1947-51, 1962-, *Professor of Physics*; B.S., M.S., Kansas State University, 1945, 1947; Ph.D., University of Minnesota, 1962.

**BARBARA AHNA**, 1987-, *Assistant Professor of Business Administration*; B.A., University of Oklahoma, 1967; J.D., University of Puget Sound School of Law, 1978.

**SHIRLEY E. AIKIN**, 1974-, *Assistant Professor of Nursing*; B.S.N., B.A., M.A., Pacific Lutheran University, 1971, 1971, 1978.

**ANGELIA G. ALEXANDER**, 1971-, *Professor of Biology*; B.S., Juniata College, 1962; M.A., University of California, Davis, 1966; Ph.D., University of Washington, 1979.

**CHARLES D. ANDERSON**, 1959-, *Professor of Chemistry, Regency Professor, 1974-75*; B.A., St. Olaf College, 1952; A.M., Ph.D., Harvard University, 1954, 1959.

**\*DANA D. ANDERSON**, 1984-, *Associate Professor of Psychology*; B.A., Antioch College, 1971; M.A., Ph.D., Ohio State University, 1974, 1981.

**\*ERNEST M. ANKRIM**, 1976-, *Associate Professor of Economics*; B.S., Willamette University, 1972; M.S., Ph.D., University of Oregon, 1975, 1976.

**GEORGE E. ARBAUGH**, 1959-, *Professor of Philosophy, Regency Professor, 1979-80*; B.A., Augustana College, Rock Island, 1955; M.A., Ph.D., University of Iowa, 1958, 1959.

**DAVID M. ATKINSON**, 1976-, *Associate Professor of Political Science; Dean of Graduate and Continuing Studies*; B.A., University of Puget Sound, 1965; Ph.D., University of Maryland, 1972.

**BRIAN N.R. BAIRD**, 1986-87, 1988-, *Assistant Professor of Psychology*; B.S., University of Utah, 1977; M.S., Ph.D., University of Wyoming, 1980, 1984.

**D. STUART BANCROFT**, 1967-68, 1971-, *Professor of Business Administration*; B.S., M.B.A., Arizona State University, 1963, 1965; M.A., Ph.D., University of Pennsylvania, 1971, 1973.

**STEPHEN E. BARNDT**, 1978-, *Professor of Business Administration*; B.S., Washington State University, 1957; M.B.A., Ph.D., Ohio State University, 1967, 1971.

**J. THADDEUS BARNOWE**, 1977-, *Professor of Business Administration*; B.A., University of San Francisco, 1966; M.A., Ph.D., University of Michigan, 1971, 1973.

**MICHAEL D. BARTANEN**, 1979-, *Associate Professor of Communication Arts*; B.A., M.A., Western Washington University, 1974, 1976; Ph.D., University of Southern California, 1981.

**KENNETH E. BATKER**, 1966-, *Professor of Mathematics*; B.A., Wartburg College, 1957; M.A., Ph.D., University of Colorado, 1961, 1971.

**MYRA J. BAUGHMAN**, 1970-, *Professor of Education*; B.A., Pacific Lutheran University, 1962; M.Ed., Western Washington University, 1969; Ed.D., University of Nebraska, Lincoln, 1975.

**JOHN E. BEAULIEU**, 1985-, *Assistant Professor of Mathematics and Computer Science*; B.A., Loretto Heights College, 1975; M.A., University of Colorado, 1976; Ph.D., University of Oregon, 1985.

**WILLIAM BECVAR**, 1973-, *Associate Professor of Communication Arts*; B.A., University of Northern Iowa, 1961; M.A., State University of South Dakota, 1964; Ph.D., University of Kansas, 1975.

**LUTHER W. BEKEMEIER**, 1976-, *Vice President for Development*; B.A., M.Div., Concordia Seminary, St. Louis, 1949, 1973.

**STEVEN R. BENHAM**, 1982-, *Associate Professor of Earth Sciences*; B.S., Washington State University, 1968; M.A., Ph.D., Indiana University, 1971, 1979.

**RACHID BENKHALTI**, 1987-, *Assistant Professor of Mathematics and Computer Science*; Maitrise, Diplome D'Etudes Approfondies, Doctorat de l'Universite, University of Pau, France, 1981, 1983, 1986.

**MEGAN BENTON**, 1986-, *Adjunct Professor of English*; B.A., Pacific Lutheran University, 1976; M.A., The College of William and Mary, 1981; Ed.S., University of Alabama, 1984.

**\*PAUL F. BENTON**, 1969-, *Associate Professor of English*; B.A., Whitworth College, 1965; Ph.D., Princeton University, 1970.

**CHARLES A. BERGMAN**, 1977-, *Associate Professor of English*; B.A. (Economics), B.A. (English), University of Washington, 1969, 1970; M.A., Ph.D., University of Minnesota, 1973, 1977.

**JACK R. BERMINGHAM**, 1983-, *Associate Professor of History*; B.A., M.A., California State University, Northridge, 1972, 1973; Ph.D., University of California, Santa Barbara, 1979.

**ELIBERNIKER**, 1982-, *Associate Professor of Business Administration*; B.S., Wayne State University, 1961; Ph.D., University of California, Los Angeles, 1985.

**ARTURO BIBLARZ**, 1977-, *Professor of Sociology*; B.A., M.A., Ph.D., University of California, Los Angeles, 1955, 1960, 1968.

**KENNETH D. BLAHA**, 1989-, *Assistant Professor of Computer Science*; B.A., University of Minnesota, Morris, 1978; M.S. (Mathematics), M.S. (Computer Science), Ph.D., University of Oregon, 1981, 1984, 1989.

**CATHERINE V. BLEECKER**, 1989-, *Assistant Professor of Music*; B.A., University of Redlands, 1977; M.M., Western Michigan University, 1987; D.M.A. cand., University of Missouri, Kansas City.

**RICHARD A. BOYD**, 1990-, *Assistant Professor of Biology*; B.S., M.S., California State University, Los Angeles, 1975, 1977; M.A., Ph.D., University of California, Los Angeles, 1989, 1990.

**JAMES E. BRINK**, 1970-, *Professor of Mathematics and Computer Science*; A.B., Hope College, 1965; M.S., Ph.D., Iowa State University, 1967, 1970.

**R. MICHAEL BROWN**, 1982-, *Associate Professor of Psychology*; B.A., Seattle University, 1967; M.Sc., University of Calgary, 1972; Ph.D., University of North Carolina, Chapel Hill, 1974.

**ROBERTA S. BROWN**, 1979-, *Associate Professor of Languages (French)*; B.A., Stanford University, 1967; M.A., University of Oregon, 1969; Ph.D., University of California, Los Angeles, 1981.

**CHRISTOPHER R. BROWNING**, 1974-, *Professor of History*; A.B., Oberlin College, 1967; M.A., Ph.D., University of Wisconsin, Madison, 1968, 1975.

**STANLEY L. BRUE**, 1971-, *Professor of Economics*; B.A., Augustana College, Sioux Falls, 1967; Ph.D., University of Nebraska, 1971.



- ELIZABETH E. BRUSCO**, 1988-, *Assistant Professor of Anthropology*; B.A., Boston University, 1974; M.A., Hunter College, 1982; Ph.D., City University of New York, 1986.
- JACK CADY**, 1987-, *Adjunct Professor of English*; B.S., University of Louisville, 1961.
- THOMAS J. CAMPBELL**, 1984-, *Associate Professor of English*; B.S., Ph.D., University of Oregon, 1968, 1981; M.A., Portland State University, 1976.
- ANDREW L. CAREY**, 1988-, *Assistant Professor of Education*; B.A., Lock Haven State College, 1978; M.S., Shippensburg State College, 1982; Ph.D., University of Virginia, 1988.
- JOHN T. CARLSON**, 1975-, *Professor of Biology*; B.A., Carleton College, 1966; Ph.D., University of Minnesota, 1976.
- E. WAYNE CARP**, 1986-, *Assistant Professor of History*; B.A., M.A., Ph.D., University of California, Berkeley, 1972, 1973, 1981.
- JUDITH W. CARR**, 1979-, *Dean for Special Academic Programs*; B.S., Pacific Lutheran University, 1970; Ph.D., University of Washington, 1974.
- GARY A. CHASE**, 1970-, *Associate Professor of Physical Education*; B.S., M.S., Washington State University, 1962, 1964.
- \*\*KENNETH E. CHRISTOPHERSON**, 1958-, *Professor of Religion*; B.A., Augustana College, Sioux Falls, 1946; B.Th., Luther Theological Seminary, 1950; Ph.D., University of Minnesota, 1972.
- MARIE CHURNEY**, 1974-, *Associate Professor of Education*; B.A., B.S., Western Washington University, 1961, 1964; M.Ed., Ed.D., University of Florida, 1966, 1970.
- EDWIN G. CLAUSEN**, 1983-, *Associate Professor of History*; B.A., University of California, Riverside, 1970; M.A., Ph.D., University of California, Santa Barbara, 1972, 1979.
- BRENDA COCHRANE**, 1989-, *Assistant Professor of Sociology*; B.Ed., University of Durham, 1963; B.S., University of Utah, 1975; M.S. (Special Education), M.S. (Industrial Relations), Ph.D., University of Oregon, 1979, 1983, 1985.
- \*\*DOROTHY M. CONE**, 1961-, *Associate Professor of Nursing*; B.S.N., M.Ed., University of Minnesota, 1956, 1959.
- KEITH J. COOPER**, 1984-, *Assistant Professor of Philosophy*; B.A., Gordon College, 1976; M.T.S., Gordon-Conwell Theological Seminary, 1979; M.A., Ph.D., University of Wisconsin, Madison, 1981, 1988.
- DENNIS L. COX**, 1972-, *Associate Professor of Art*; B.A., Pacific Lutheran University, 1967; M.F.A., Washington State University, 1972.
- \*MICHELE A. CRAYTON**, 1977-, *Professor of Biology*; B.S., M.S., University of Missouri, Kansas City, 1967, 1969; Ph.D., Oregon State University, 1974.
- \*DAVID P. DAHL**, 1969-, *Professor of Music*; B.A., Pacific Lutheran University, 1960; Associateship, American Guild of Organists, 1961; M.A., University of Washington, 1962.
- CARROL E. DE BOWER**, 1964-68, 1970-, *Professor of Education*; B.S., Midland College, 1952; M.Ed., Ed.D., University of Nebraska, Lincoln, 1959, 1964.
- SYDNEY C. DIETRICH**, 1990-, *Visiting Assistant Professor of English*; B.A., Western Washington University, 1968; M.F.A., University of Massachusetts, 1972; M.A., Ph.D., University of Southern California, 1981, 1990.
- MICHAEL B. DOLLINGER**, 1981-, *Professor of Mathematics*; B.A., University of Rochester, 1963; M.S., Ph.D., University of Illinois, 1965, 1968.
- BRYAN C. DORNER**, 1980-, *Associate Professor of Mathematics and Computer Science*; B.S. (Physics), B.S. (Mathematics), Oregon State University, 1966, 1969; M.S., Ph.D., University of Oregon, 1971, 1977.
- CELINE A. DORNER**, 1984-, *Adjunct Professor of Mathematics and Computer Science*; M.S., University of Oregon, 1974.
- \*\*\*JUDD C. DOUGHTY**, 1962-, *Associate Professor of Communication Arts*; B.A., M.A., Pacific Lutheran University, 1955, 1964.
- MADLINE DUNTLEY**, 1990-, *Visiting Assistant Professor of Religion*; B.A., University of Washington, 1983; M.A., Pittsburgh Theological Seminary, 1985; Ph.D., University of Pittsburgh, 1990.
- SUSAN DWYER-SHICK**, 1984-, *Assistant Professor of Legal Studies*; B.A., Western Michigan University, 1967; A.M., Ph.D., University of Pennsylvania, 1969, 1979; J.D., University of Puget Sound School of Law, 1986.
- LARRY A. EDISON**, 1982-, *Professor of Mathematics and Computer Science*; B.A., Whitman College, 1958; Ph.D., M.S., Stanford University, 1965, 1982.
- \*MAURA G. EGAN**, 1983-, *Associate Professor of Nursing*; B.S.N., Seattle University, 1970; M.P.H., University of California, Berkeley, 1974; Ph.D., University of Washington, 1984.
- ANTHONY J. EVANS**, 1988-, *Associate Professor of Physical Education*; B.S., M.S., Ph.D., University of Oregon, 1968, 1969, 1972.
- JOJEAN EWART**, 1990-, *Assistant Professor of Communication Arts*; B.S., University of South Dakota, 1973; M.A., Purdue University, 1980; Ph.D., University of Minnesota, 1985.
- †AUDREY S. EYLER**, 1981-, *Associate Professor of English*; B.A., Houghton College, 1964; M.A., Alfred University, 1968; Ph.D., University of Minnesota, 1978.
- JULIA E. FANSLAW**, 1985-, *Associate Professor of Nursing*; B.S.N., University of Texas, Fort Worth, 1976; M.S.N., University of Texas, Arlington, 1978; Ed.D., Gonzaga University, 1983.
- DONALD R. FARMER**, 1955-, *Professor of Political Science, Regency Professor, 1971-72*; B.S.Ed., Ph.D., University of Minnesota, 1944, 1954.
- KATHLEEN A. VAUGHT FARNER**, 1978-, *Associate Professor of Music*; B.M., Temple University, 1968; M.M., New England Conservatory of Music, 1971.
- RICHARD A. FARNER**, 1976-, *Associate Professor of Music*; B.M., Oberlin College, 1968; M.M., University of Michigan, 1974.
- LOUISE SAND FAYE**, 1969-, *Professor of Languages (Spanish)*; B.A., M.A., Florida State University, 1949, 1951; Ph.D., University of North Carolina, 1958.
- BRUCE W. FINNIE**, 1989-, *Assistant Professor of Business Administration*; B.S., Augustana College, Sioux Falls, 1970; Ph.D., University of Nebraska, 1975.
- \*\*M. JOSEPHINE FLETCHER**, 1963-, *Professor of Education*; B.S.N., North Park College, 1960; M.S., DePaul University, 1963; M.A., Pacific Lutheran University, 1969; Ph.D., University of Washington, 1971.
- DUNCAN FOLEY**, 1986-, *Assistant Professor of Earth Sciences*; B.A., Antioch College, 1971; M.S., Ph.D., Ohio State University, 1973, 1978.
- MIRA J. FROHNMAYER**, 1980-, *Associate Professor of Music*; B.A., University of Oregon, 1960; M.M., New England Conservatory of Music, 1963.
- CRAIG B. FRYHLE**, 1986-, *Assistant Professor of Chemistry*; B.A., Gettysburg College, 1979; Ph.D., Brown University, 1985.
- ROGER GARD**, 1974-, *Associate Professor of Music*; B.A., Luther College, 1962; M.M., University of Wisconsin, Milwaukee, 1972.
- ARTHUR GEE**, 1968-, *Professor of Biology*; B.S., M.S., Ph.D., Purdue University, 1962, 1964, 1970.
- BEATRICE GELLER**, 1984-, *Associate Professor of Art*; B.F.A., New York University, 1974; M.F.A., Rochester Institute of Technology, 1979.
- KENT P. GERLACH**, 1980-, *Associate Professor of Education*; B.S., University of Nebraska, 1967; M.A., University of South Dakota, 1972; Ed.D., University of Nevada, Las Vegas, 1980.
- LINDA K. GIBSON**, 1989-, *Assistant Professor of Business Administration*; B.A., Texas Christian University, 1967; M.A., Ph.D., University of Missouri, 1985, 1989.





- WILLIAM P. GIDDINGS**, 1962-, *Professor of Chemistry*; B.A., DePauw University, 1954; A.M., Ph.D., Harvard University, 1956, 1959.
- WILLIAM H. GILBERTSON**, 1968-, *Associate Professor of Social Work*; B.A., University of Puget Sound, 1954; M.S.W., University of Washington, 1956.
- DEBRA L. GILCHRIST**, 1987-, *Reference Librarian*; B.S. California State University, 1978; M.A., University of Denver, 1983; M.S., South Dakota State University, 1987.
- VIRGINIA K. GILMORE**, 1988-, *Media Services Librarian*; B.S., University of Florida, 1958; M.L.S., University of Maryland, 1976.
- EILENE K. GLASGOW**, 1990-, *Assistant Professor of Education*; B.A., B.Mus., Ph.D., University of Washington, 1976, 1990; M.Ed., Western Washington University, 1982.
- LAWRENCE B. GOLD**, 1984-, *Assistant Professor of Art*; B.A., Northeastern Illinois University, 1971; M.F.A., University of Wisconsin, Madison, 1976.
- SHEILA D. GOODWIN**, 1987-, *Assistant Professor of Nursing*; B.S.N., University of Michigan, 1983; M.S.N., Wayne State University, 1987.
- \*\*FERN A. GOUGH**, 1971-, *Associate Professor of Nursing*; B.S.N., Wheaton College, 1956; M.N., University of Washington, 1961.
- STEWART D. GOVIG**, 1958-60, 1961-, *Professor of Religion*, B.A., St. Olaf College, 1948; M.Div., Luther Theological Seminary, 1952; M.Th., Princeton Theological Seminary, 1954; Ph.D., New York University, 1966.
- WILLIAM G. GREENWOOD**, 1981-, *Associate Professor of Physics and Engineering*; B.S., University of Washington, 1972; M.S., Ph.D., Oregon State University, 1974, 1978.
- KATE GRIESHABER**, 1984-, *Assistant Professor of Music*; B.A., University of Minnesota, 1968; M.A., Ph.D. cand., University of Washington, 1971.
- LORA GROSS**, 1989-, *Assistant Professor of Religion*; B.S., Valparaiso University, 1971; M.Div., Th.M., Th.D., Lutheran School of Theology at Chicago, 1976, 1985, 1989.
- GREGORY E. GULDIN**, 1979-, *Associate Professor of Anthropology*; B.A., Brooklyn College, City University of New York, 1971; M.A., Ph.D., University of Wisconsin, Madison, 1973, 1977.
- COLLEEN M. HACKER**, 1979-, *Associate Professor of Physical Education*; B.S., Lock Haven State College, 1978; M.S., University of Arizona, 1979; Ph.D. cand., University of Oregon.
- CONNIE J. HALE**, 1989-, *Instructor of English*; B.A., University of Puget Sound, 1980; M.A., Ph.D. cand., University of Washington, 1983.
- JOHN S. HALLAM**, 1990-, *Associate Professor of Art*; B.A., Seattle University, 1970; M.A., Ph.D., University of Washington, 1974, 1980.
- CONSTANCE H. HANSEN**, 1980-, *Assistant Professor of Nursing*; B.S.N., Seattle University, 1978; M.N., University of Washington, 1981.
- DAVID H. HANSEN**, 1974-, *Professor of Biology*; B.S., Oregon State University, 1968; M.S., University of Utah, 1970; Ph.D., University of California, Irvine, 1974.
- MARLIS M. HANSON**, 1971-, *Assistant Professor of Education*; B.S., University of Minnesota, 1953; M.A. (Elementary Classroom Teaching), M.A. (Counseling and Guidance), Pacific Lutheran University, 1975, 1981.
- VERNON R. HANSON**, 1970-, *Associate Professor of Social Work*; B.A., Pacific Lutheran University, 1955; B.D., Luther Theological Seminary, 1962; A.M., University of Chicago, 1970.
- CHRISTINE L. HANSVICK**, 1979-, *Associate Professor of Psychology*; B.A., Southwest State University, 1971; M.A., Ph.D., University of Windsor, 1975, 1977.
- EDWARD R. HARMIC**, 1971-, *Associate Professor of Music*; B.A., Pacific Lutheran University, 1962; M.M., University of Arizona, 1969.
- C. REBECCA HARNER**, 1988-, *Reference Librarian*; B.A., University of Northern Colorado, 1984; M.L.S., University of Arizona, 1988.
- DONALD C. HAUEISEN**, 1977-78, 1990-, *Professor of Engineering*; B.A., College of Wooster, 1967; Ph.D., Cornell University, 1972; M.S.E.E., University of Washington, 1986.
- GEORGE HAUSER, JR.**, 1987-, *Associate Professor of Computer Science*; B.S. (Physics), B.S. (Computer Science), Washington State University, 1971, 1972; M.S., University of Oregon, 1980; Ph.D., University of Rochester, 1988.
- LUELLA V. HEFTY**, 1973-, *Assistant Professor of Nursing*; B.S.N., Pacific Lutheran University, 1969; M.A., University of Washington, 1973.
- LARRY P. HEGSTAD**, 1979-, *Associate Professor of Business Administration*; B.A., The College of Idaho, 1963; M.B.A., Washington State University, 1965; Ph.D., University of Washington, 1978.
- JANET L. HERMAN-BERTSCH**, 1984-, *Assistant Professor of Nursing*; B.S.N., University of California, San Francisco, 1975; M.S.N., University of Washington, 1981.
- \*JOHN O. HERZOG**, 1967-, *Professor of Mathematics*; B.A., Concordia College, Moorhead, 1957; M.A., Ph.D., University of Nebraska, 1959, 1963.
- MARGARET HERZOG**, 1980-, *Adjunct Professor of Mathematics*; B.A., William Jewell College, 1957; M.A., University of Nebraska, 1959.
- JOHN W. HEUSSMAN**, 1976-, *Director of the Library*; B.S. in Ed., Concordia Teachers College, Seward, 1950; M.A.L.S., University of Denver, 1953; Ph.D., University of Illinois, 1970.
- ANNE M. HIRSCH**, 1983-, *Associate Professor of Nursing; Assistant Dean, School of Nursing*; B.S.N., Washington State University, 1974; M.N., University of Washington, 1978; D.N.S., Indiana University, 1983.
- DAVID L. HOFFMAN**, 1975-, *Associate Professor of Music*; B.M., Northwestern University, 1967; M.M.A., Yale University School of Music, 1971.
- PAUL E. HOSETH**, 1968-, *Professor of Health and Physical Education*; B.A., Concordia College, Moorhead, 1966; M.S., South Dakota State University, 1967; Ed.D., University of Oregon, 1977.
- NANCY R. HOWELL**, 1990-, *Visiting Assistant Professor of Religion*; B.S., College of William and Mary, 1975; M.Div., Th.M., Southeastern Baptist Theological Seminary, 1982, 1984; M.A., Ph.D., Claremont Graduate School, 1986, 1990.
- WEI HUA**, 1988-, *Assistant Professor of Languages (Chinese)*; B.A., National Taiwan University, 1977; M.A., Ph.D. cand., University of California, Berkeley, 1980.
- \*\*CURTIS E. HUBER**, 1964-, *Professor of Philosophy*; B.A., M.Div., Concordia Seminary, St. Louis, 1950, 1953; M.A., Ph.D., University of Wisconsin, Madison, 1958, 1962.
- DAVID R. HUELSBECK**, 1989-, *Assistant Professor of Anthropology*; B.A., University of Wisconsin, Madison, 1974; M.A., Ph.D., Washington State University, 1980, 1983.
- LAURENCE D. HUESTIS**, 1961-, *Professor of Chemistry*; B.S., University of California, Berkeley, 1956; Ph.D., University of California, Davis, 1960.
- EDWARD S. INCH**, 1986-, *Assistant Professor of Communication Arts*; B.A., Western Washington University, 1982; M.S., University of Oregon, 1984.
- PAUL O. INGRAM**, 1975-, *Professor of Religion*; B.A., Chapman College, 1961; Th.M., School of Theology at Claremont, 1964; Ph.D., Claremont Graduate School, 1968.
- SHARON L. JANSEN**, 1980-, *Associate Professor of English*; B.A., California Lutheran University, 1972; M.A., Ph.D., University of Washington, 1973, 1980.
- JO ANN S. JENSEN**, 1967-, *Professor of Biology*; A.B., M.A., Pacific Lutheran University, 1954, 1977; M.A., University of Southern California, 1957; Ph.D., Iowa State University, 1961.



- MARK K. JENSEN**, 1989-, *Assistant Professor of Languages (French)*; B.A., Princeton University, 1974; M.A., Ph.D., University of California, Berkeley, 1983, 1989.
- ROBERT J. JENSEN**, 1968-, *Associate Professor of Economics*; B.A., Dana College, 1964; M.A., University of Nebraska, 1967.
- RICHARD J. JOBST**, 1967-, *Associate Professor of Sociology*; B.A., University of San Francisco, 1964; M.A., University of California, Davis, 1967.
- GREGORY A. JOHNSON**, 1984-, *Adjunct Professor of English*; B.A., University of Oregon, 1972; M.A., Ph.D., University of Washington, 1974, 1981.
- WANDA E. JOHNSON**, 1989-, *Assistant Professor of Education*; B.S. in Ed., Southwest Missouri State University, 1963; M.S. in Ed., Purdue University, 1966; Ph.D., United States International University, San Diego, 1984.
- \*\*KENNETH A. JOHNSTON**, 1964-, *Professor of Education*; B.A., Western Washington University, 1947; M.A., Stanford University, 1953; Ed.D., Washington State University, 1964.
- RICHARD P. JONES**, 1969-, *Associate Professor of English*; B.A., Harvard University, 1964; M.A., M.F.A., University of Massachusetts, 1969.
- ANN KELLEHER**, 1981-, *Associate Professor of Political Science*; B.A., Hope College, 1964; M.A. Northeastern University, 1966; Ph.D., University of Denver, 1973.
- JODEE G. KELLER**, 1989-, *Assistant Professor of Social Work and Marriage and Family Therapy*; B.A., Hope College, 1974; A.M., University of Chicago, 1976; Ph.D., University of Illinois, Chicago, 1987.
- DOROTHY M. KELLMER**, 1989-, *Professor of Nursing; Dean, School of Nursing*; B.S., Whitworth College, 1961; M.S., University of Maryland, 1973; Ed.D., Gonzaga University, 1984.
- FRECIA M. KELLY**, 1990-, *Associate Professor of Nursing*; B.S.N., M.S.N., University of Texas, 1968, 1971; Ph.D., University of Washington, 1986.
- DAVID K. KERK**, 1986-, *Assistant Professor of Biology*; B.A., University of California, San Diego, 1972; Ph.D., University of California, Los Angeles, 1981.
- DAVID T. KEYES**, 1969-, *Professor of Art*; B.F.A., University of Arizona, 1964; M.A., Ohio State University, 1966.
- RICHARD E. KIBBEY**, 1988-, *Assistant Professor of Business Administration*; B.S., M.A., Ohio State University, 1965, 1968; M.S., Ph.D.cand., Portland State University, 1987.
- PATRICIA O'CONNELL KILLEN**, 1989-, *Assistant Professor of Religion*; B.A., Gonzaga University, 1974; M.A., Ph.D., Stanford University, 1976, 1987.
- GUNDAR J. KING**, 1960-, *Professor of Business Administration; Dean, School of Business Administration*; B.B.A., University of Oregon, 1956; M.B.A., Ph.D., Stanford University, 1958, 1964.
- CONSTANCE S. KIRKPATRICK**, 1980-, *Assistant Professor of Nursing*; B.A., Lewis and Clark College, 1972; M.S., University of Rochester, 1979.
- \*\*LARS E. KITTELSON**, 1956-, *Associate Professor of Art*; B.S., University of Wisconsin, Milwaukee, 1950; M.A., University of Wisconsin, Madison, 1951; M.F.A., University of Southern California, 1955.
- LAURA F. KLEIN**, 1979-, *Associate Professor of Anthropology*; B.A., M.A., Ph.D., New York University, 1968, 1970, 1975.
- MARY LOU KLISCH**, 1986-, *Assistant Professor of Nursing*; B.S.N., M.S.N., The Catholic University of America, 1966, 1976.
- MARY ANN KLUGE**, 1985-, *Assistant Professor of Physical Education*; B.S., University of Rhode Island, 1977; M.S., University of Oregon, 1978.
- CALVIN H. KNAPP**, 1959-, *Professor of Music*; B.S., M.S., Juilliard School of Music, 1949, 1950; Ed.D., Teachers College, Columbia University, 1973.
- \*\*JENS W. KNUDSEN**, 1957-, *Professor of Biology, Regency Professor, 1973-74*; B.A., Pacific Lutheran University, 1952; M.S., Ph.D., University of Southern California, 1954, 1957.
- \*DAVID R. KNOTSON**, 1969-, *Associate Professor of Religion*; B.A., Pacific Lutheran University, 1958; B.D., Luther Theological Seminary, 1962; M.A., University of Chicago Divinity School, 1966.
- NICHOLAS W. KOENIG**, 1989-, *Technical Services Librarian*; B.A., University of Montana, 1970; Ph.D., M.L.S., University of Washington, 1980, 1985.
- †TERRI KOTTAL**, 1987-, *Assistant Professor of Nursing*; B.S.N., University of Tulsa, 1976; M.S.N., University of Colorado, 1982.
- JERRY KRACHT**, 1967-68, 1969-, *Professor of Music*; B.M., M.A., M.F.A., D.M.A., University of Iowa, 1963, 1965, 1967, 1974.
- BETH M. KRAIG**, 1989-, *Assistant Professor of History*; B.A., San Francisco State University, 1979; M.A., Western Washington University, 1981; A.M., University of Chicago, 1984; Ph.D., University of Washington, 1987.
- \*\*ANTHONY J. LAUER**, 1969-, *Assistant Professor of Business Administration*; J.D., Loyola University, Los Angeles, 1955; M.B.A., Pacific Lutheran University, 1969.
- JEROME P. LE JEUNE**, 1972-, *Associate Professor of Psychology*; B.A., Gonzaga University, 1964; M.A., Ph.D., University of Victoria, 1970, 1974.
- JERROLD LERUM**, 1973-, *Professor of Biology*; B.A., Luther College, 1962; M.S., University of Wisconsin, Madison, 1965; Ph.D., Northwestern University, 1973.
- JAN PATRICIA LEWIS**, 1989-, *Assistant Professor of Education*; B.A., Oregon State University, 1976; M.A.T., Lewis and Clark College, 1979; Ph.D., University of Oregon, 1989.
- BRIAN E. LOWES**, 1968-, *Professor of Earth Sciences; Dean, Division of Natural Sciences*; B.S., University of London, 1957; M.S., Queens University, 1963; Ph.D., University of Washington, 1972.
- LYMAN T. LUNDEEN**, 1988-89, 1990-, *Professor of Religion*; B.A., Augustana College, Rock Island, 1952; M.Div., Augustana Theological Seminary (Lutheran School of Theology at Chicago), 1960; S.T.M., Ph.D., Union Theological Seminary, New York, 1961, 1969.
- GENE C. LUNDGAARD**, 1958-, *Associate Professor of Physical Education*; B.Ed., Pacific Lutheran University, 1951; M.S., University of Washington, 1964.
- DIANE B. MAC DONALD**, 1987-, *Assistant Professor of Business Administration*; B.A., M.B.A., Loyola University, Chicago, 1970, 1974; J.D., John Marshall Law School, 1980.
- JOHN L. MAIN**, 1971-, *Professor of Biology*; B.S.Ed., M.S.Ed., Chadron State College, 1965, 1966; Ph.D., University of Washington, 1970.
- \*\*D. MOIRA MANSELL**, 1982-, *Professor of Nursing*; B.S.N.Ed., St. Mary College, 1946; M.S., University of Oregon Medical School, 1959; Ph.D., University of Washington, 1974.
- JAYNE E. MAREK**, 1988-, *Assistant Professor of English*; B.A., St. Olaf College, 1976; M.A., Washington State University, 1980; Ph.D., University of Wisconsin, Madison, 1990.
- DENNIS J. MARTIN**, 1975-, *Associate Professor of Biology*; B.S., Illinois State University, 1969; M.S., University of New Mexico, 1971; Ph.D., Utah State University, 1975.
- DENNIS M. MARTIN**, 1976-, *Associate Professor of English*; B.S., Edinboro State College, 1964; M.A., Purdue University, 1966; Ph.D., University of California, Los Angeles, 1973.
- GLORIA MARTIN**, 1984-, *Adjunct Professor of English*; B.S., Edinboro State College, 1964; M.A., Purdue University, 1966; Ph.D., University of Wisconsin, Madison, 1982.
- ARTHUR D. MARTINSON**, 1966-, *Professor of History*; B.A., Pacific Lutheran University, 1957; M.A., Ph.D., Washington State University, 1961, 1966.





- \*\*MARJORIE I. MATHERS**, 1964-66, 1968-, *Associate Professor of Education*; B.A., M.A., Central Washington University, 1953, 1961; M.A., Pacific Lutheran University, 1974; Ed.D., Seattle University, 1980.
- C. FREDERICK MATTHAEI**, 1987-1989, 1990-, *Assistant Professor of Business Administration*; B.A., Whitman College, 1972; M.S., University of Idaho, 1975; M.S., Stanford University, 1980.
- DIXIE MATTHIAS**, 1975-, *Adjunct Professor of Biology*; B.S., Pacific Lutheran University, 1962; M.S., University of Washington, 1965.
- KATHERINE M. McDADE**, 1989-, *Assistant Professor of Sociology*; B.S., Duquesne University, 1966; M.S., Ph.D., University of Oregon, 1978, 1985.
- SUSAN J. McDONALD**, 1975-, *Supervisor of Library Reference Services*; B.A., M.L.S., University of Washington, 1969, 1970.
- RICHARD McGINNIS**, 1972-, *Professor of Biology*; B.S., Pacific Lutheran University, 1963; Ph.D., University of Southern California, 1974.
- DAVID E. McNABB**, 1979-, *Associate Professor of Business Administration*; B.A., California State University, Fullerton, 1965; M.A., University of Washington, 1968; Ph.D., Oregon State University, 1981.
- PAUL T. MENZEL**, 1971-, *Professor of Philosophy*; B.A., College of Wooster, 1964; B.D., Yale University, 1967; Ph.D., Vanderbilt University, 1971.
- \*\*\*LAWRENCE J. MEYER**, 1969-, *Professor of Music*; B.A., Ed.D., University of Northern Colorado, 1954, 1964; M.M., University of Oregon, 1955.
- N. CHRISTIAN MEYER, JR.**, 1970-, *Professor of Mathematics*; B.A., Reed College, 1966; M.A., Ph.D., University of Oregon, 1967, 1970.
- TERRENCE MEYER**, 1989-, *Reference Librarian*; B.A., Grand Valley State University, 1979; M.A., Rosary College, 1984; M.S., Roosevelt University, 1988.
- MARLEN F. MILLER**, 1970-, *Professor of Economics*; B.S., M.S., Ph.D., University of Minnesota, 1962, 1965, 1967.
- GARY L. MINETTI**, 1970-, *Associate Professor of Education, Director of Counseling and Testing Services*; B.S., Washington State University, 1960; M.A., Pacific Lutheran University, 1967; Ph.D., University of Washington, 1976.
- RICHARD D. MOE**, 1965-, *Professor of Education; Dean of Summer Studies; Dean, School of the Arts*; B.A., Concordia College, Moorhead, 1951; M.Ed., Ed.D., University of Colorado, 1953, 1962.
- CHRISTINE MOON**, 1989-, *Assistant Professor of Psychology*; B.A., Whitman College, 1971; M.A., Ph.D., Columbia University, 1983, 1985.
- BRADFORD L. MOORE**, 1980-, *Associate Professor of Physical Education*; B.S., Portland State University, 1974; M.S., University of Oregon, 1978.
- JOHN N. MORITSUGU**, 1975-, *Associate Professor of Psychology*; B.A., University of Hawaii, 1971; M.A., Ph.D., University of Rochester, 1974, 1977.
- ROBERT L. MULDER**, 1987-, *Professor of Education; Dean, School of Education*; B.A., Calvin College, 1969; M.A., Ph.D., Michigan State University, 1972, 1983.
- GERALD M. MYERS**, 1982-, *Associate Professor of Business Administration*; B.S., University of Massachusetts, 1965; M.S., University of Missouri, Columbia, 1975; Ph.D., University of Iowa, 1983.
- GUNNULF MYRBO**, 1970-, *Associate Professor of Philosophy*; B.A., University of British Columbia, 1962; Ph.D., University of Cambridge, England, 1972.
- C. LENNARD NELSON**, 1984-, *Adjunct Professor of Mathematics*; B.A.E., Pacific Lutheran University, 1954; M.A., Washington State University, 1966.
- CHARLES T. NELSON**, 1967-, *Registrar*; B.S., Dakota State College, 1963; M.A., Adams State College, 1964.
- BURTON L. NESSET**, 1967-, *Associate Professor of Chemistry*; B.A., St. Olaf College, 1957; M.S., Ph.D., Purdue University, 1960, 1962.
- HARVEY J. NEUFELD**, 1965-, *Vice President for Church Relations*; B.A., Pacific Lutheran University, 1954; M.Div., Luther Seminary Saskatoon, 1957; Certificate of Graduate Studies, Vancouver School of Theology, 1974.
- SHEILA NOLAN**, 1989-, *Assistant Professor of Communication Arts*; B.A., Winthrop College, 1977; M.C., University of Washington, 1980.
- JESSE D. NOLPH**, 1968-, *Associate Professor of Psychology*; B.A., George Washington University, 1964; Ph.D., Cornell University, 1971.
- JON J. NORDBY**, 1977-, *Associate Professor of Philosophy*; B.A., St. Olaf College, 1970; M.A., Ph.D., University of Massachusetts, 1975, 1977.
- ERIC NORDHOLM**, 1955-, *Associate Professor of Communication Arts, University Technical Director*; B.F.A., Art Institute of Chicago, 1951.
- PHILIP A. NORDQUIST**, 1963-, *Professor of History*; B.A., Pacific Lutheran University, 1956; M.A., Ph.D., University of Washington, 1960, 1964.
- SHERMAN B. NORNES**, 1959-61, 1965-, *Professor of Physics*; B.A., Concordia College, Moorhead, 1951; M.A., University of North Dakota, 1956; Ph.D., Washington State University, 1965.
- DOUGLAS E. OAKMAN**, 1988-, *Assistant Professor of Religion*; B.A., University of Iowa, 1975; M.Div., Christ Seminary—Seminex, 1979; Ph.D., Graduate Theological Union, Berkeley, 1986.
- W. DWIGHT OBERHOLTZER**, 1969-, *Professor of Sociology*; A.B., Wittenberg University, 1961; M.Div., Lutheran School of Theology at Chicago, 1965; Ph.D., Graduate Theological Union, Berkeley, 1969.
- SARA A. OFFICER**, 1967-, *Professor of Physical Education*; B.S., Oregon State University, 1958; M.S., Indiana University, 1965; Ph.D., University of New Mexico, 1981.
- DAVID M. OLSON**, 1968-, *Professor of Physical Education; Dean, School of Physical Education; Director of Athletics*; B.A., Concordia College, Moorhead, 1956; M.A., University of Minnesota, 1957; Ph.D., University of Iowa, 1966.
- FRANKLIN C. OLSON**, 1971-, *Professor of Education*; B.S., University of South Dakota, 1958; M.S., Oregon State University, 1964; Ed.D., University of Nebraska, Lincoln, 1971.
- LINDA N. OLSON**, 1967-, *Professor of Nursing*; B.S.N., M.N., Ph.D., University of Washington, 1959, 1964, 1986.
- DICK W. OLUFS**, 1982-, *Assistant Professor of Political Science*; B.A., University of Washington, 1974; M.A., Ph.D., Pennsylvania State University, 1976, 1979.
- THOMAS J. O'NEAL**, 1988-, *Assistant Professor of Music*; B.M.E., Iowa State University, 1976; M.M., University of South Dakota, 1982; D.M.A.cand., University of Arizona.
- HELMI C. OWENS**, 1985-, *Associate Professor of Education*; B.A., M.A., Ed.D., University of Northern Colorado, 1972, 1973, 1975.
- PHYLLIS A. PAGE**, 1976-, *Assistant Professor of Nursing*; B.S.N., University of Maryland, 1971; M.N., University of Washington, 1977.
- WILLIAM E. PARKER**, 1970-, *Professor of Communication Arts*; B.S., Memphis State University, 1966; M.S., Ph.D., Southern Illinois University, Carbondale, 1968, 1974.
- CLEO M. PASS**, 1990-, *Associate Professor of Nursing*; B.S., Pace University, 1975; M.A., M.Ed., Teachers College, Columbia University, 1976, 1977; D.S.N., University of Alabama, 1983.
- ROBERT L. PATERSON, JR.**, 1985-, *Dean for Computing*; B.S., University of Miami, 1969; M.S., Central Michigan University, 1975; Ph.D., Virginia Polytechnic Institute and State University, 1981.
- JOHN E. PETERSEN**, 1967-, *Professor of Religion*; B.A., St. Olaf College, 1958; B.D., Luther Theological Seminary, 1963; M.A., Ph.D., New York University, 1965, 1970.
- GARY D. PETERSON**, 1967-, *Professor of Mathematics*; B.S., Iowa State University, 1960; M.S., Western Washington University, 1967; Ph.D., University of Kansas, 1973.



- GREGORY M. PETERSON**, 1990-, *Assistant Professor of Music*; B.A., Luther College, 1983; M.M., Yale University, 1985; D.M.A.cand., University of Iowa.
- NORRIS A. PETERSON**, 1981-, *Associate Professor of Economics*; B.A., Pacific Lutheran University, 1975; Ph.D., University of Minnesota, 1981.
- WALTER E. PILGRIM**, 1971-, *Professor of Religion, Director of Lutheran Institute of Theological Education*; B.A., Wartburg College, 1956; B.D., Wartburg Theological Seminary, 1960; Th.M., Ph.D., Princeton Theological Seminary, 1966, 1971.
- BARBARA POULSHOCK**, 1976-, *Assistant Professor of Music*; B.M., Pacific Lutheran University, 1977.
- JAMES R. PREDMORE**, 1977-, *Associate Professor of Languages (Spanish)*; B.A., Swarthmore College, 1967; M.A., Middlebury College, 1969; Ph.D., University of Washington, 1977.
- JAMET PRIMOMO**, 1990-, *Associate Professor of Nursing*; B.S.N., Russell Sage College, 1975; M.N., Ph.D., University of Washington, 1982, 1989.
- SUZANNE RAHN**, 1981-, *Associate Professor of English*; B.A., Scripps College, 1966; Ph.D., University of Washington, 1985.
- \*JUDITH RAMAGLIA**, 1982-, *Assistant Professor of Business Administration*; A.B., Smith College, 1966; M.A., University of Colorado, 1968; Ph.D., University of Washington, 1982.
- JANET E. RASMUSSEN**, 1977-, *Professor of Languages (Norwegian); Dean, Division of Humanities*; B.A., University of Illinois, 1970; A.M., Ph.D., Harvard University, 1972, 1975.
- MARK A. REIMAN**, 1988-, *Assistant Professor of Economics*; B.A., Pacific Lutheran University, 1979; Ph.D., University of Washington, 1988.
- LEON E. REISBERG**, 1981-, *Associate Professor of Education*; B.S. Ed., University of Texas, 1971; M.Ed., University of Arkansas, 1972; Ed.D., University of Kansas, 1981.
- LOIS F. RHOADES**, 1980-, *Assistant Professor of Nursing*; B.S.N., M.P.H., University of Washington, 1954, 1984.
- KARL R. RICKABAUGH**, 1975-, *Associate Professor of Education*; B.S., Montana State University, 1963; M.S., Ph.D., University of Utah, 1970, 1975.
- DAVID P. ROBBINS**, 1969-, *Professor of Music*; B.M., M.M., University of Michigan, 1968, 1969.
- MOSHE ROSENFELD**, 1986-, *Professor of Mathematics and Computer Science*; M.Sc., Ph.D., Hebrew University of Jerusalem, 1963, 1967.
- CLIFFORD G. ROWE**, 1980-, *Associate Professor of Communication Arts*; B.A., Pacific University, 1958; M.S.J., Northwestern University, 1963.
- ELDON L. SCHAFER**, 1974-, *Professor of Business Administration*; B.S., M.A., Ph.D., University of Nebraska, 1953, 1957, 1963; C.P.A., State of Nebraska.
- JOHN A. SCHILLER**, 1958-, *Professor of Sociology and Social Work; Dean, Division of Social Sciences; Regency Professor*, 1976-77; B.A., Capital University, 1945; Cand. Theol., Evangelical Lutheran Theological Seminary, 1947; M.A., University of Missouri, Kansas City, 1959; Ph.D., University of Washington, 1967.
- CAROLYN W. SCHULTZ**, 1974-79, 1982-, *Associate Professor of Nursing*; B.S.N., University of Illinois, 1968; M.A., Pacific Lutheran University, 1974; Ed.D., Seattle University, 1982.
- ERNST C. SCHWIDDER**, 1967-, *Professor of Art*; B.A., M.F.A., University of Washington, 1953, 1955.
- DAVID O. SEAL**, 1977-, *Associate Professor of English*; B.A., St. Olaf College, 1968; A.M., Ph.D., University of Chicago, 1969, 1977.
- MAUREEN E. MCGILL SEAL**, 1977-, *Associate Professor of Physical Education*; B.F.A., University of Utah, 1974; M.A., Western Washington University, 1977.
- RICHARD A. SEEGER**, 1973-, *Director, Academic Advising and Assistance*; B.A., M.A., Ph.D., University of Washington, 1966, 1968, 1974.
- JAMES F. SENNETT**, 1990-, *Visiting Assistant Professor of Philosophy*; A.B., Atlanta Christian College, 1977; M.Div., Lincoln Christian Seminary, 1981; M.A., Ph.D., University of Nebraska, 1987, 1990.
- F. THOMAS SEPIC**, 1979-, *Professor of Business Administration*; B.S.B.A., Denver University, 1964; M.B.A., Seattle University, 1972; Ph.D., University of Washington, 1979.
- S. ERVING SEVERTSON**, 1966-83, 1986-, *Vice President and Dean for Student Life, Professor of Psychology*; B.A., Pacific Lutheran University, 1955; B.D., Luther Theological Seminary, 1959; M.A., University of Wyoming, 1960; Ph.D., University of Utah, 1966; Diplomate in Clinical Psychology, American Board of Professional Psychology, 1977.
- TARA D. SMITH-GARCIA**, 1989-, *Adjunct Professor of Nursing*; B.S., University of Oregon, 1979; M.S., The Oregon Health Sciences University, 1987.
- ROCHELLE E. SNEE**, 1981-, *Associate Professor of Languages (Classics)*; B.A., University of Maryland, 1969; M.A., Ph.D., University of Washington, 1972, 1981.
- RICHARD A. SPARKS**, 1983-, *Associate Professor of Music*; B.M., M.A., University of Washington, 1976, 1980.
- WALLACE H. SPENCER**, 1974-, *Assistant Professor of Political Science*; B.A., M.A., University of Arizona, 1963, 1968; Ph.D., University of Washington, 1977.
- CHRISTOPHER H. SPICER**, 1978-, *Associate Professor of Communication Arts*; B.A., University of Virginia, 1970; M.A., Ph.D., University of Texas, 1975, 1978.
- RICHARD J. SPILLMAN**, 1981-, *Professor of Computer Science*; B.A., Western Washington University, 1971; M.A., University of Utah, 1975; Ph.D., Utah State University, 1978.
- \*JOAN D. STIGGELBOUT**, 1973-, *Assistant Professor of Nursing*; B.S.N., Wagner College, 1954; M.N., University of Washington, 1972.
- ROBERT L. STIVERS**, 1973-, *Professor of Religion*; B.A., Yale University, 1962; M.Div., Union Theological Seminary, New York, 1969; Ph.D., Columbia University, 1973.
- STEPHEN D. STOLLER**, 1990-, *Associate Professor of Business Administration*; A.B., Harvard University, 1965; Ph.D., M.P.H., University of California, Berkeley, 1971, 1982.
- CHERYL LEE STORM**, 1985-, *Associate Professor of Social Work and Marriage and Family Therapy*; B.A., University of Minnesota, 1972; M.A. in Ed., College of St. Thomas, 1977; Ph.D., Purdue University, 1982.
- C. BLYTHE STRONG**, 1990-, *Associate professor of Nursing*; B.S.N., Ohio State University, 1971; M.N., University of Washington, 1979; Ph.D., University of Arizona, 1989.
- DONALD A. STURGILL**, 1987-, *Vice President for Finance and Operations*; B.S., Portland State University, 1966; M.P.A., University of Washington, 1968.
- JEANIE G. SUMNER**, 1989-, *Assistant Professor of Business Administration*; B.S., M.B.A., M.T., Ph.D., Portland State University, 1976, 1977, 1986, 1989.
- DUANE D. SWANK**, 1970-, *Professor of Chemistry*; B.S., Washington State University, 1964; Ph.D., Montana State University, 1969; M.B.A., Pacific Lutheran University, 1982.
- DAVID A. SWANSON**, 1987-, *Associate Professor of Sociology*; B.S., Western Washington University, 1972; M.A., Ph.D., University of Hawaii, 1976, 1985.
- \*\*MARVIN SWENSON**, 1969-, *Director of the University Center and Campus Activities*; B.S., Montana State University, 1950; M.S., University of Minnesota, 1954; Ed.D., Washington State University, 1972.
- RODNEY N. SWENSON**, 1968-, *Professor of Languages (German)*; B.A., Bemidji State College, 1952; M.A., Ph.D., University of Minnesota, 1956, 1967.
- DARLEAN A. SYDNOR**, 1984-, *Associate Professor of Education*; B.S., Indiana Central University, 1966; M.S., Eastern Illinois University, 1981; Ph.D., Southern Illinois University, Carbondale, 1984.
- KWONG-TIN TANG**, 1967-, *Professor of Physics*; B.S., M.A., University of Washington, 1958, 1959; Ph.D., Columbia University, 1965.



**CHARLES R. TAYLOR**, 1987-, *Assistant Professor of Physics*; B.S., Alma College, 1978; M.S., Ph.D., Oregon State University, 1986, 1987.

**BARBARA TEMPLE-THURSTON**, 1990-, *Assistant Professor of English*; B.A., University of Witwatersrand, 1971; M.S.Ed., Ph.D., Southern Illinois University, 1979, 1985.

**STEVEN D. THRASHER**, 1980-, *Professor of Business Administration*; B.B.A., M.B.A., University of Michigan, 1963, 1964; Ph.D., Northwestern University, 1974.

\***FREDERICK L. TOBIASON**, 1966-, *Professor of Chemistry, Regency Professor*, 1975-76; B.A., Pacific Lutheran University, 1958; Ph.D., Michigan State University, 1963.

**WALTER L. TOMSIC**, 1970-, *Associate Professor of Art*; B.S.E., Arkansas State University, 1965; M.F.A., University of Colorado, 1967.

**SHERI J. TONN**, 1979-, *Associate Professor of Chemistry*; B.S., Oregon State University, 1971; Ph.D., Northwestern University, 1976.

**AUDUNT TOVEN**, 1967-, *Associate Professor of Languages (Norwegian)*; B.A., University of Oslo, 1964; M.A., University of Washington, 1967.

**ANN K. TREMAINE**, 1972-, *Associate Professor of Music*; B.M., University of Oregon, 1951; M.M., University of Washington, 1974.

**JOSEPH W. UPTON, II**, 1988-, *Associate Professor of Engineering*; B.S., Princeton University, 1958; Ph.D., University of California, Berkeley, 1969.

**M. JAMES VAN BEEK**, 1963-, *Dean of Admissions and Financial Aid*; B.A.E., M.A., Pacific Lutheran University, 1960, 1969.

**GLENN A. VAN WYHE**, 1979-, *Assistant Professor of Business Administration*; B.A., University of South Dakota, 1968; M.Div., Westminster Theological Seminary, 1974; M.A., University of Iowa, 1977.

**DAVID L. VINJE**, 1970-, *Professor of Economics*; B.S., North Dakota State University, 1962; M.S., Ph.D., University of Wisconsin, 1964, 1970.

**GAIL R. WATERS**, 1989-, *Assistant Professor of Business Administration*; B.B.A., University of Texas, 1970; M.B.A., Sam Houston State University, 1974; Ph.D., University of Arkansas, 1982.

**PAUL M. WEBSTER**, 1969-, *Associate Professor of Languages (German)*; B.A., M.A., University of California, Los Angeles, 1964, 1967.

**DONALD R. WENTWORTH**, 1972-, *Professor of Economics and Education*; B.S., M.A., Ph.D., University of Minnesota, 1965, 1970, 1972; M.A., University of Illinois, 1971.

**DOUGLAS G. WEST**, 1989, *Assistant Professor of Communication Arts*; B.S., University of Oregon, 1981; M.F.A., University of Portland, 1987.

**FORREST WESTERING**, 1972-, *Professor of Physical Education*; B.S., University of Nebraska, Omaha, 1952; A.M., Ed.D., University of Northern Colorado, 1960, 1966.

**JILL M. WHITMAN**, 1988-, *Assistant Professor of Earth Sciences*; B.A., Middlebury College, 1978; M.S., University of Miami, 1981; Ph.D., University of California, San Diego, 1989.

**GREGORY J. WILLIAMS**, 1985-, *Assistant Professor of Education*; B.A., University of Puget Sound, 1969; M.Ed., Western Washington University, 1979; Ph.D., University of Washington, 1985.

**J. ROBERT WILLS**, 1989-, *Professor of Communication Arts; Provost*; B.A., College of Wooster, 1962; M.A., University of Illinois, 1963; Ph.D., Case Western Reserve University, 1971.

**GARY B. WILSON**, 1975-, *Professor of Communication Arts*; B.S., Central Michigan University, 1960; M.A., California State University, Long Beach, 1966; Ph.D., Michigan State University, 1971.

**HOKWAI WOO**, 1988-, *Assistant Professor of Computer Engineering*; B.S., University of Oregon, 1978; M.S., M.S.E.E., Ph.D., University of Washington, 1980, 1984, 1988.

**JOHN D. WRIGLEY**, 1987-, *Assistant Professor of Physics*; B.S., Massachusetts Institute of Technology, 1967; M.S., Ph.D., University of Illinois, Urbana, 1971, 1982.

**WILLIAM YAGER**, 1987-, *Assistant Professor of Business Administration*; B.S.M.E., University of California, Berkeley, 1961; M.B.A., Harvard University, 1963; Ph.D., University of Oregon, 1987.

**DAVID C. YAGOW**, 1976-, *Associate Provost*; B.A., Concordia Senior College, Fort Wayne, 1965; M.Div., Concordia Seminary, St. Louis, 1969.

**CATHLEEN L. YETTER**, 1986-, *Assistant Professor of Education*; A.B., M.L.S., Indiana University, 1967, 1969.

**CHANG-LI YIU**, 1973-, *Professor of Mathematics*; B.S., Tunghai University, 1962; M.S., Tsinghua University, 1965; Ph.D., Columbia University, 1972.

**CHARLES D. YORK**, 1981-, *Associate Professor of Social Work*; B.A., Washington State University, 1966; M.S.W., California State University, Fresno, 1968; Ph.D., Purdue University, 1980.

**GREGORY L. YOUTZ**, 1984-, *Associate Professor of Music*; B.A., B.M., University of Washington, 1980; M.M., D.M.A., University of Michigan, 1982, 1986.

\*\***YUKIE YUMIBE**, 1980-, *Associate Professor of Nursing*; B.S., University of Minnesota, 1946; M.S.N., Wayne State University, 1971.

**DWIGHT J. ZULAUF**, 1949-53, 1959-85, 1990-, *Professor of Business Administration; Regency Professor*, 1972-73; B.S., University of Oregon, 1948; M.S., Columbia University, 1949; Ph.D., University of Minnesota, 1965; C.P.A., State of Washington.

\***Sabbatical Leave, 1990-91.**

\*\***Phased Retirement Program.**

\*\*\***On Permanent Leave.**

†**Leave of Absence, 1990-91.**

#### HONORARY FACULTY

**SUSAN R. BRIEHL**, 1986-, *Campus Pastor*; B.A., M.A., Washington State University, 1974, 1976; M.Div., Pacific Lutheran Theological Seminary, 1981.

**DANIEL W. ERLANDER**, 1986-, *Campus Pastor*; B.A., Pacific Lutheran University, 1962; M.Div., Lutheran School of Theology at Chicago, 1966.

**MARTIN D. WELLS**, 1986-, *Campus Pastor*; B.S.B.A., University of Denver, 1971; J.D., University of Puget Sound School of Law, 1976; M.Div., Pacific Lutheran Theological Seminary, 1981.

#### FACULTY ASSOCIATES

**FAYE M. ANDERSON**, 1981-, *Director of the Center for Human Organization in Changing Environments and of the Family and Children's Center*; B.A., University of California, Los Angeles, 1961; M.A., Pacific Lutheran University, 1989.

**ALENE L. COGLIZER**, 1978-, *Associate Director, Counseling and Testing Services*; B.S.N., M.A., in Ed., Pacific Lutheran University, 1975, 1978; Ed.D., Seattle University, 1987.

**CRISTINA DEL ROSARIO**, 1978-, *Director of Minority, International, Commuter, and Adult Student Programs*; B.A., M.A., Pacific Lutheran University, 1975, 1986.

**LUCILLE GIROUX**, 1960-, *President's Executive Associate*; B.A., Jamestown College, 1947.

**LAURALEE HAGEN**, 1978-, *Director, Residential Life*; B.A.E., M.A. in Ed., Pacific Lutheran University, 1975, 1978.

**CYNTHIA MAHONEY**, 1981-, *Continuing Nursing Education Coordinator*; B.S.N., Simmons College, 1958; M.Ed., Ed.D., Seattle University, 1973, 1985.

**MARTIN J. NEEB**, 1981-, *Executive Director of University Communications, General Manager, KPLU-FM*; B.A., M.Div., Concordia Seminary, St. Louis, 1955, 1958; M.A., St. Louis University, 1959; Ph.D., Northwestern University, 1967.

**LARRY W. NELSON**, 1988-, *Assistant Registrar/Institutional Researcher*; B.A., in Ed., M.Ed., Western Washington University, 1968, 1973.

**NAN NOKLEBERG**, 1969-, *Director of Graduate Programs and Fifth Year Adviser; Assistant to the Dean, School of Education; B.A., M.A., Pacific Lutheran University, 1953, 1977; School Administration, University of Washington, 1957.*

**LAURA J. POLCYN**, 1975-, *Assistant Dean and Director, M.B.A. Program, School of Business Administration; B.B.A., M.B.A., Pacific Lutheran University, 1974, 1979; Ed.D., Seattle University, 1986.*

**PATRICIA E. ROUNDY**, 1986-, *Director, AURA Program; B.A., Bucknell University, 1972; M.A., Ph.D., University of Pittsburgh, 1974, 1979.*

**WANDA M. WENTWORTH**, 1980-, *Director, Academic Assistance Programs; B.A., University Minnesota, 1973; M.A., Pacific Lutheran University, 1979.*

#### FACULTY EMERITI

**Elvin Martin Akre**, 1937-1970, *History*

**Miriam Ruth Beckman**, 1964-1973, *Reference Librarian*

**W. Harold Bexton**, 1965-1976, *Psychology*

**Grace Blomquist**, 1939-1976, *English*

**Roy E. Carlson**, 1962-1983, *Physical Education*

**Irene O. Creso**, 1955-1971, *Biology*

**J. E. Danielson**, 1960-1969, *Director of Admissions*

**Emmet E. Eklund**, 1964-1982, *Religion*

**Loleta G. Espeseth**, 1964-1989, *Associate Registrar*

**Ralph D. Gehrke**, 1975-1990, *Religion*

**Gordon O. Gilbertson**, 1954-1984, *Music*

**Perry B. Hendricks, Jr.**, 1973-1987, *Vice President for Finance and Operations*

**Lucille M. Johnson**, 1953-1989, *English*

**Richard P. Jungkuntz**, 1970-1989, *Religion; Provost*

**Gunnar Johannes Malmin**, 1937-1969, *Music, Latin, and Norwegian*

**Katharine Monroe**, 1967-1975, *French*

**Robert A. L. Mortvedt**, 1962-1969, *President*

**Alice J. Napjus**, 1963-1975, *Education*

**Milton L. Nesvig**, 1947-1980, *Vice President*

**Robert C. Olsen**, 1947-1973, *Chemistry*

**Clifford O. Olson**, 1929-1948, *Physical Education*

**Burton T. Ostenson**, 1947-1977, *Earth Sciences*

**Arne K. Pederson**, 1956-1989, *Education*

**Paul M. Reigstad**, 1947-48, 1958-1990, *English*

**Kelmer Nelson Roe**, 1947-1967, *Religion and Greek*

**George Roskos**, 1950-1989, *Art*

**Lynn S. Stein**, 1961-1981, *Education*

**Doris G. Stucke**, 1967-1983, *Nursing*

**Paul G. Vigness**, 1956-1965, *Religion and History*

**Lenora B. Weirick**, 1973-1980, 1982-1987, *Nursing*

**Margaret Wickstrom**, 1951-1978, *Religion, Director, Foreign Students and Special Programs*

**Jane Williamson**, 1964-1990, *Education*

**Rhoda Hokenstad Young**, 1939-1968, *Physical Education*

#### PART-TIME LECTURERS 1989-90

##### DIVISION OF HUMANITIES

###### English

Susan Donaldson

Donovan Johnson

Eric Nelson

Pamela Uschuk

###### Languages

Katherine Hanson

Jonathan Knapp

Maria Ramon-Lacabe

Barbara Sharon

Wu Qianlong

###### Religion

Pierce Johnson

David Killen

Jack Olive

Ted Peters

David Suter

Phillip Verhalen

##### DIVISION OF NATURAL SCIENCES

###### Mathematics & Computer Science

Aran Das

Ingrid Gintz

Michael Imbruglio

Dorothy Joyce

###### Physics & Engineering

Edwin Ford

Mark Stanish

##### DIVISION OF SOCIAL SCIENCES

###### Economics

Pamela Semrau

###### History

Robert Ericksen

Yun-yi Ho

Hulme Siwundhla

###### Political Science

J. Arnold Bricker

###### Psychology

Douglas Henning

Peggy Sargeant

Vicky Thomas

###### Social Work & Marriage and Family Therapy

Mike Fitzpatrick

Ronald Lewis

##### SCHOOL OF THE ARTS

###### Art

Mary Adix

Greg Bell

Johanna Bogadottir

Cheryl DeGroot

Becky Frehse

Kathy Gore-Fuss

Mark Gulsrud

Ragnhildur Stefansdottir

###### Communication Arts

Jody Brannon

Jeffrey Bruton

Robert Dean

Kirk Isakson

Ernest Madsen

Michael Marcotte

Jerry Pugnetti





**Music**

Betty Agent  
 Brad Allison  
 Linda Anderson  
 Lou Astriab  
 Kristin Brye  
 Zart Dombourian-Eby  
 Hilary Field  
 Motter Forman  
 James Gaglione  
 Kathryn Habedank  
 Ove Hanson  
 Jane Harty  
 James Holloway  
 Janeanne Huston  
 Barry Johnson  
 David Johnson  
 Martin Kauble  
 Sandra Knapp  
 Karen Kuenzi  
 June Lee  
 Jane Moore  
 Kay Nichols  
 Doug Nierman  
 Corinne Odegard  
 Paul Olson  
 Marica Ott  
 Francine Peterson  
 Normand Poulshock  
 Richard Pressley  
 Bernard Shapiro  
 Dorothy Shapiro  
 Geraldina Sorrentino  
 Roger Stemen  
 Rae Terpenning  
 Wayne Timmerman  
 Stephen Wall  
 Stanely Williams

**SCHOOL OF BUSINESS ADMINISTRATION**

Sheila Boze  
 Garth Blanchard  
 William Crooks  
 Michael Gocke  
 C. Frederick Matthaehi  
 Darwin Mueller  
 David Rasmussen  
 Edryce Reynolds  
 Robert Sebastian  
 Barbara Varon

**SCHOOL OF EDUCATION**

Candyce Anderson  
 Walter Ball  
 Jeff Burns  
 Karen Burns  
 W. Lawrence Carney  
 Alene Coglizer  
 June Fulkerson  
 Richard Hamlin  
 Virginia Haugen  
 LeRoy Johnson  
 Mary Kralik  
 Ann Leighty  
 Bruce Nichols  
 Kaye Owens  
 Dale Scott  
 Larry Strickland  
 Janet Weiss  
 Grace Youngblood

**SCHOOL OF PHYSICAL EDUCATION**

Sei Adachi  
 Kristin Ball  
 Gene Boggs  
 David Dixon  
 Margarete Freitag  
 Michiko Hanaoka  
 Tom Hennessy  
 Dick Kellenberger  
 Rick Manning  
 Craig McCord  
 Gary Nicholson  
 Anna Peterson  
 Jerry Poppen  
 Mike Rice  
 Donald Ryan  
 Jory Segal  
 Marvin Swenson  
 Janice Teodoro-Forbes  
 Ralph Weekly  
 Jerry Weible  
 Scott Westering  
 Susan Westering

# Guidelines

## FAMILY EDUCATION RIGHTS AND PRIVACY ACT

Pacific Lutheran University complies with the Family Education Rights and Privacy Act of 1974. Inquiries concerning the application of this act and published regulations to this university may be referred to the Executive Secretary to the Vice President and Dean for Student Life, Room 130, Hauge Administration Building, Pacific Lutheran University, telephone 535-7191, or the Family Education Rights and Privacy Office, Department of Education, 330 Independence Avenue S.W., Washington, D.C. 20201 (telephone 202/245-0233).

## POLICY ON NON-DISCRIMINATION

Pacific Lutheran University does not discriminate on the basis of sex, race, creed, color, national origin, age, or disabling condition in the educational programs or activities which it operates, and is required by Title IX of the Education Amendments of 1972 and the regulations adopted pursuant thereto, by Title VI and Title VII of the Civil Rights Act of 1964, and by Section 504 of the Rehabilitation Act of 1973 not to discriminate in such manner. The requirements not to discriminate in educational programs and activities extends to employment therein and to admission thereto.

Inquiries concerning the application of said acts and published regulations to this university may be referred to:

1. The Director of Personnel, Room 107, Hauge Administration Building, Pacific Lutheran University, telephone 535-7185, for matters relating to employment policies and practices, promotions, fringe benefits, training, and grievance procedures for staff employed by the university.
2. The Associate Provost, Room 104, Hauge Administration Building, Pacific Lutheran University, telephone 535-7125, for matters relating to student admissions, curriculum, and financial aid.
3. The Student Life Office, Room 130, Hauge Administration Building, Pacific Lutheran University, telephone 535-7191, for matters regarding administrative policies relating to students and student services.
4. The Director of Counseling and Testing Services, Room 106, Ramstad Hall, Pacific Lutheran University, telephone 535-7206, for matters relating to the application of Section 504 of the Rehabilitation Act.
5. The Director of MICA Services, University Center, Pacific Lutheran University, telephone 535-7195, for matters relating to the student grievance procedure.
6. Or the Assistant Secretary for Civil Rights, U.S. Department of Education, Switzer Building, 330 C Street S.W., Washington, D.C. 20202.

## POLICY ON SEXUAL HARASSMENT

In keeping with its Statement of Objectives and in compliance with federal law, Pacific Lutheran University explicitly forbids and will not tolerate any conduct by employed personnel or by students that is culpable under the generic legal term, sexual harassment.

Sexual harassment in this context is understood as any sex-oriented or sex-related behavior, whether in action or in speech, which is unwelcome to the person who is the object of such behavior. Tacit acceptance of such behavior does not imply proof that it was welcome to the recipient.

In an employment context, sexual harassment as here understood may also be culpable as legally prohibited sexual discrimination and hence subject to all relevant legal sanctions that pertain to such prohibited misconduct as well as to those sanctions that pertain specifically to sexual harassment.

Any form of reprisal, actual or by implication potential, whether academic or related to employment, is an aggravation of the prohibited behavior and will be construed as evidence of culpability.

Since individuals are not all equally sensitive to how others may perceive or interpret behavior that is sex-oriented or sex-related—even when no harassment is intended—anyone who finds such behavior offensive or unwelcome is herewith strongly encouraged so to inform the person responsible and to do so promptly, lest silence be mistakenly understood as consent.

Complaints regarding sexual harassment will be received, promptly investigated, and vigorously pursued to whatever final resolution may be appropriate. Such complaints may be made to the immediate supervisor of the alleged offender, or to a higher level supervisor, or to the director of personnel, or to an appropriate university officer. Complaints regarding sexual harassment may be made by persons other than the apparent recipient. To the extent possible, complaints will be dealt with confidentially and with a view to protecting both the complainant and the person who is accused but may be found innocent.

The purpose of this policy is to preserve for all the university's students and employees an academic and working environment that is as conducive as possible to achieving our personal and institutional goals with integrity and good will.

## POLICY ON RACIAL HARASSMENT

In keeping with its Statement of Objectives and in compliance with federal law, Pacific Lutheran University explicitly forbids and will not tolerate any conduct by employed personnel or by students that is culpable under the generic term, racial harassment.

Teaching, learning and community are best carried out in an atmosphere of civil relationships. Such relationships are possible only where mutual respect, decency, and sensitivity prevail among students, faculty, administrators, and staff. Overt racism, such as racially motivated aggressions or the use of racist symbols such as the swastika or burning crosses, is morally wrong. Moreover, it interferes with the delivery of educational services to students, is debilitating to the victim, and compromises the integrity and stature of the offender. Disparaging comments, inappropriate labels, or subtle innuendoes which unfairly classify or criticize others on the basis of race, color, sex, national and ethnic origin, although less obvious forms of racism, are equally unacceptable. Wherever and whenever racist or insensitive remarks are heard or inappropriate actions witnessed, we should deem it our duty to protest and to inform the offender about the reasons for our disapproval. Furthermore, it is our responsibility to help those who have been wronged to obtain satisfactory redress.

Complaints regarding racial harassment will be received, promptly investigated, and vigorously pursued to whatever final resolution may be appropriate. Such complaints may be submitted to an appropriate university office, or to the immediate supervisor of the alleged offender, or to a higher level supervisor, or to the director of personnel. Complaints regarding racial harassment may be referred by persons other than the apparent recipient.

The purpose of this policy is to engage all members of the University community actively to create an environment free of racist behavior and attitudes, and to recognize the rich diversity of our students and employees.



# For Further *Information*

The university is located at South 121st Street and Park Avenue in suburban Parkland. Office hours are from 8:00 a.m. to 5:00 p.m. Monday through Friday. Most offices are closed for chapel on Monday, Wednesday, and Friday from 10:00 to 10:30 a.m. during the school year, and on Fridays during June, July, and August all offices close at 12 noon. The university also observes all legal holidays.

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

Visitors are welcome at any time. Special arrangements for tours and appointments may be made through the admissions office or the university relations office.

## FOR FURTHER INFORMATION ABOUT:

**General interests of the university, church relations, and community relations**

**Academic policies and programs, faculty appointments, curriculum development, academic advising and assistance, and foreign study**

**General information, admission of students, publications for prospective students, freshman class registration, and advanced placement**

**Transcripts of records, schedules, registration, and transfer students**

**Financial assistance, scholarships, and loans**

**Financial management and administrative services**

**Fees and payment plans**

**Campus parking, safety, and information**

**Residence halls, counseling and testing, health services, minority affairs, foreign students, and extracurricular activities**

**Gifts, bequests, grants, and the annual fund**

**Work-study opportunities, student employment, and career options**

**Graduate programs and continuing education opportunities**

**Summer sessions**

**Alumni activities**

**Worship services and religious life at the university**

## CONTACT THE OFFICE OF:

**THE PRESIDENT**

**THE PROVOST**

*College of Arts and Sciences*

*Division of Humanities*

*Division of Natural Sciences*

*Division of Social Sciences*

*School of the Arts*

*School of Business Administration*

*School of Education*

*School of Nursing*

*School of Physical Education*

**THE DEAN OF ADMISSIONS**

**THE REGISTRAR OR THE TRANSFER COORDINATOR**

**THE DIRECTOR OF FINANCIAL AID**

**THE VICE PRESIDENT-FINANCE AND OPERATIONS**

**THE STUDENT ACCOUNTS COORDINATOR**

**THE DIRECTOR OF CAMPUS SAFETY AND INFORMATION**

**THE VICE PRESIDENT FOR STUDENT LIFE**

**THE VICE PRESIDENT FOR DEVELOPMENT**

**THE DIRECTOR OF CAREER PLANNING AND PLACEMENT**

**THE DEAN OF GRADUATE AND CONTINUING STUDIES**

**THE DEAN OF SUMMER STUDIES**

**THE DIRECTOR OF THE ALUMNI ASSOCIATION**

**THE UNIVERSITY PASTORS**

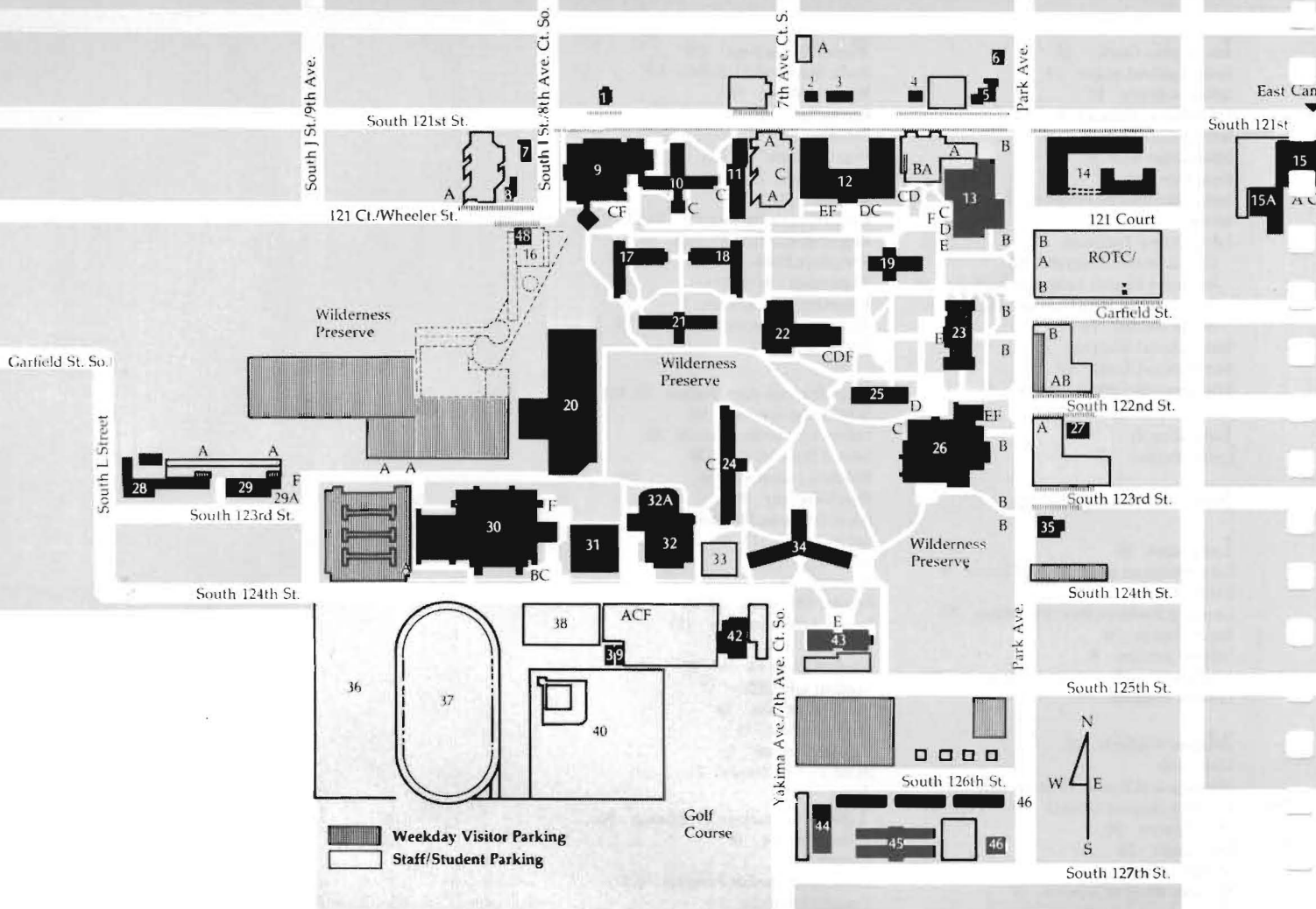
# Index

- A**cademic Assistance Center 19  
 Academic Honesty 22  
 Academic Organization 19  
 Academic Probation 22  
 Academic Procedures 21  
 Academic Structure 19  
 Accessibility 17  
 Accident Insurance 18  
 Accreditation 8  
 Activities 17  
 Administrative Offices 126  
 Admissions Information 10  
   Advanced Placement Opportunities 10  
   Application Procedure 10  
   Early Admission Policy 10  
   Early Decision Policy 10  
   Foreign Students 11  
   Re-admission of Former Students 11  
   Transfer Students 10  
 Adult Program—Accelerated Undergraduate  
   Reentry for Adults (AURA) 11  
 Adult Student Services 17  
 Advance Payments 11, 15  
 Advising 18  
 Affiliate Resources 120  
 Afternoon Classes 9  
 Anthropology 25  
 Application Form 143  
 Aquatics Minor 103  
 Arete Society 23  
 Army ROTC 122  
 Art 27  
 Arts, School Of 30  
 Arts and Sciences, College of,  
   Degree Requirements 39  
 Associated Students 17  
 Athletic Training 103  
 Attendance, Class 22  
 Auditing Courses 23
- B**achelor's Degrees Offered 19  
 Bachelor's Degree, Second 24  
 Biology 31  
 Board and Room Information 15  
 Board of Regents 124  
 Bookstore 18  
 Broadcasting 41  
 Business Administration, School of 33
- C**alendar 6, 7  
 Campus Guide 142  
 Campus Ministry 17  
 Career Services 18  
 Center for Social Science Research 121  
 Chemistry 37  
 Chinese 82  
 CHOICE—Center for Human Organization  
   in Changing Environments 120  
 Church Officials 125  
 Classification of Students 23  
 Classics Program 82  
 Coaching Minor 103  
 College Board Tests 10  
 College of Arts and Sciences 39  
 Communication 40  
 Commuting Students Services 17  
 Computer Center 9  
 Computer Science 43  
 Computer Engineering 62  
 Cooperative Education 46  
 Core Requirements 24, 25  
 Core II 25, 74  
 Costs: Tuition, Special Fees,  
   Room and Meals 14  
 Counseling and Testing Services 18  
 Credit by Examination Programs 23
- D**ance 103  
 Directory 139  
 Discrimination Policy 138  
 Dropping Classes 21
- E**arth Sciences 47  
 Economics 49  
 Education, School of 50  
 Educational Psychology 58  
 Electrical Engineering 62  
 Eligibility for Activities 23  
 Elliott Press 121  
 Emeriti Faculty 136  
 Employment, Student 18  
 Engineering 61  
 Engineering Physics 62  
 English 63  
 English as a Second Language (IELI) 66  
 Entrance Requirements (see Admissions) 10  
 Environmental Studies Program 68  
 Environs 18  
 Evening Classes 9  
 Examinations, Departmental 10  
 Exercise Science 103  
 Expenses (see Costs) 14
- F**aculty 129  
 Faculty Associates 135  
 Faculty Emeriti 136  
 Part-Time Lecturers 136  
 Family Education Rights and Privacy Act 138  
 Family Student Housing 17  
 Financial Aid 11  
   Application Procedure 11  
   Gift Assistance 12  
   Grants 13  
   Loans 13, 14  
   Scholarships 12, 13  
   Veterans Affairs 14  
   Vocational Rehabilitation 14  
 Food Service 18  
 Foreign Language/Alternative Requirements 40  
 Foreign Students 11  
 Foreign Study Opportunities 78  
 French 82  
 Freshmen Course Selections and Registration 21
- G**eneral University Requirements 24, 25  
 Geology (Earth Sciences) 47  
 German 83  
 Global Studies 68  
 Grades 22  
 Graduate Studies 70  
 Graduation Requirements 23  
 Greek 82  
 Grievance Procedures 18  
 Guests of the University 23  
 Guidelines 138
- H**arassment, Racial 138  
 Harassment, Sexual 138  
 Health Services 18  
 Health Minor 103  
 Health Insurance 18  
 Health Sciences 121  
   Dentistry 121  
   Medical Technology 121  
   Medicine 121  
   Optometry 121  
   Pharmacy 122  
   Physical Therapy 122  
   Veterinary Medicine 121  
 History 71  
 History of the University 8  
 Honors 23  
   Honors at Entrance 23  
   Graduation Honors 23  
   Honor Societies 23  
   Undergraduate Fellowships 23  
   Individualized Major for Special Honors 74  
 Housing 17  
 Humanities, Division of 73



- I**ncomplete Grades 22  
**I**ndividualized Major 74  
**I**nformal Study 23  
**i**nformation, General 8  
**I**nformation, Further 139  
**I**nformation Science 44  
**I**nsurance 18  
**I**ntegrated Studies Program 74  
**I**nterim 77  
**I**nternational Programs 78  
    Global Studies Program 68  
    Intensive English Language Institute 66  
    Scandinavian Area Studies 114  
    Study Abroad 78  
**I**nternational Students 17  
**I**nternational Trade 69  
**I**nterpersonal Communication 41
- J**ournalism 41  
**J**unior Review 23
- K**PLU-FM, Public Radio 121
- L**anguages 81  
**L**ate Afternoon and Evening Classes 9  
**L**atin 82  
**L**earning Resource Specialist Minor 53  
**L**egal Studies 84  
**L**ibrary Services 8  
**L**imitations on Baccalaureate Degrees 24  
**L**ondon Program 79
- M**ajors Available 20  
**M**ap 142  
**M**arriage and Family Therapy 85  
**M**aster's Degrees Offered 70  
**M**athematics 86  
**M**eal Costs 15  
**M**iddle College 9  
**M**inority Student Services 17  
**M**inors Available 20  
**M**ission Statement 4  
**M**usic 88
- N**atural Sciences, Division of 95  
**N**on-Discrimination Policy 138  
**N**orwegian 83  
**N**umbering of Courses 21  
**N**ursing, School of 95
- O**rientation 17  
**O**wnership and Support 124
- P**ass/Fail Courses and Option 22  
**P**ayment Plans 16  
**P**hilosophy 100  
**P**hysical Education, School of 102  
**P**hysics 106  
**P**olicies, Institutional 138  
**P**olitical Science 108  
**P**re-Professional Programs 121  
    Health Sciences 121  
    Pre-Law 122  
    Theological Studies 122  
    Army ROTC 122  
**P**rincipal's Credentials 53  
**P**rivacy Act 138  
**P**robation, Academic 22  
**P**roject Advance 9  
**P**sychology 110  
**P**ublic Affairs Minor 108  
**P**ublishing and Printing Arts Minor 64
- R**acial Harassment 138  
**R**adio Station (KPLU-FM) 121  
**R**eading Minor 52  
**R**ecreation 103  
**R**efunds 16  
**R**egents, Board of 124  
**R**egistration 21  
**R**eligion 112  
**R**equirements for Degrees 24, 25  
**R**equirements for Entrance 10  
**R**esidence Halls 17  
**R**esidential Life 17  
**R**etention of Freshmen 9  
**R**ights and Responsibilities 12, 15  
**R**oom Costs 15
- S**candinavian Area Studies 83, 114  
**S**cheduling Services 18  
**S**chool Counselors/Nurses 53  
**S**exual Harassment 138  
**S**ickness Insurance 18  
**S**ign Language 84  
**S**ocial Sciences, Division of 115  
**S**ocial Work 115  
**S**ociology 117  
**S**panish 84  
**S**pecial Education 52, 56  
**S**ports Administration 103  
**S**tatistics 119  
**S**tudent Government 17  
**S**tudent Life Office 17  
**S**tudent Services 18  
**S**tudy Abroad 78  
**S**ummer Session 9  
**S**ymbols for Courses 21
- T**eacher Education/Certification 50  
**T**esting Service 18  
**T**heatre 40  
**T**heological Studies Program 122  
**T**ransfer Students 10  
**T**uition 14
- U**niversity Pastors 17
- V**eterans Affairs 14  
**V**isiting Classes 23  
**V**ocational Rehabilitation 14
- W**ithdrawal from the Term 22  
**W**omen's Studies 120  
**W**ork-Study 13  
**W**riting Center 9  
**W**riting Minor 64





## Campus Parking

Regular visitor parking is indicated on the map. 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 may obtain a temporary permit from Campus Safety (Harstad Hall).

## Disabled Access

- A — Parking
- B — Curb cuts
- C — Ramps
- D — Automatic doors
- E — Elevators
- F — Accessible restrooms

## CAMPUS LOCATIONS

- |  |   |
|--|---|
| Administration Building 12                                       | Math Building 39                                    |
| Alumni 35  | Memorial Gymnasium 32                               |
| Baseball Field 40  | Mortvedt Library 13                                 |
| Blomquist House 2  | Music Annex 1                                       |
| Campus Safety (in Harstad) 23                                    | Music (proposed) 16                                 |
| Central Services 29  | Names Fitness Center 32A                            |
| Chris Knutzen Hall<br>(in University Center) 26                  | Nesvig Alumni Center 35                             |
| Coffee Shops -<br>(University Center) 26<br>(Columbia Center) 42 | Olson Auditorium 30                                 |
| Columbia Center 42   | Ordal Hall 10                                       |
| Delta Hall 44  | Park Avenue House 6                                 |
| Dunmire House 47   | Pflueger Hall 34                                    |
| East Campus 15   | Physical Plant 28                                   |
| Eastvold Auditorium 22   | Post Office 27                                      |
| Evergreen Court 45   | Public/Media Relations 35                           |
| Faculty House 3  | Ramsey House 8                                      |
| Family Student Housing 46  | Ramstad Hall 25                                     |
| Fine Arts Building 9   | Restaurants 26, 42                                  |
| Food Service 26, 42  | Rieke Science Center 20                             |
| Foss Hall 24   | Rosso House 48                                      |
| General Services Building 29                                     | Scandinavian Cultural Center<br>(planned) 26        |
| Golf Course  | Soccer Field 36                                     |
| Haavik House 7   | Special Education 15A                               |
| Harstad Hall 23  | Stuen Hall 11                                       |
| Hauge Administration Bldg. 12                                    | Swimming Pool 31                                    |
| Health Center 5  | Television 12                                       |
| Hinderlie Hall 21  | Tennis Courts 33, 38                                |
| Hong Hall 18   | Theatres 22, 32                                     |
| Ingram Hall 9  | Tickets 26  |
| Knorr House 4  | Tingelstad Hall (Alpine, Casc<br>Evergreen, Ivy) 43 |
| KPLU-FM 22   | Track 37  |
| Kreidler Hall 17   | Trinity House 49                                    |
| Library 13   | Trinity Lutheran Church 14                          |
|  | University Center 26                                |
|  | Warehouse 29  |
|  | Xavier Hall 19                                      |



# Uniform Undergraduate Application for Admission to Four-Year Colleges and Universities in the State of Washington

(Please remit  
\$35.00 non-refundable application fee  
with application).



PACIFIC  
LUTHERAN  
UNIVERSITY

Section I PLEASE TYPE OR PRINT

PLEASE ATTACH THE APPROPRIATE  
APPLICATION FEE.

Beginning Freshman  Transfer

1a. Application to <b>Pacific Lutheran University Tacoma, Washington 98447</b>				1b. For admission to (check one term) <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> January Interim 19____ <input type="checkbox"/> Winter <input type="checkbox"/> Summer <input type="checkbox"/> Summer only Year			
2a. Have you ever applied for admission to the institution to which you are now applying? <input type="checkbox"/> No <input type="checkbox"/> Yes Year _____ term _____			2b. Have you previously attended this institution? <input type="checkbox"/> No <input type="checkbox"/> Yes Year _____			<input type="checkbox"/> Days <input type="checkbox"/> Extension <input type="checkbox"/> Evenings <input type="checkbox"/> Correspondence	
3. Name as you wish it to appear on your record <input type="checkbox"/> Male Last First Middle <input type="checkbox"/> Female				4. Former Name (if previous academic records under another name)		5. Social Security Number / /	
6a. Mailing Address (until) mo. yr. Number and Street City County State Zip			6b. Phone (include area code) ( )				
7a. Permanent Address if different Number and Street City County State Zip			7b. Phone (include area code) ( )				
8. Birthdate Birthplace		9. Washington Resident? <input type="checkbox"/> Yes <input type="checkbox"/> No		Length of latest period lived in Washington (must be answered) From ____/____/____ to ____/____/____ mo. yr. mo. yr.		10a. Country of Citizenship	10b. Type of visa or classification
11a. Are you a military veteran? <input type="checkbox"/> Yes <input type="checkbox"/> No	11b. Months of Active Duty?	11c. Separation Date	11d. Are you the child of a deceased veteran? <input type="checkbox"/> Yes <input type="checkbox"/> No	12. Religious preference (optional)			
13. (Optional) Do you have a physical or learning disability? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe _____							
This information is being requested solely for the purpose of offering appropriate accommodations to disabled students, in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973. Your response is voluntary and will be kept confidential. Failure to provide the information will not subject you to any adverse treatment.							
14. Ethnic origin (optional) <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> White Non-Hispanic <input type="checkbox"/> Black Non-Hispanic <input type="checkbox"/> Other _____			15a. High School attending or last attended				
15b. Location of high school City State		Date of graduation		15c. If you do not intend to graduate from high school, indicate highest grade completed and last year attended Grade _____ Year _____ G.E.D. test taken? _____ When? _____			
16. List all colleges/universities in order of attendance (no exceptions). If still enrolled in a college, indicate leaving date: (mo.) (yr.)							
Institution	City	State	Dates attended			Degree or diplomas completed or expected	
1. _____	_____	_____	From ____/____/____ to ____/____/____ mo. yr. mo. yr.			_____	
2. _____	_____	_____	From ____/____/____ to ____/____/____ mo. yr. mo. yr.			_____	
3. _____	_____	_____	From ____/____/____ to ____/____/____ mo. yr. mo. yr.			_____	
4. _____	_____	_____	From ____/____/____ to ____/____/____ mo. yr. mo. yr.			_____	
17. Indicate your educational objective at the college to which you are applying <input type="checkbox"/> First Bachelor's degree <input type="checkbox"/> Second Bachelor's degree <input type="checkbox"/> Courses for personal enrichment <input type="checkbox"/> Certification <input type="checkbox"/> Other (specify) _____							
8a. Intended major area of study				18b. If undecided, what subject area or career interests you?			
9a. Name of father or legal guardian Living? <input type="checkbox"/> Yes <input type="checkbox"/> No		9b. Address (Number and Street) (City) (State) (Zip)		20a. Name of mother or legal guardian Living? <input type="checkbox"/> Yes <input type="checkbox"/> No		20b. Address if different from father's	
9c. Telephone number ( )				20c. Telephone number ( )			
9d. Colleges attended by father Degrees				20d. Colleges attended by mother Degrees			

21a. **APPLICANTS MUST COMPLETE:** if enrolled in high school, list all courses completed or to be completed during your senior year. Indicate number of years completed or to be completed.

21b. If enrolled in high school or college, list all courses to be completed during the current academic year.

	Total Years Completed	Additional Years To Be Completed	(Please indicate total number of years to be completed in each subject through grade 12.)	
English	_____	_____	Comp/Lit _____	Other _____
Math	_____	_____	Alg 1 _____	Geom _____ Alg 2/Trig _____
Science	_____	_____	Bio _____	Chem _____ Physics _____
Social Science	_____	_____	_____	
Foreign Language	_____	_____	Span _____	Fr _____ Ger _____ Other _____
Fine and Performing Arts	_____	_____	_____	

22. List your significant school and community activities and awards (**attach additional page if needed**).

23. Describe any special circumstances which you believe should be considered in connection with this application (**attach additional page if needed**).

24. Do you plan to apply for college residence hall accommodations?

Yes  No

**If you plan to apply for college residence hall accommodations, you must contact the Housing Office of the specified college or university.**

25. Do you plan to apply for financial aid from this institution?

Yes  No

**If you plan to apply for financial aid from this institution, you must contact the Financial Aid Office of the specified college or university.**

26. I understand failure to submit complete official transcripts from all schools, colleges, or universities attended may result in the denial of this application or my subsequent dismissal from this institution. I certify that to the best of my knowledge, all statements I have made in this application are complete and true. Permission is hereby given to release appropriate test score and academic records requested by said university or college.

NAME OF APPLICANT (print)

SIGNATURE OF APPLICANT

DATE

**BEGINNING FRESHMEN MUST** complete Section I and leave this application with your high school counselor or principal, who will complete Section II and forward it to the Office of Admissions of the institution you have named.

**TRANSFER APPLICANTS NEED NOT** complete Section II but should forward the application to the appropriate Office of Admissions and have the registrar of each college or university previously attended send an official transcript to the Office of Admissions. Some Washington colleges and universities require transfer applicants to submit a high school transcript and test scores. Check the admissions information section of undergraduate catalogs for this requirement.

### Section II

**(Beginning freshman only)**

To be completed by high school official

Please complete the following, enclose an official transcript and forward to the institution to which the candidate is applying. Washington high schools may substitute the Washington Pre-College Test Guidance Report if the student has not completed the first term of grade 12. In case the applicant will need special consideration, a transcript should be included with the WPCT Guidance Report

This will certify that the student named above  was  will be graduated \_\_\_\_\_ month \_\_\_\_\_ year  or was not graduated

He/she has a grade point average of \_\_\_\_\_ and ranks \_\_\_\_\_ in a class of \_\_\_\_\_ Class average \_\_\_\_\_

Class rank and grade-point average above are based on grades earned through the \_\_\_\_\_th semester/trimester.

College Admission Testing Data (**Report standard scores only. Do not list percentiles.**)

1. WPCT Date taken \_\_\_\_\_ VC \_\_\_\_\_ QC \_\_\_\_\_ V \_\_\_\_\_ M \_\_\_\_\_

2. SAT Date taken \_\_\_\_\_ V \_\_\_\_\_ M \_\_\_\_\_ TSWE \_\_\_\_\_

3. ACT Date taken \_\_\_\_\_ Engl. \_\_\_\_\_ Math \_\_\_\_\_ Soc. St. \_\_\_\_\_ Nat. Sc. \_\_\_\_\_ Comp. \_\_\_\_\_

4. PSAT-NMSQT Date taken \_\_\_\_\_ V \_\_\_\_\_ M \_\_\_\_\_ Selection Index \_\_\_\_\_

Comments: This space may be used to list special circumstances that may be of assistance to admission officers in considering the student (**attach additional page if needed**).

Name of high school

Signature of high school official

Date

Address of high school

Title

( )

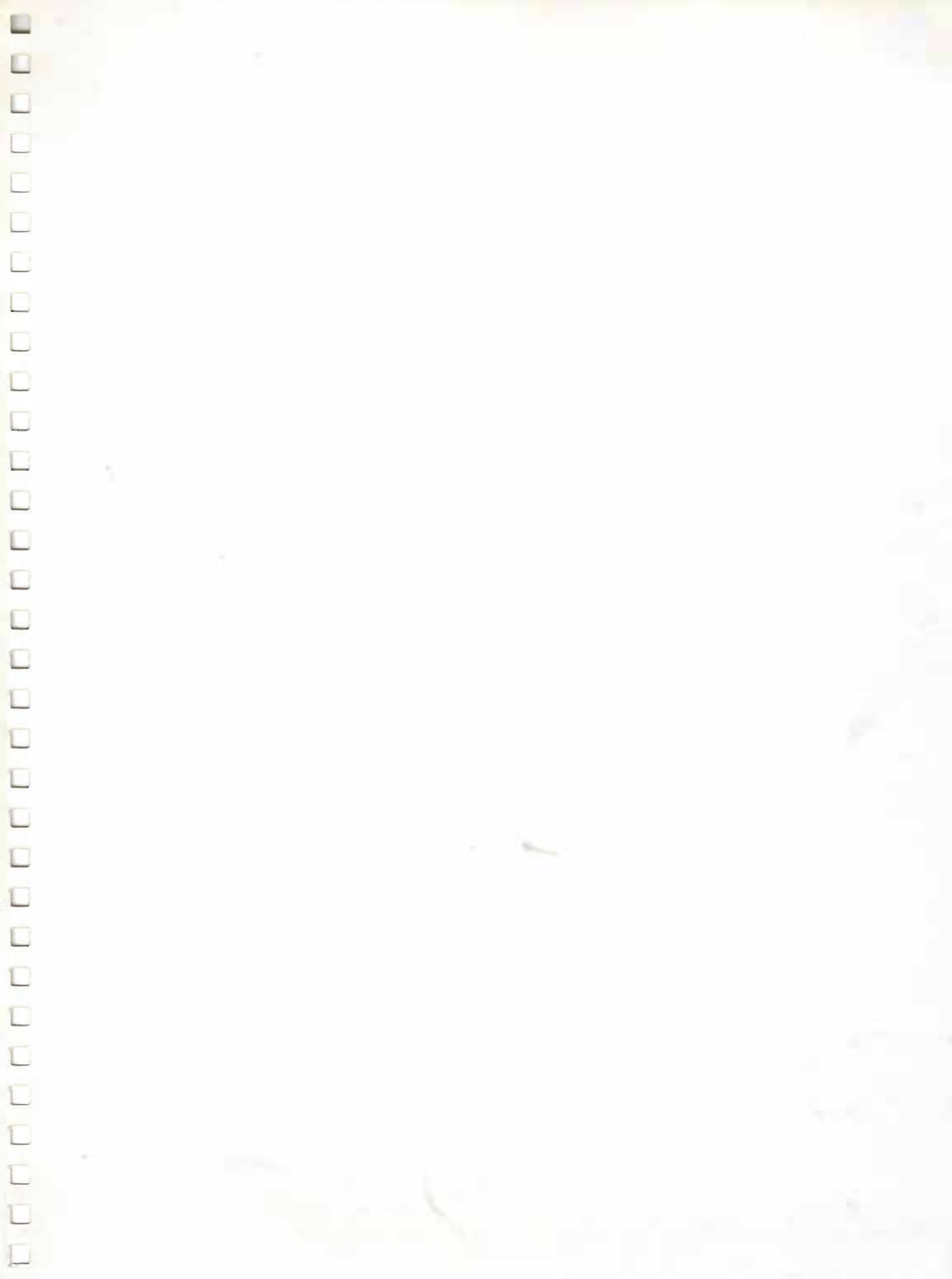
TS/ACT School Code Number

WPC School Code Number

High school telephone

"Washington four-year colleges and universities subscribe to the principles and laws of the state of Washington and the federal government, including applicable executive orders pertaining to civil rights. These institutions are committed to the policy that all persons shall have equal access to programs and facilities without regard to age, color, creed, marital status, national or ethnic origin, physical handicap, race, religion, or sex."







Office of Admissions

PACIFIC  
LUTHERAN  
UNIVERSITY

Tacoma, WA 98447-0003  
(206) 535-7151

Catalog of Pacific Lutheran University • Tacoma, WA

1990-91

