



PACIFIC LUTHERAN UNIVERSITY

Tacoma, WA

CATALOG

Graduate Programs

1992-93



Pacific Lutheran University does not discriminate on the basis of sex, race, creed, color, national origin, age or handicapped 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 a manner. The requirement not to discriminate in educational programs and activities extends to employment therein and to admission thereto. Inquiries concerning the application of said Title IX and published regulations to the University may be referred to the University's Equal Employment Opportunity officers or to the Family Education Rights and Privacy Office, Department of Education, 330 Independence Avenue S.W., Washington, D.C. 20201 (telephone 201/245-0233). Pacific Lutheran University complies with the Family Education Rights and Privacy Act of 1974.

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, that 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 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.

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. Advising by university personnel inconsistent with published statements is not binding.

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Graduate Programs

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1992-1993



PACIFIC LUTHERAN UNIVERSITY

Graduate and Continuing Studies

Tacoma, WA 98447

(206) 535-7141

Academic Administration

President (July 1, 1992)	Loren J. Anderson
Provost	J. Robert Wills
Associate Provost	David C. Yagow
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Dean, Division of Natural Sciences	Brian E. Lowes
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Dean, School of Education	Robert L. Mulder
Director of Graduate Programs & Fifth Year Adviser	(to be filled)
Dean, School of Nursing	Dorothy Kellmer-Langan
Dean, School of Physical Education	David M. Olson
Director of Graduate Programs	Anthony J. Evans
Dean, Summer Studies	Richard D. Moe
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Vice President for Finance and Operations	Donald A. Sturgill
Vice President for Student Life	S. Erving Severtson
Vice President for Church Relations	Harvey J. Neufeld

Board of Regents

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. Members include:

Dr. Loren Anderson (from July 1, 1992)
 Mr. Thomas R. Anderson
 Dr. Jerold Armstrong
 Mrs. Linda BeMiller
 Mrs. Petra Onella Brunner
 Mr. Neil R. Bryant
 Dr. Cynthia Edwards
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 Rev. Paul Swanson
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 Rev. David Wold

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Academic Calendar

1992-93

SUMMER SESSION 1992

Tuesday, May 26	Summer session begins
Friday, June 26	Applications for August graduation due
Monday, August 3	Theses and research papers for August graduates due in Office of Graduate Studies
Friday, August 21	Summer session ends; commencement

FALL SEMESTER 1992

Saturday, September 5 to	
Monday, September 7	Orientation and registration
Tuesday, September 8	Classes begin, 8:00 a.m.; opening convocation, 10:30 a.m.
Friday, September 25	Applications for December and January graduation due
Friday, October 23	Mid-semester break
Wednesday, November 25	Thanksgiving recess begins, 12:50 p.m.
Monday, November 30	Thanksgiving recess ends, 8:00 a.m.; theses and research papers for December graduates due in Office of Graduate Studies
Friday, December 11	Classes end, 6:00 p.m.
Saturday, December 12	Mid-year commencement
Monday, December 14 to	
Friday, December 18	Final examinations
Friday, December 18	Semester ends after last exam

INTERIM 1993

Monday, January 4	Interim begins
Friday, January 8	Theses and research papers for January graduates due in Office of Graduate Studies
Monday, January 18	Martin Luther King, Jr., Birthday holiday
Friday, January 29	Interim ends

SPRING SEMESTER 1993

Tuesday, February 2	Registration
Wednesday, February 3	Classes begin, 8:00 a.m.
Monday, February 15	Presidents' Day holiday
Friday, February 19	Applications for May graduation due
Friday, March 19	Spring Break begins, 6:00 p.m.*
Monday, March 29	Spring Break ends, 4:00 p.m.
Friday, April 9	Easter Recess begins, 8:00 a.m.
Monday, April 12	Easter Recess ends, 4:00 p.m.
Monday, May 3	Theses and research papers for May graduates due in Office of Graduate Studies
Friday, May 14	Classes end, 6:00 p.m.
Monday, May 17 to	
Friday, May 21	Final examinations
Friday, May 21	Semester ends after last exam
Sunday, May 23	Worship service and commencement

* Spring break dates are tentative, pending possible coordination with local school districts.

General Information

THE UNIVERSITY

Pacific Lutheran University was founded in 1890 as an academy and 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. In 1941, it assumed the role of a college of liberal arts. It was known as Pacific Lutheran College until 1960, when it was reorganized as Pacific Lutheran University.

Located in Parkland, a suburb of Tacoma and less than an hour from downtown Seattle, the 126-acre campus is truly representative of the natural grandeur of the Pacific Northwest.

There are approximately 225 full-time faculty and nearly 73 part-time PLU faculty members. The student/faculty ratio is 14.9 to 1.

Enrollment each semester is about 3,400 students. Graduate student population consists of approximately 1,000 students. While the majority of the students come from the state of Washington, over 40 states and several foreign countries are represented. Because most graduate programs may be completed on a part-time basis in the evenings, the majority of the graduate student body is comprised of adults with daytime commitments.

THE ACADEMIC PROGRAM

Requirements for master's degrees from Pacific Lutheran University are specifically stated in this catalog. The prospective student should become familiar with these requirements and prepare to meet them. It is each student's responsibility to know the requirements and deadlines for his or her degree.

The university's academic structure is comprised of the following major instructional units: the College of Arts and Sciences with Divisions of Humanities, Natural Sciences, and Social Sciences; School of the Arts; School of Business Administration; School of Education; School of Nursing; and School of Physical Education.

MASTER'S DEGREES OFFERED

The **Master of Business Administration** program enhances the managerial effectiveness of leaders in business, government, and non-profit organizations. Individuals of all educational and working backgrounds are encouraged to apply.

The **Master of Arts in Computer Applications** program is designed for students from the physical and social sciences or business who would like to pursue advanced study in computer science as it relates to another field.

The **Master of Science in Computer Science** program offers advanced study and experience in computer science for those who plan to work in that field.

The **Master of Arts in Education** meets the needs of educators by offering six concentrations.

The *Classroom Teaching* concentration provides advanced preparation in subject matter and professional education for elementary and secondary classroom teachers.

Counseling and Guidance prepares practitioners for work as professional counselors in elementary schools, secondary schools, colleges, and mental health or related agencies.

Educational Administration is designed to prepare professionals to become elementary and secondary school principals and program administrators. The degree is open to qualified professionals not seeking principal's credentials, as well.

Educational Psychology is intended to assist school personnel to deal with contemporary problems within the school system and our society.

The *Literacy Education* concentration prepares educators to encourage literacy acquisition and development appropriate to students' needs and interests. The importance of children's literature, information literacy and technology are emphasized throughout, in both theory and practice.

Special Education seeks to expand the qualifications of persons who serve special needs children and youth in a variety of educational or rehabilitative settings. Some of these roles and settings might include self-contained and resource room teachers, special education consultants, support personnel, or coordinators.

The **Master of Arts in Music** program is intended for qualified students who desire to broaden and deepen their musical knowledge.

The **Master of Science in Nursing** program provides professional knowledge and skills to nurses in three concentration areas.

Nursing Administration prepares nurses for leadership and administrative positions in the health care delivery system.

The *Continuity-of-Care* specialization prepares nurses to guide and track clients through a comprehensive array of health, mental health and social services spanning all levels of intensity of care.

The *School Nursing* specialization prepares school nurses to meet State of Washington requirements for certification as Educational Staff Associates.

The **Master of Physical Education** program is designed to provide teachers with opportunities for continuing certification, to enhance the professional credentials of individuals involved with exercise and fitness programs and to provide preparation for those who administer sports programs.

The **Master of Arts in Social Sciences** program has three concentrations.

Marriage and Family Therapy is designed to develop professional skills and clinical competence by means of a systems approach to family therapy with a rigorous practicum component. Accredited by AAMFT.

Organizational Systems is for students who wish to become more effective in dealing with problems facing complex organizations by focusing on a social sciences approach to organizational theory, behavior, and change.

Individualized Study allows students to increase their knowledge base in several of the social sciences while focusing on a special area of interest.

ACADEMIC YEAR

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

SUMMER SCHOOL

Pacific Lutheran University schedules terms of varying length during the summer. The summer school typically is a time when experimental courses are readily available and degree requirements can be fulfilled through short-term day or evening courses. Generally, of the 2,000 students enrolled in summer school, 1,000 are graduate level students. Graduate students may enroll for a maximum of six semester hours per session.

ACCREDITATIONS

Pacific Lutheran University is fully accredited by the Northwest Association of Schools and Colleges. It holds professional accreditation from the following bodies:

- American Assembly of Collegiate Schools of Business
- American Association for Marriage and Family Therapy
- American Chemical Society
- Council on Social Work Education
- National Association of Schools of Music
- National Council for the Accreditation of Teacher Education
- National League for Nursing

INSTITUTIONAL MEMBERSHIPS

The university holds membership in the following organizations:

- American Association for Higher Education
- American Council on Education
- Association of American Colleges
- Independent Colleges of Washington, Incorporated
- Lutheran Educational Conference of North America
- National University Continuing Education Association
- North American Association of Summer Schools
- Washington Friends of Higher Education
- Western Association of Graduate Schools
- Western Interstate Commission for Higher Education

Graduate Studies

OBJECTIVES

The Office of Graduate Studies coordinates and integrates the work of the schools and departments that provide graduate level instruction. The general purpose of graduate education is to further the basic objectives of the university by providing graduate level academic and professional degree programs. Specific objectives are: (1) to increase the breadth and depth of understanding of graduate students in the liberal arts; (2) to increase students' knowledge of research being done in their field of concentration; (3) to increase students' ability to read the professional journals in interest areas; (4) to develop students' abilities to do independent study and research; and (5) to prepare students to enter into a vocation directly, or to enter other graduate schools for further advanced study leading to a doctoral degree.

ADMISSION

Students seeking admission to any graduate program must hold a bachelor's degree from an accredited college or university. A cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale) is required for admission as a regular status graduate student. Those students with an average of less than 3.0 may be granted provisional status and will not be considered for admission to regular status until they have demonstrated their ability to do graduate work by completing a minimum of twelve semester hours of work with a grade point average of at least 3.0.

All application evaluations are based on scholastic qualifications, a statement of professional goals, letters of recommendation, and preparation in the proposed field of study. Some graduate programs may also require autobiographical statements, personal interviews, standardized tests, or other evidence of professional accomplishment. Graduate Catalog listings for each program detail these additional admission requirements. The dean of graduate studies may deny admission if applicants' scholastic records are undistinguished, if preparation is

judged inadequate as a foundation for graduate work, or if the programs are already filled to capacity. Admission decisions are made by the dean of graduate studies upon recommendation by the graduate committee of the respective academic unit.

Students applying for admission to graduate study must submit a completed application form, a statement of goals and a non-refundable application fee of \$35.00.

Applicants must request from each previously attended institution of higher learning (undergraduate and graduate) an official transcript to be sent by the institution directly to the Office of Graduate Studies at PLU.

Further supporting evidence in the form of personal recommendations are required from those persons named by the applicant on the application form. Applicants are encouraged to submit their applications at least three months prior to the semester in which they wish to enroll. Application deadlines for admittance to the Counseling and Guidance Program are November 1, 1992 for spring semester 1993, and April 1, 1993 for fall semester 1993.

Application packets are available from the Office of Graduate Studies, (206) 535-7141.

In summary, the following items must be on file in the Office of Graduate Studies before an applicant will be considered for admission:

1. The completed application form.
2. A statement of professional and educational goals.
3. The \$35.00 non-refundable application fee.
4. An official transcript from each institution of higher learning attended. All transcripts must be sent directly to the Office of Graduate Studies at PLU from the institution providing the transcript.
5. Two recommendations.
6. TOEFL test scores for all international students (see international student section for details).
7. Additionally, specific programs require the following:
 - Master of Business Administration: GMAT score.

- Master of Arts in Computer Applications and Master of Science in Computer Science: GRE score.
- Master of Arts in Education: MAT or GRE score for all concentrations; personal interview with program director.
- Master of Arts in Music: Evidence of musical accomplishment; Department of Music entrance examination.
- Master of Arts in Social Sciences: Autobiographical statement for the Marriage and Family Therapy concentration; personal interviews for all concentrations.
- Master of Science in Nursing: GRE score; personal interview with program director.

Please contact the Counseling and Testing Office at (206)535-7206 for information on the GMAT, the MAT, and the GRE.

All records become part of the applicant's official file and can be neither returned nor duplicated for any purpose.

An offer of admission is good for one year. Admitted students who have not enrolled in any coursework for one year after the semester they indicate they intend to begin their program, must reapply.

IMMUNIZATION

All full-time graduate students are required to provide the university's Health Services Office with documentation of their immunizations for measles, mumps, rubella, and DPT. Full-time students must have a standard health form on file with Health Services. Part-time students must submit an abbreviated health form. If students change to full-time, a standard health form must be submitted immediately to Health Services—failure to do so may result in delaying registration privileges. All students who reside on campus, whether full- or part-time, must provide documentation for all immunizations and must submit a standard health form. Students are not permitted to register until immunization records and health forms are on file with Health Services.

Students with questions or concerns about the immunization policy should contact the Health Services Office at (206) 535-7337.

POLICIES AND STANDARDS

Interviewing of Applicants

Before admission to the graduate program, it is advisable for an applicant to seek an

interview with the program director in the subject area of interest. In certain programs, a personal interview is a requirement as part of the application process. See specific program requirements for details.

Classification of Students

A student may be admitted to a graduate program with *regular*, *provisional*, or *conditional* student status.

Regular - Those students approved unreservedly for admission to graduate study are granted regular status. An undergraduate grade point average of 3.0 or higher is required for regular status.

Provisional - In some programs, all newly admitted students are assigned provisional status until certain program prerequisites have been met. Students who fail to qualify for regular status because of a minimally acceptable grade point average or insufficient academic background in their undergraduate work may be granted provisional status.

Conditional - Students who have applied for graduate school before completing their undergraduate work or who have otherwise not yet adequately prepared for graduate study may be granted conditional acceptance. That is, acceptance may be conditional upon successful completion of the bachelor's degree or upon completion of specific prerequisites. Although the student is accepted into the graduate program, work cannot begin until the conditions of acceptance have been met. Conditional acceptance will not be granted to international students lacking adequate English skills.

Non-matriculated - Students holding the bachelor's degree who wish to pursue course work with no intention of qualifying for an advanced degree at PLU are classified as non-matriculated students.

Change of Student Status

Student status will be changed *from provisional to regular* after the following conditions have been met: satisfactory fulfillment of course deficiencies; satisfactory completion of 12 semester hours of graduate work with a grade point average of 3.0 or better; or satisfactory completion of departmental or school requirements.

Student status will be changed *from non-matriculated to regular/provisional* after the

non-matriculated student completes the normal application process and is accepted into a regular degree program. Credit earned during non-matriculated classification may count toward a graduate degree, but only as recommended by the faculty advisory committee and approved by the dean of graduate studies after the student has been admitted to a degree program. No such credit can be counted that carries a grade lower than a B-. Student status will be changed from *conditional to regular/provisional* after the conditions of acceptance have been met and evidence (transcripts, official test scores, etc.) is in the student's file. In all cases, a letter indicating change of status will be forwarded to the student, with a copy to the adviser and/or program director.

International Students

Students from abroad are subject to all the requirements for admission established by the Office of Graduate Studies.

To allow ample time for visa and other departure procedures, the applicant should have his or her application and all supporting documents on file in the Office of Graduate Studies no less than four months before a proposed date of entry. The following documents are necessary BEFORE an application can be processed:

1. Formal application for admission and statement of goals with the \$35.00 non-refundable application fee (which cannot be waived for any reason).
2. An official transcript from each institution of higher learning attended. All transcripts must be sent directly to the Office of Graduate Studies at PLU from the institution providing the transcript.
3. Two letters of recommendation from school officials or persons of recognized standing. Applicants transferring from an American college or university should request their foreign student adviser to send a recommendation.
4. Demonstrated proficiency in the English language through attaining a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) or a minimum of 85 on the written section and 85 on the oral section of the Michigan Test. Condi-

tional acceptances will not be granted for international students lacking adequate English language skills.

5. Official scores from specific tests as required for certain programs or concentrations. See individual master's programs for particulars.

International students are required to submit a \$200.00 advance payment following an offer of admission. This payment is the student's acknowledgement of acceptance, and is credited to the student's account to be applied toward expenses of the first term of enrollment. If circumstances necessitate cancellation of enrollment and the Office of Graduate Studies is notified in writing thirty days in advance of the anticipated date of enrollment, the \$200.00 will be refunded.

An I-20 form (Certificate of eligibility for Non-immigrant Student Status) will be issued only after all documents have been received, the application has been reviewed, the student has been offered admission and accepted, a Declaration and Certification of finances received, and the \$200.00 advanced payment has been received. Certification from banks and embassies is permissible. A financial statement form is available from the Office of Graduate Studies upon request. The I-20 form should be taken to the U.S. Consulate when requesting a visa to come to the United States for a graduate program. I-20 forms issued by the Office of Graduate Studies are for master's degree programs only and not for intensive English language study.

International students are required by immigration regulations to enroll as full-time students (a minimum of eight credit hours per semester). They are also required to have a physical examination and to submit the appropriate medical forms to the university's Health Center.

Before enrolling for classes, all international students are required to have health and medical insurance, which is obtained through the university after arrival on campus.

International graduate students must also report to the International Student Office, (206) 535-7194, upon registration for purposes of immigration and university record-keeping. This must be done at the time of registration (University Center, room 153).

Intensive English Language Institute

The primary goal of the Intensive English Language Institute (IELI) at Pacific Lutheran University is to prepare students from abroad for successful academic careers at American colleges and universities by providing them with a strong background in English and academic study skills. Since IELI is authorized to grant I-20s, students need not be admitted to a U.S. university while studying in this program.

For further information, call (206) 535-7325, or write to IELI, Pacific Lutheran University, Tacoma, Washington 98447-0003.

Faculty Advising

Upon admission each student will be assigned a faculty adviser responsible for assisting the student in determining a program of study. When appropriate, the adviser will chair the student's advisory committee. Students are encouraged to meet with their advisers early in their programs.

Hours Required for the Master's Degree

A minimum of 32 semester hours is required. Individual programs may require more than the minimum number of semester hours, depending upon prior preparation and specific degree requirements. Any prerequisite courses taken during the graduate program shall not count toward fulfillment of graduate degree requirements.

Transfer of Credit

Graduate work from another institution may be accepted for transfer upon petition by the student and approval by the program director and dean of graduate studies. Eight semester hours may be transferable to a 32 semester hour program.

In degree programs requiring work beyond 32 semester hours, more than eight semester hours may be transferred. In any case, the student must complete at least 24 semester hours of the degree program at Pacific Lutheran University.

Time Limit

All requirements for the master's degree, including credit earned before admission, must be completed within seven years. The

seven-year limit covers all courses applied to the master's degree, credit transferred from another institution, comprehensive examination, research, and final oral examination.

The seven-year limit begins with the beginning date of the first course applicable to the graduate degree.

Residence Requirement

All candidates for the master's degree must complete 24 semester hours in residence at Pacific Lutheran University.

Courses Taken on a Pass-Fail Basis

If approved by the adviser, a graduate student's program may include a course offered for pass-fail credit only. In courses where students may elect a letter grade or the pass-fail option, graduate students must opt for the letter grade.

Courses Acceptable for Graduate Credit

All 500-numbered courses described in this catalog are graduate level. In some graduate programs, a limited number of 300-level and 400-level courses may be accepted for graduate credit. (See general catalog for descriptions.) A maximum of 4 semester hours of continuing education credit may be accepted toward a master's degree. This applies to continuing education credit taken at PLU or transferred from another university. All courses accepted for the master's degree are subject to the approval of the program director and the dean of graduate studies.

Graduate Credit for Seniors

If, during the last semester of the senior year, a candidate for a baccalaureate degree finds it possible to complete all degree requirements with a registration of fewer than 16 semester hours of undergraduate credit, registration for graduate credit 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.

Petition

It is the student's responsibility to formally petition the dean of graduate studies for transfer credit, change of program or adviser, or any exception to policy. Petitions are available in the Office of Graduate Studies.

Standards of Work

The minimum standard acceptable for the master's degree is a grade point average of 3.0 in the major field and an overall average of 3.0 in all graduate work. Graduate level credit cannot be given for any class in which the grade earned is lower than a C-.

A student whose grade point average falls below 3.0 is subject to dismissal from the program. In such instances, the recommendation for dismissal or continuance is made by the student's advisory committee and acted upon by the dean of graduate studies.

Academic Probation

A student pursuing the master's degree who fails to maintain a cumulative grade point average of 3.0 in courses applicable to the degree may be placed on academic probation. When such action is taken, the student will be notified by letter from the Office of Graduate Studies. A graduate student on probation who fails to attain a cumulative grade point average of 3.0 in the next term of enrollment may be dismissed from the program.

Thesis and Research Requirements

Students are required to present evidence of ability to do independent research. This can be demonstrated in three ways. See each program section for explanation of research options within each graduate program.

The first method is a thesis. Those students writing theses must submit their original theses copies for binding and microfilming by University Microfilms of Ann Arbor, Michigan. In addition, an abstract of 150 words or less must be submitted for publication in Masters Abstracts. Fees for microfilming, publishing abstracts, and binding original theses for the permanent PLU library collection are paid by students (see Tuition and Fees section).

The second method is a research paper. If a program requires or students may elect research paper options, one original copy must be submitted to the Office of Graduate Studies with an abstract of 150 words or less. Research papers will be microfilmed at PLU and placed in the PLU library collection. Microfilming fees are paid by students.

Theses and research papers must be in the Office of Graduate Studies not later than three weeks before the end of the semester. All theses and papers presented must be clean, error-free, and follow the APA Style Manual. Details are available from the Office of Graduate Studies.

Students fulfill research requirements in some programs through papers presented in specific courses. These courses are designed to integrate the program material while promoting independent research and study.

Examinations

Written comprehensive examinations and/or oral examinations are required in all graduate programs except the Master of Business Administration program.

Procedures for these examinations vary for the different programs. Where applicable, these examinations over the student's program of studies are conducted under the direction of the major adviser and/or the student's advisory committee and normally will be scheduled no later than 3-6 weeks before commencement. In any case, the final written comprehensive examination must be passed no later than four weeks before commencement. The oral examination over the thesis or research is conducted under the direction of the student's advisory committee and must be completed successfully no later than three weeks before commencement.

Graduation

All courses must be completed, examinations passed, and thesis/research requirements fulfilled in order to qualify for graduation. Graduate students must apply for graduation by the beginning of the semester in which they are planning to graduate. Application dates are listed in the academic calendar in the front of this catalog. Application forms are available in the Registrar's Office. Students planning to take part in commencement exercises must also

fill out an order form for a cap and gown and pay the hood rental fee (see Tuition and Fees section).

RESPONSIBILITIES AND DEADLINES

It is the responsibility of each graduate student to know and follow the procedures outlined in this catalog and to abide by established deadlines. See individual master's programs and concentrations for specific degree requirements.

- Upon acceptance, meet with the assigned adviser as soon as possible to establish the program of study.
- Register for thesis or research paper as required. Deadline: the last acceptable registration date is the semester in which the student expects to receive his or her degree.
- Apply for graduation. File your application for graduation, and cap, gown and hood rental forms with either the Registrar's Office or the Office of Graduate Studies. Pay the hood rental fee (See Tuition and Fees). Deadline: See academic calendar in this catalog for specific date. NOTE: If a student fails to complete the necessary requirements for graduation, the application for graduation will *not* automatically be forwarded to the next commencement date. The student must make a second application.
- Take comprehensive written and/or oral examination under the direction of the major adviser or advisory committee. Deadline: no later than four weeks before commencement.
- Submit completed thesis or research paper to the Office of Graduate Studies. At this time the binding/microfilming fee must be paid. Deadline: see academic calendar for specific date. NOTE: The thesis/research paper(s) must be signed by the major adviser and have been read by the entire committee before submission to the Office of Graduate Studies.

SERVICES AND ENROLLMENT INFORMATION

Library

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 that has study spaces for 850 students and shelving for more than 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 100 hours during a typical week in a regular term. A staff of 25 full-and part-time librarians and assistants offers expert reference, information, and media services. The reference staff also provides beginning and advanced library instruction for all students. In addition to standard reference service, the library staff offers a computerized bibliographic information service. As a 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 that can be borrowed from other libraries.

All registered students have the privilege of a library card. Admitted graduate students who are not currently enrolled may obtain a free temporary library card and thus have complete access to the library for one semester. If not enrolled for more than one semester, library use is possible, but only upon payment of a standard library fee.

Computer Center

The Computer Center's offices are located in the southeast corner of the lower floor of Mortvedt Library. The facility houses a VAX 6210, 6220 Cluster. Two large academic user rooms provide access to the VAX system

and to IBM-PCs and PC-compatibles. The user rooms, open seven days a week, are staffed by consultants who assist students in using the equipment. There is a charge (billed monthly) for use of the university's computer systems.

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

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.

Activities

All graduate students are welcome and invited to participate in the activities and services of the university. There are over 50 academic and non-academic organizations, clubs, societies, and interest groups that testify to the diversity of campus extra-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.

Aesthetic appreciation is available both to participant and audience by way of music and the visual and performing arts. The Choir of the West, Choral Union, University Chorale, Concert Band, the University Symphony Orchestra, a renowned collegiate stage, two art galleries, faculty and student recitals, the Regency Concert Series, and the Artist Series provide generous opportunities for performing students.

Organized and individual physical activities are available for everyone. Recreational and competitive programs include football, cross country, basketball, swimming, fitness, hiking, climbing, volleyball, tennis, golf, wrestling, paddleball, bowling, softball, badminton, field hockey, track and field, water polo, skiing and rowing.

Office of Student Life

The university recognizes its obligation to provide services and facilities that complement the academic environment for all students. The Office of Student Life coordinates activities and programs by using student involvement and leadership. The office is responsible for programs in the residence halls, orienting new students, assisting foreign students, advising student government, advising minority students, and coordinating student activities. Health care and personal counseling are available as well as assistance with career planning and student employment. Whatever the area of interest or concern, the Student Life staff is ready to offer individual attention.

Since most graduate students have daytime career or family commitments, the Adult Student Office maintains office hours until 6:00 p.m. Mondays through Thursdays. Peer counselors are available to discuss problems specific to adult students.

For further information regarding special student services, campus facilities, and residence halls, please refer to the general catalog or call the Office of Student Life at (206) 535-7191.

University Center

The University Center houses food service facilities, lounges, games room, meeting rooms, the bookstore, bowling alleys, the Chris Knutzen Fellowship Hall, the Scandinavian Cultural Center, student government offices, a coffee shop, and a student-operated coffeehouse (The Cave). Additional offices in the University Center include Minority, International, Commuter, and Adult Student Programs (MICA Services), Campus Ministry, the Information Desk, University Center Office (responsible for scheduling and conference activities), student media offices, ASPLU student government offices and the Student Activities Office.

Health Services

The Health Center, located across 121st Street from the library, houses offices for the university's medical staff, and offers wellness programs, out-patient treatment, alcohol and drug referral, laboratory tests, contraception/pregnancy counseling, and health education.

Campus Ministry

Chapel worship is held Monday, Wednesday and Friday mornings at 10:00 a.m. during fall and spring semesters in Trinity Lutheran Chapel for all who wish to participate. University Congregation meets each Sunday and employs several different liturgical styles for worship. Pastoral counseling is available as well as a variety of study opportunities. The Campus Ministry Office is located in the University Center across from the coffee shop.

Parking

Students may obtain a parking permit at no charge from Campus Safety and Information located at Harstad Hall.

Evening Escort Service

Evening students who are parked within four blocks of the campus may call Campus Safety (535-7441) and request an escort when returning to their cars.

Business Office

The Business Office receives payments for tuition and fees and handles all arrangements for billing. With a valid student ID card, the Business Office will cash personal checks. Cashier windows are open Monday through Friday from 9:45-12:30 and 1:30-4:30 p.m. The Business Office is open from 8:00 a.m. to 5:00 p.m., but will arrange for individual appointments after regular business hours if necessary.

TUITION AND FEES

Tuition charges for graduate students are determined by the number of semester hours for which a student registers and are based on a semester hour rate.

Tuition per semester hour for 1992-93 is \$395.00

Room and board costs, fees for audit, private lessons, late registration, credit by examination and the like are listed in the general university catalog.

Thesis binding/microfilming	\$75.00
(subject to change)	
Research paper or project microfilming	\$10.00
Hood rental for commencement	\$ 7.00
(subject to change)	
Library fee for unenrolled students (per semester)	\$25.00

FINANCIAL AID

Financial assistance for graduate students is available in the forms of Perkins and Stafford Student Loans, graduate assistantships, and residence hall director positions. In addition, students may be eligible for a PLUS loan to a maximum of \$3,000. Students must be admitted to a graduate program before a loan can be granted. Applications and loan information may be obtained from the Financial Aid Office (206) 535-7161.

A limited number of graduate assistantships are available for **full-time** graduate students. The selection process is done in March and April for the following academic year beginning in September. Contact the Office of Graduate Studies for applications and information.

Graduate students are preferred for the hall director positions available at Pacific Lutheran University. Qualifications include demonstrated residential life leadership experience, recent experience with and knowledge of college-age students, and interest in developing creative programs of residential education. Each hall director is responsible for one residence hall. They supervise student staff members, advise student government, serve as counselors and advisers to students, discharge administrative responsibilities, promote educational, cultural, and social programs, and serve on various university committees.

First-year hall directors receive a one-bedroom apartment, board (for spouse also), a salary for nine months, and a waiver of tuition for up to 20 semester hours per year (fall, spring, and summer).

Interviewing begins in March for the following academic year, and initial appointments are made by May 1. It is suggested that applicants for hall director positions be accepted into a PLU graduate program by March 15. Applications and further information are available from the Director for Residential Life, Pacific Lutheran University, Tacoma, WA 98447, or by calling (206) 535-7200.

REGISTRAR'S SERVICES

The Registrar's Office (535-7131) coordinates registration, records grades, provides transcripts, administers Veterans Administration benefits, and issues PLU identification cards.

Registering for Classes

Registration forms and Drop/Add forms are available from the Registrar's Office. Students may add or drop a class with full refund during the first two weeks after a class has begun during the regular academic year.

Schedules of courses offered for the Fall and Spring semesters are produced by the Registrar's Office. They have a tele-registration worksheet and instructions for registering by telephone. Courses requiring tally cards, independent studies, and other special cases require in-person registration at the Registrar's Office. Summer classes are listed in the Summer Catalog produced and issued by the Summer Studies Office (206-535-7143) and Interim classes are listed in the Interim Catalog produced by the Special Academic Programs Office. All schedules and catalogs are available from the Registrar's Office and can be mailed upon request.

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
- e - even numbered years
- o - odd numbered years

Transcripts

Transcripts of academic work completed at PLU are available from the Registrar's Office. Ten transcripts will be issued free of charge; for more than ten, students will be required to pay \$1 per transcript. Applicants for admission must request official transcripts of work from other institutions directly from those institutions. Official transcripts from other institutions will not be released or copied by PLU.

Veterans' Affairs

Pacific Lutheran University is approved as an accredited institution where 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, WA 98174.

Students should gain admission to a graduate program before making application for benefits. Students will not receive benefits unless they are admitted into a program. Students are encouraged to register with the university's Veterans' Affairs officer (located in the Registrar's Office) before each term to ensure continuous receipt of benefits.



Business Administration

Master of Business Administration

Joseph E. McCann III, Ph.D., Dean, School of Business Administration, (206) 535-7244

Laura J. Polcyn, Ed.D., Associate Dean and Director of the M.B.A. Program, (206) 535-7250

Purpose

The M.B.A. program is centered on the skills and knowledge required for professional management, providing a strong foundation for responsible leadership in business, government, and non-profit organizations. Courses are taught in the evening only in order to serve the working community. Although the majority of students attend part-time while working, those interested in full-time study are encouraged to apply. The classroom environment is enhanced by a balance of full- and part-time students, as well as students from diverse backgrounds.

Admission

Students who hold bachelor's degrees in any field from accredited universities or colleges and who have demonstrated their ability or potential to do high quality academic work on a consistent basis are encouraged to apply for admission to the Master of Business Administration program.

Consultation about the program is available from the director of the M.B.A. program by calling (206) 535-7250 before filing the application for admission. Following notification of admission, students may begin studies any semester. Applications are accepted for courses beginning September, January, February, June, or July. All applicants are required to submit scores from the Graduate Management Admission Test (GMAT) before taking graduate-level business classes.

To be admitted to the M.B.A. program, a student must meet all three of the following criteria:

1. a 2.75 cumulative grade point average in all college-level coursework before application;
2. a score of at least 470 on the Graduate Management Admission Test (GMAT);

3. a formula score of at least 1,050, computed by multiplying the grade point average by 200 and adding that product to the GMAT score.

NOTE: Exceptions will be evaluated individually, based on a presentation of factors indicating an equivalence to admission standards, a promise of success in graduate school, and potential contributions to the educational mission of graduate study.

The Graduate Management Admission Test

The Graduate Management Admission Test (GMAT) is a test of aptitude rather than a test of business knowledge per se. The test is offered four times per year and may be taken at PLU. Candidates are examined in two major areas, verbal and quantitative, and a score is earned in each area. In addition, candidates receive a total score, which ranges between 200 and 800. The actual required score for an individual depends on the cumulative grade point average (see admission criteria).

Information and advice regarding the GMAT may be obtained from the director of the M.B.A. program in the School of Business Administration or the Counseling and Testing Center (206) 535-7206.

Advising

The director of the M.B.A. program advises all M.B.A. students. Upon acceptance to the M.B.A. program, a copy of the progress chart that will be maintained in the School of Business Administration will be mailed to each student. Initially, the progress chart contains information on courses transferable for core course requirements and graduate courses taken at other institutions, when applicable. The director of the M.B.A. program should be contacted concerning course transfers and assistance in planning the student's remaining course work.

M.B.A. DEGREE REQUIREMENTS:

56 Semester Hours

Individuals holding a recent bachelor's degree in business administration or the equivalent would normally have satisfied the preparatory course requirements and generally must take only the ten graduate-level courses (40 semester hours). All specific subject requirements must be satisfied regardless of the number of courses taken. The meeting of specific graduate-level requirements by transfer or substitutions is subject to review and approval by the director of the M.B.A. program. The M.B.A. curriculum consists of the following components:

Preparatory Core

All courses required

- ECON 500 Applied Statistical Analysis (4)
- BUSA 501 Fundamentals of Accounting and Finance (4)
- BUSA 502 Fundamentals of Management and Marketing (4)
- BUSA 505 Management Use of Computers (4)

Analytical and Managerial Environment

All courses required

- ECON 504 Economic Analysis and Policy Decisions (4)
- ECON 543 Quantitative Methods (4)
- BUSA 582 Accounting Information and Control (4)
- BUSA 550 Organizational Behavior and Environment (4)

Management of Business Functions

All courses required

- BUSA 551 Operations Management Seminar (4)
- BUSA 564 Financial Management Seminar (4)
- BUSA 570 Marketing Management Seminar (4)
- BUSA 555 Business Strategy and Policy (4)

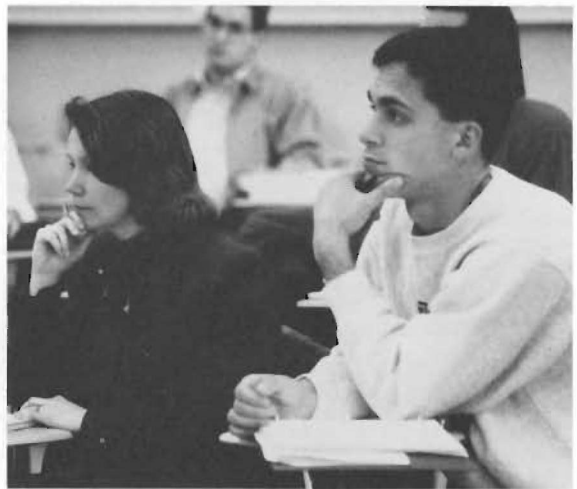
Elective/Research Alternatives

Select one alternative

Alternative 1: Completion of two graduate-level elective courses selected from the following list:

- BUSA 520 Programming for Managers (4)
- BUSA 521 Information Systems Design (4)
- BUSA 535 Legal Aspects of the Management Process (4)
- BUSA 553 Contemporary Issues in Management (4)
- BUSA 554 Planned Organizational Change (4)
- BUSA 561 Investment Analysis and Management (4)
- BUSA 590 Special Seminar (4)
- BUSA 591 Independent Study (1-4)

Alternative 2: Completion of a course of study in research methodology (4), and BUSA 593 Thesis (4)



COURSE OFFERINGS

Business Administration

BUSA 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 valuations, capital structure and dividend policy, long-term financing, and multinational financing and investing. I II (4)

BUSA 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)

BUSA 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 (word processing, spreadsheets, data base packages, statistical packages); and elementary programming techniques. I II (4)

BUSA 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)

BUSA 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)

BUSA 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)

BUSA 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)

BUSA 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 manufacturing practices. Organizational impacts of production systems. Case analyses used to address complex situations. Prerequisites: 505, 502, 550; ECON 500, 543. I II (4)

BUSA 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)

BUSA 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)

BUSA 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, 570, any one of which may be taken concurrently with 555. I II (4)

BUSA 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)

BUSA 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)

BUSA 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)

BUSA582 ACCOUNTING INFORMATION AND CONTROL

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

BUSA 590 SPECIAL SEMINAR

Selected advanced topics offered on demand.

BUSA 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)

BUSA 593 THESIS

Research study to meet thesis option requirement for elective in the M.B.A. program. (4)

Economics
(Division of Social Sciences)

ECON 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)

ECON 504 ECONOMIC ANALYSIS AND POLICY DECISIONS

Basic economic concepts applied to policy formation and operating decisions. I II (4)

ECON 543 QUANTITATIVE METHODS

The concepts of probability, sampling, statistical decision theory, linear programming, and other deterministic models applied to managerial problems. Prerequisite: ECON 500 or equivalent. I II (4)



Computer Science

Master of Arts - Computer Applications Master of Science - Computer Science

Brian E. Lowes, Ph.D., Dean, Division of Natural Sciences

Larry A. Edison, Ph.D., Chair, Department of Computer Science

Lennard Nelson, M.A., Graduate Program Coordinator, (206) 535-7403

Program Objectives

The Department of Mathematics and Computer Science offers two graduate programs in computer science, the M.S. in Computer Science and the M.A. in Computer Applications.

The M.S. in Computer Science is designed for students whose main interest is computer science or computer engineering. The M.A. in Computer Applications is of special interest to students who wish to develop expertise in computer science as it relates to another field, such as the natural sciences, business, or the social sciences. This degree program allows these students to study advanced applications of computers in their chosen field. For example, MA students with interest in business applications may select from BUSA 325, 428, 501, 521.

Master's candidates may participate in a variety of ongoing research programs with their faculty advisers. Among the areas of research are: artificial intelligence systems, VLSI design, computer-aided design systems, advanced computer architectures, pattern recognition, computer graphics, and software engineering.

Unlike most of the other graduate departments at PLU, the Department of Mathematics and Computer Science offers its graduate and upper-level courses primarily during the daytime hours and students should plan accordingly.

The graduate programs in computer science complements its undergraduate BA and the accredited BS programs in Computer Science.

Five-Year Bachelor/Master's Degree Program

With careful planning, a student can earn both a bachelor's and a master's degree in a five-year period. A student interested in this option should contact the program coordinator during that person's junior year of study.

Facilities

All students have access to the university Computer Center's user facilities, which include a VAX 6210, 6220 Cluster, accessible through 35 terminals, and 40 IBM-PC microcomputers. The Department of Computer Science also maintains its own laboratory, which contains an HP 9000 computer, an Intel hypercube, five SUN microcomputer workstations, a MacIntosh, and several MS-DOS computers. Many of these machines are networked to each other or to the VAX.

Prerequisites and Requirements

Beyond the general admission requirements, the prospective computer science master's student must have adequate preparation in computer science. Most graduate students in computer science have earned their baccalaureate degree in computer science, mathematics, or electrical engineering, students from other academic areas are able to pursue graduate study in computer science, although some additional preparation may be necessary.

The prerequisites for admission to the graduate program consist of the equivalent of the PLU computer science core, which includes courses in Pascal, data structures, assembly language (CSCI 144, 270, 380), and digital electronics (ENGR 346); a minimum of eight semester hours of calculus, and discrete structures (MATH 245). Students lacking some prerequisite(s) may be considered for provisional status. This allows students to finish the prerequisites, which do not count toward the degree, and begin their graduate studies concurrently. The general part of the Graduate Record Exam (GRE) is also required.

The graduate student must complete at least 16 hours in courses numbered 510 or above. For those courses selected and approved in the 330-490 level, a 3.0 or higher grade must be attained in each course applicable for the degree. The cumulative grade point average for all courses for the degree must also be a 3.0 or above. Near the completion of all studies, a two-hour written comprehensive exam and oral defense of the thesis is required of each thesis candidate. The non-thesis candidate must instead take 2 semester hours of CSCI 586 Graduate Seminar and a four-hour written comprehensive exam.

**M.S. in Computer Science (Thesis Option):
32 Semester Hours**

Required Courses:

- CSCI 544 Advanced Operating Systems (2)
- CSCI 570 Mathematics of Computer Science (4)
- CSCI 580 Microprocessor Development Systems (2)
- CSCI 593 Thesis (6)

Electives: 18 semester hours to include

- a) At least 2 additional semester hours of CSCI courses numbered 510 or above,
- b) CSCI 444, Operating Systems, and CSCI 375, Algorithms, unless taken as an undergraduate,
- c) Any computer science courses numbered above CSCI 329 (except CSCI 449 and 500-509),
- d) At most 6 semester hours from:
 - 1) MATH 345, Computational Probability and Statistics, MATH 346, Numerical Analysis;
 - 2) Courses in mathematics, engineering, or business administration numbered above 320 with prior approval by the committee.

Oral defense of thesis and satisfactory performance on a two-hour written comprehensive examination are also required.

**M.S. in Computer Science (Non-Thesis Option):
34 Semester Hours**

Requirements are the same as for the thesis option except in lieu of thesis the candidate must take 2 semester hours of CSCI 586 Graduate Design Seminar. The elective credit total is changed from 18 to 24 semester hours with at least 6 of these elective hours in CSCI courses numbered 510 or above. Students must successfully complete a four-hour written comprehensive examination.

M.A. in Computer Applications

(Thesis Option):

32 Semester Hours

Required Courses:

- CSCI 570 Mathematics of Computer Science (4)
- CSCI 593 Thesis (6)
- CSCI 544 Advanced Operating Systems (2) *or*
- CSCI 580 Microprocessor Development Systems (2)

Electives: 20 semester hours to include

- a) CSCI 444 Operating Systems, and CSCI 375, Algorithms, unless taken as an undergraduate,
- b) Any computer science courses numbered above CSCI 329 (except CSCI 449 and 500-509),
- c) At most 6 semester hours from math courses numbered above 320 with prior approval by the committee,
- d) 10 semester hours of elective credit in the field of application with prior approval by the committee.

Oral defense of thesis and satisfactory performance on a two-hour written comprehensive examination are also required. A minimum of 16 semester hours must be in graduate-level courses including any hours in the application area.

M.A. in Computer Applications (Non-Thesis Option):

34 Semester Hours

Requirements are the same as for the thesis option except in lieu of the thesis the candidate must take 2 semester hours of CSCI 586 Graduate Design Seminar. Twenty-six semester hours of elective credit are required. Of this total at least 16 hours in CSCI courses must be numbered 510 or above. Students must satisfactorily complete a four-hour written comprehensive examination.

COURSE OFFERINGS

Computer Science

The following undergraduate courses may be included in the graduate program subject to graduate degree requirements. (See general catalog for descriptions of undergraduate courses.)

- CSCI 330 Artificial Intelligence (4)
- CSCI 343 Comparative Program Language (4)
- CSCI 348 Modeling and Simulation (4)
- CSCI 367 Data Base Management (4)
- CSCI 375 Algorithms (4)
- CSCI 385 Computer Architecture (2)
- CSCI 386 Computer Networks (2)
- CSCI 412 Computer Graphics (4)
- CSCI 420 Software Engineering (4)
- CSCI 436 Pattern Recognition (4)
- CSCI 444 Operating Systems (4)
- CSCI 455 Compilers (2)
- CSCI 475 Theory of Computing (4)
- CSCI 490 Seminar (1-4)
- ENGR 446 VLSI Design (2)
- ENGR 480 Microprocessors (4)
- ENGR 481 Computer-Aided Design (2)

CSCI 520 ADVANCED DIGITAL DESIGN

Continuation of topics in ENGR 346. The design of digital control systems, asynchronous circuits, digital signal processors, digital filters, timing considerations, use of computer-aided design tools. Prerequisites: ENGR 346, MATH 152, (2-4)

CSCI 538 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 OPS5 and Crystal. Prerequisite: 330 a/y 1992-93 II (4)

CSCI 544 ADVANCED OPERATING SYSTEMS

Continuation of topics in 444 leading to the development of an operating system. Emphasis on the interaction between the hardware structure and the operating system; operating system data structures; and operating system security. Prerequisite: 444, II (2)

CSCI 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)

CSCI 580 MICROPROCESSOR DEVELOPMENT SYSTEMS

Development of software on 8- and 16-bit microprocessors; microprocessor applications; interfacing; microprocessor organization; interrupt structures. Prerequisites: 380, ENGR 346, I. (2)

CSCI 586 GRADUATE DESIGN SEMINAR

Written and oral presentation of a topic of interest to the student under the supervision of a faculty member. Course will include discussion of methods and techniques appropriate to the discipline. Students may not receive credit for this course if they receive credit for CSCI 593 Thesis. Prerequisite: Full graduate standing and the completion of at least one graduate-level course. II. (2)

CSCI 590 GRADUATE SEMINAR

Selected topics including formal languages, fault-tolerant computing, software engineering, switching theory, comparative programming languages, information theory and coding, microprocessor interface, computing security, performance evaluation, compiler implementation, or other topics of current interest. (1-4)

CSCI 591 INDEPENDENT READING AND RESEARCH

Individual reading and research on a selected topic. Intended for advanced graduate students. Minimum supervision after initial planning of student's project. Prerequisite: Consent of department. (1-6)

CSCI 593 THESIS

Research study to meet thesis option requirement for M.A. or M.S. degree. (1-6)



Education

Master of Arts in Education

Robert L Mulder, Ph.D., Dean, School of Education
(To be filled) Director of Graduate Programs and Certification, (206) 535-7272

Purpose

The purpose of the graduate program in education is to provide qualified persons with opportunities to enhance their background in teaching or to prepare themselves for educational administrative or service positions that require advanced preparation. The major fields of concentration are designed to provide maximum flexibility in an experience-oriented environment. Graduate concentrations are offered in Classroom Teaching, Counseling and Guidance, Educational Administration, Educational Psychology, Literacy Education, and Special Education. Requirements for each concentration are listed separately following this section.

Coordinating Master's Degree and Continuing Certification Programs

Students holding an Initial Certificate may coordinate the Master of Arts in Education degree with the requirements for Continuing Certification. Graduate students pursuing the Continuing Certificate must discuss their programs with the certification adviser in the School of Education. Students intending to work toward a master's degree must make formal application for admission to the Office of Graduate Studies no later than after the completion of 15 semester hours.

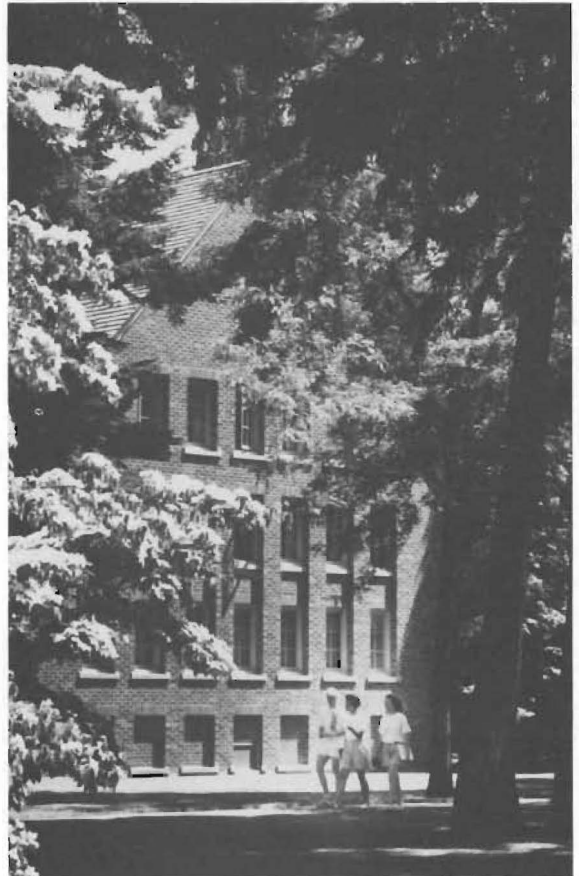
Admission

For regular admission, applicants must have completed a B.A. or B.S. degree from an accredited institution of higher education and must submit recommendations and test scores from appropriate screening tests. Students are also expected to have a personal interview with the director of graduate programs before admission. (See individual concentrations for tests and prerequisites specific to the concentration.) Applications deadlines to the Counseling and Guidance Program are November 1, 1992 for spring semester 1993 and April 1, 1993 for fall semester 1993.

Examinations

Students must take a comprehensive written examination over course work. This examination is to be scheduled through the student's adviser no later than two weeks before the examination is given. Comprehensive examinations are usually given on the second Saturday of November, April, and July.

An oral examination over course work and/or research may be scheduled at the discretion of the student's advisory committee no later than three weeks before commencement.



CLASSROOM TEACHING

32 Semester Hours

Faculty Coordinator: Franklin Olson, Ed.D.,
(206) 535-7286

Program Objectives

This program is designed to provide advanced preparation in subject matter and professional education for elementary and secondary teachers.

Prerequisites

Beyond the general prerequisites, applicants must hold a valid teaching certificate and should ordinarily have successfully completed one year of teaching or related professional experience. A grade point average of at least 3.0 and Miller Analogies Test or GRE completed in the past 5 years are required. Students not meeting some of these requirements may be granted provisional status.

General Requirements and Core Courses: 6-10 Semester Hours

EDUC 545 METHODS AND TECHNIQUES OF RESEARCH (2)

(It is strongly recommended that students complete EDUC 544 Research/Program Evaluations before enrollment in EDUC 545.)

One of the following:

- EDUC 585 Comparative Education (2)
- EDUC 586 Sociology of Education (4)
- EDUC 587 History of Education (2)
- EDUC 589 Philosophy of Education (3)

One of the following research options:

- EDUC 598 Studies in Education (2)
- EDUC 599 Thesis (3-4)

Concentration Requirements: 10-18 Semester Hours

Courses are determined in consultation with the major adviser. All courses accepted for the master's degree are subject to the approval of the candidate's adviser or the candidate's advisory committee. Courses may be selected from the following areas: Education, Educational Psychology, and Special Education.

Academic Supporting Area: 8-16 Semester Hours

In this concentration, no more than 16 semester hours may be applied from Educational Psychology or Special Education. This requirement assumes a prerequisite background in the supporting area. The courses shall be upper division or graduate-level courses. Approval of courses to fulfill this requirement shall be obtained from the student's advisory committee. The student's supporting area may be chosen from one of the following:

Art	Language Arts
Biology	Mathematics and Computer Science
Business Administration	Science
Chemistry	Music
Communication Arts	Physical Education
Earth Sciences	Physics
Economics	Political Science
Educational Psychology	Psychology
English	Social Sciences
General Science	Sociology
History	Special Education



COUNSELING AND GUIDANCE

44 Semester Hours

Faculty Coordinator: Richard J. Hayden,
Ph.D., (cand.) (206) 535-7278

Program Objectives

This program is designed to prepare practitioners for work as professional counselors in elementary schools, secondary schools, colleges, and mental health or related agencies.

Prerequisites

Beyond the general prerequisites, applicants must complete an interview with the faculty coordinator or director of graduate programs and must submit test scores from Miller Analogies Test or GRE completed within the past 5 years. Ordinarily students must have completed one year of professional or related experience relative to the program (teaching, counseling, nursing, ministry, etc.).

NOTE: Application deadlines for admittance to this program are November 1, 1991 for spring semester 1992 and April 1, 1992 for fall semester 1992.

Concentration Requirements:

44 Semester Hours

Course sequence is important. Prerequisites for each course are listed in the course descriptions given in this catalog. Initial requirements following acceptance include:
EPSY 512 Group Process and the Individual (2)
EPSY 550 Beginning Practicum (3)
EPSY 561 Basic Relationships in Counseling (4)

Requirement for all students include:

PSYC 450 Psychological Testing (4)
EDUC 545 Methods and Techniques of Research (2)
EPSY 555 Practicum (3)
EPSY 569 Career Guidance (4)
EPSY 563 Group Process and Leadership (2)
EPSY 578 Behavioral Problems (4)
EPSY 570 Field Work in Counseling (4)

EPSY 570 is the final course in the program. It requires three full days (or two full days and two half-days) in an appropriate school setting or agency other than the one in which the student is employed. This means relinquishing full-time employment or hiring a substitute for the hours one is gone. Making arrangements to be free for EPSY 570 is the responsibility of the student.

Elementary Counseling

EPSY 535 Foundations in Guidance (4)
EPSY 536 Affective Classroom Behavior (2)
Plus six hours from an optional area

Secondary Counseling

EPSY 535 Foundations in Guidance (4)
Plus eight hours from an optional area

General Counseling

EPSY 597 Independent Study (4) or
EPSY 503 Workshop (4)
Plus eight hours from an optional area

Higher Education Counseling

EPSY 597 Independent Study (4) or
EPSY 503 Workshop
Plus eight hours from optional area

Optional Area (8 hours)

EDUC 551 School Law (2)
PSYC 405 Adolescent Psychology (2)
PSYC 420 Psychology of Personality (4)
EPSY 501 Workshops (2-4)
EPSY 536 Affective Classroom Behavior (2)
EPSY 565 Advanced Human Development (4)
EPSY 575 Mental Health (4)
EPSY 583 Current Issues in Exceptionality (2-4)
EPSY 597 Independent Study (1-4)
EPSY 598 Research (2)
EPSY 599 Thesis (4)

Other appropriate electives are to be selected in consultation with the faculty adviser.

EDUCATIONAL ADMINISTRATION

32 Semester Hours

Faculty Coordinator: Myra Baughman, Ed.D.,
(206) 535-7285

Program Objectives

This program is designed to prepare elementary and secondary school principals and program administrators.

Prerequisites

Beyond the general prerequisites, applicants must hold a valid teaching or E.S.A. certificate and should ordinarily have successfully completed two years of teaching or related experience. A grade point average of at least 3.0 and scores from either the Miller Analogies Test or GRE completed within the past 5 years are required for regular admission.

General Requirements and Core Courses:

6-10 Semester Hours

EDUC 545 Methods and Techniques of Research (2)

One of the following:

EDUC 585 Comparative Education (2)

EDUC 586 Sociology of Education (4)

EDUC 587 History of Education (3)

EDUC 589 Philosophy of Education (3)

One of the following:

EDUC 598 Studies in Education (2)

EDUC 599 Thesis (3-4)

Major Area of Concentration:

17 Semester Hours:

EDUC 544 Research and Program Evaluation (2)

EDUC 550 School Finance (2)

EDUC 551 School Law (2)

EDUC 552 Educational Administration (3)

EDUC 555 Administration and Supervision (2)

EDUC 580 Curriculum Development (2)

Four semester hours in Educational Psychology:

One or two of the following, to be determined in consultation with major adviser:

EPSY 565 Advanced Human Growth and Development (4)

EPSY 575 Mental Health (4)

EPSY 578 Behavioral Problems (4)

EPSY 512 Group Process and the Individual (2) and/or

EPSY 535 Foundations of Guidance (4)

EPSY 536 Affective Classroom Techniques (2)

EPSY 563 Practicum in Group Process and Leadership (2)

Academic Supporting Area:

8-10 Semester Hours

A minimum of 8 semester hours in a supporting area is required. This requirement assumes a prerequisite background in the supporting area. The courses shall be upper division or graduate level courses. Approval of courses to fulfill this requirement shall be obtained from the student's advisory committee. The student's supporting area may be chosen from one of the following:

Art	Language Arts
Biology	Mathematics and Computer Science
Business Administration	Science
Chemistry	Music
Communication Arts	Physical Education
Earth Sciences	Physics
Economics	Political Science
Educational Psychology	Psychology
English	Social Sciences
General Science	Sociology
History	Special Education

EDUCATIONAL PSYCHOLOGY

32 Semester Hours

Faculty Coordinator: Richard J. Hayden,
Ph.D., (cand.) (206) 535-7278

Program Objectives

This program is designed to assist school personnel to deal with contemporary problems within the school system and society.

Prerequisites:

Beyond the general prerequisites, applicants must submit test scores from the Miller Analogies Test or a GRE completed within the past 5 years, and must have completed one year of successful experience in schools. An interview with the faculty coordinator is also required.

General Requirements and Core Courses:

6-10 Semester Hours

EDUC 545 Methods and Techniques of
Research (2)

One of the following:

EDUC 585 Comparative Education (2)
EDUC 586 Sociology of Education (4)
EDUC 587 History of Education (2)
EDUC 589 Philosophy of Education (3)

One of the following research options:

EDUC 598 Studies in Education (2)
EDUC 599 Thesis (3-4)

Concentration Requirements:

18 Semester Hours:

Required Courses (10 hours)

EPSY 512 Group Process and the
Individual (2)

EPSY 535 Foundations in Guidance (4)

EPSY 578 Behavioral Problems (4)

Electives (8 hours)

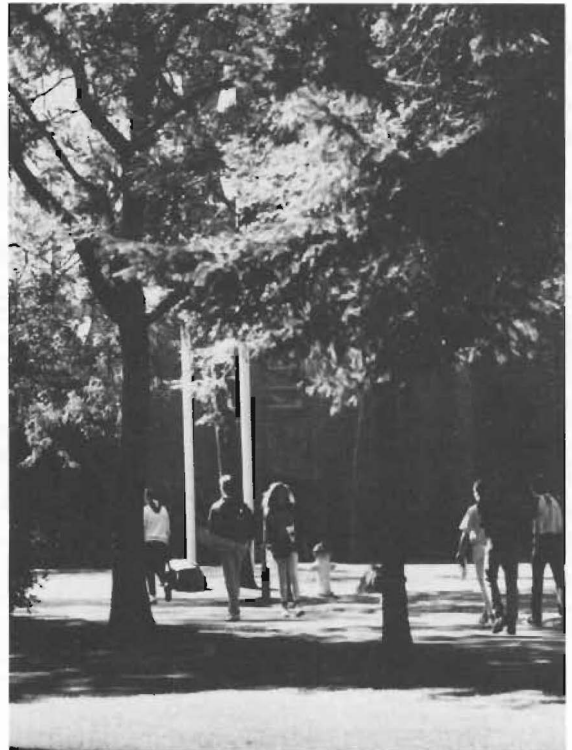
Electives are to be selected from graduate-level courses in educational psychology in consultation with the major adviser. All courses accepted for the master's degree are subject to the approval of the student's advisory committee.

Academic Supporting Area:

8 Semester Hours

A minimum of 8 semester hours in a supporting area is required. This requirement assumes a prerequisite background in the supporting area. The courses shall be upper division or graduate level courses. Approval of courses to fulfill this requirement shall be obtained from the student's advisory committee. Educational Psychology may not serve as the supporting area. The student's supporting area may be chosen from one of the following:

Art	Language Arts
Biology	Mathematics and Computer
Business Administration	Science
Chemistry	Music
Communication Arts	Physical Education
Earth Sciences	Physics
Economics	Political Science
Education	Psychology
English	Social Sciences
General Science	Sociology
History	Special Education



LITERACY EDUCATION

35 Semester Hours

Faculty Coordinator: Jan Lewis, Ph.D.,
(206) 535-7283

Program Objectives

The literacy education program reflects current thought and practice where language and literacy are viewed as tools for learning across the curriculum. The principal goal is to prepare educators—specifically classroom teachers, school librarians, and reading specialists—to encourage literacy acquisition and development as appropriate to students' needs and interests. The importance of children's literature, information literacy and technology within literacy tasks is emphasized throughout both theory and practice. The collaboration among classroom teachers, school librarians, and reading specialists emphasized within this program is integral to the underlying philosophy.

Prerequisites

Beyond the general prerequisites, applicants must have completed undergraduate education courses in the teaching of reading and the teaching of language arts. A grade point average of 3.0 and submission of test scores on the Miller Analogies Test or a GRE completed within the past five years are required for regular admission. Students not meeting these requirements may be granted provisional status.

I - General Requirements and Core Courses: 12-16 Semester Hours

- EDUC 505 Issues in Literacy Education (2)
- EDUC 544 Research and Program Evaluation (2)
- EDUC 545 Methods and Techniques of Research (2)
- EDUC 580 Curriculum Development (2)

One of the following:

- EDUC 585 Comparative Education (2)
- EDUC 586 Sociology of Education (4)
- EDUC 587 History of Education (2)
- EDUC 589 Philosophy of Education (3)

One of the following:

- EDUC 598 Studies in Education (2)
- EDUC 599 Thesis (3-4)

II - Children's/Adolescent Literature Requirements (4):

- EDUC 528 Children's Literature in K-8 Curriculum (2), and

One of the following:

- EDUC 456 Storytelling (2)
- EDUC 529 Adolescent Literature in the Secondary Curriculum (2)

III - Information and Literacy:

Option 1: School Library Media/LLRS Endorsement (12 hours)

- EDUC 506 Foundations of School Library Media Center Management (2)
- EDUC 507 Principles of Information Organization, Retrieval, and Service (2)
- EDUC 508 Principles of Bibliographic Analysis and Control (2)
- EDUC 509 Foundations of Collection Development (2)
- EDUC 537 Media and Technology for School Library Media Specialists (2)
- EDUC 538 Strategies for Whole Literacy Instruction (K-12) (2)

OR Option 2: Language and Literacy (Reading Endorsement) (12 hours)

- EDUC 510 The Acquisition and Development of Language and Literacy (2)
- EDUC 511 Strategies for Language/Literacy Development in Classrooms (2)
- EDUC 538 Strategies for Whole Literacy Instruction (K-12) (2)
- EDUC 530 Children's Writing (2)
- EDUC/SPED 513 Language/Literacy Development: Assessment and Instruction (4)

OR Option 3: Language and Literacy (Classroom Option) (12 hours)

- EDUC 510 The Acquisition and Development of Language and Literacy (2)
- EDUC 538 Strategies for Whole Literacy Instruction (K-12) (2)
- EDUC/SPED 513 Language/Literacy Development: Assessment and Instruction (4)

Plus: A minimum of 4 semester hours from education course offerings decided upon in consultation with the major adviser.

Academic Supporting Area: (min. 6 hours)

Electives decided upon in consultation with advisor to support cross-campus complimentary to literacy education. These electives may include but are not limited to courses from:

- | | |
|--------------------|------------------------|
| Anthropology | English |
| Communication Arts | Computers in Education |
| Special Education | Psychology |

SPECIAL EDUCATION

32 Semester Hours

Faculty Coordinator: Helmi C. Owens, Ed.D.,
(206) 535-7176

Program Objectives

Special Education seeks to expand the qualifications of persons who service children and youth with special needs in a variety of educational or rehabilitative settings. Two separate areas of specialization are offered: K-12 and early childhood special education. Both concentrations contain a core of required courses and electives that allow individualization of content and focus.

Prerequisites

Beyond the general prerequisites, applicants must meet the following requirements:

1. Have one successful year of teaching or related professional experience with special needs individuals. Students not meeting this requirement must complete an approved graduate-level field experience in addition to the required area of concentration.
2. Have a grade point average of at least 3.0 and submit test scores on Miller Analogies Test or GRE completed within the past 5 years as required for regular admission. Students not meeting these requirements may be granted provisional status.
3. Have completed a minimum of 12 semester hours of approved course work in special education with a grade point average of at least 3.0.
4. Complete an interview with the faculty coordinator(s).

Core Courses & Research Requirements:

6-10 Semester Hours

EDUC 545 Methods and Techniques of Research (2)

One of the following:

- EDUC 585 Comparative Education (2)
EDUC 586 Sociology of Education (4)
EDUC 587 History of Education (2)
EDUC 589 Philosophy of Education (3)

One of the following research options:

- EDUC 598 Studies in Education (2)
EDUC 599 Thesis (3-4)

Concentration Requirements: Minimum of 18 Semester Hours

K-12 Special Education

SPED 530 Current Issues in Assessment Procedures (2)

Three of the following:

- SPED 533 Current Issues in Developmental Disabilities (2)
SPED 534 Current Issues in Behavior Disorders (2)
SPED 535 Current Issues in Learning Disabilities (2)
SPED 537 Current Issues in Language Disorders (2)
SPED 538 Current Issues in Early Childhood Special Education (2)

A minimum of 10 semester hours of electives are to be selected from appropriate Special Education courses in consultation with the major adviser.

Early Childhood Special Education P-3

- SPED 492 Methods of Teaching Early Childhood Special Education (2)
SPED 538 Current Issues in Early Childhood Special Education (2)
SPED 540 Early Intervention Programs (2)
SPED 541 Assessment of Infants and Preschoolers (2)

A minimum of 10 semester hours of electives in Early Childhood/Special Education may be chosen from the following:

- SPED 490 Early Learning Experiences for Special Needs Children (2)
SPED 501 Workshops in Education/Special Education (2)
SPED 537 Current Issues in Language Disorders (2)
SPED 539 Administration of Early Childhood Special Education Programs (2)
SPED 595 Internship (4)

Other appropriate electives are to be selected in consultation with major adviser.

Academic Supporting Area:

8-16 Semester Hours

Students must take 8 hours from a supporting area. Courses must be upper division or graduate level. Special Education majors frequently select supporting areas from the following:

- | | |
|------------------------|--------------------|
| Art | Mathematics |
| Communication Arts | Music |
| Education | Physical Education |
| Educational Psychology | Psychology |
| English | Social Sciences |
| Language Arts | Sociology |

Other supporting areas are available

COURSE OFFERINGS

Education

EDUC 456 STORYTELLING

Exploration of the art of storytelling, from finding the right story to using storytelling to enliven classroom instruction. Examination of the kinds of stories most appropriate for telling. Practice in learning and telling a variety of stories. Imagination-stretching exercises for use both by teachers and students. Appropriate for elementary and secondary teachers. (2)

EDUC 501 WORKSHOPS

Graduate workshops in special fields for varying lengths of time (1-4)

EDUC 503 ON CAMPUS WORKSHOPS IN EDUCATION

On campus graduate workshops in education for varying lengths of time -subject to advisor approval.

EDUC 505 ISSUES IN LITERACY EDUCATION

Initial course required for all Master's Degree in Literacy Education students. Overview of historical and current theory, practice, definitions, and research in language and literacy acquisition and development in and out of schools. Discussion of possibilities for program involvement, projects, goals, and collaboration. Prerequisites to all other courses; required of any track option elected. (Includes components of EDUC 525, Current Issues) (2)

EDUC 506 FOUNDATIONS OF SCHOOL LIBRARY MEDIA CENTER MANAGEMENT

Participants will explore the functions of the school library media center in the school with particular emphasis on the roles and responsibilities of the school library media specialist within instructional and administrative areas. Participants will examine the taxonomies of school library media center management including the planning, delivery, and evaluation of programs. (2)

EDUC 507 PRINCIPLES OF INFORMATION ORGANIZATION, RETRIEVAL, AND SERVICE

Participants will explore a broad range of data and information in primary and secondary sources including document, bibliographic, full-text, statistical, visual and recorded formats. Participants will investigate access points and strategies for effective information retrieval in print, media, and electronic resources. Information interviewing techniques, instructional strategies for library media center information resources, and local, regional, and national information networks will be examined. (2)

EDUC 508 PRINCIPLES OF BIBLIOGRAPHIC ANALYSIS AND CONTROL

Participants will explore the organization and structure of a broad range of information formats with an emphasis on the analysis of standard bibliographic components prescribed by national bibliographic databases. Students will explore the techniques to construct bibliographic records using national standards including MARC (Machine Readable Cataloging), AACR2 (Anglo-American Cataloging Rules, Second Edition), and the Dewey Decimal Classification System. Participants will explore the selection, generation of data, and maintenance of electronic bibliographic database systems (2)

EDUC 509 FOUNDATIONS OF COLLECTION DEVELOPMENT

Students will examine the philosophical bases and parameters of collection development in the school library media center. Techniques for community analysis, collection evaluation, and collection maintenance will be explored. Students will examine bibliographic resources for selection of materials with special emphasis on the criteria for evaluation of print, media, and electronic formats. Students will explore the acquisition process for instructional materials in the K-12 system. A major emphasis of this course is on the analysis of a school library media center's support of school/district curricular goals and objectives. (2)

EDUC 510 THE ACQUISITION AND DEVELOPMENT OF LANGUAGE AND LITERACY

This course investigates how young children acquire their first language and what they know as a result of this learning. Emphasis is on the relationships among meaning, function and form in language acquisition as well as the relationships between cognition and language and their parallels to literacy acquisition. This understanding is used as the basis for promoting a school environment that maximizes language learning/teaching potential. (2) Prerequisite: Literacy Foundations. (Includes components of EDUC 527 Psychology of Reading, EDUC 483 Primary Reading)

EDUC 511 STRATEGIES FOR LANGUAGE/LITERACY DEVELOPMENT IN CLASSROOMS

The developmental nature of literacy learning with emphasis on the vital role of language and the interrelatedness and interdependence of listening, speaking, reading, and writing as language processes. Emphasis on developing strategies for putting an understanding of language acquisition and development into effective classroom practices that will promote continual, successful teaching and learning. Focus on stages of literacy development in reading and writing through the elementary grades. (2) Prerequisite: Literacy Foundations; Language Acquisition and Development. (Includes components of EDUC 483 Primary Reading, EDUC 325 Reading in the 90's, EDUC 420 Problems of Reading in the Secondary School, and EDUC 525 Current Issues and Practices in Reading.)

EDUC/SPED 513 LANGUAGE/LITERACY DEVELOPMENT: ASSESSMENT AND INSTRUCTION

Students will gain an understanding of a wide variety of strategies and tools for assessing and facilitating students' development in reading, writing, listening, and speaking. Emphasis on a broad range of possibilities in assessment, evaluation, diagnosis, and instructional implementation. Topics include an overview of testing resources and their appropriate use, the use of portfolios, techniques for observation/anecdotal records, experiences with miscue analysis, and the teaching and learning of appropriate intervention strategies to promote the development of readers and writers at all levels. The major course project includes assessing a reader, developing a profile of appropriate reading strategies, and designing and implementing an instructional plan to help the reader develop effective, efficient reading strategies. (4) Prerequisites: Literacy Foundations; Language Acquisition; highly recommended that this course be taken at the end of the track sequence. (Includes components of EDUC 479/SPED 479)

**EDUC 515 PROFESSIONAL SEMINAR:
CONTINUING LEVEL,
TEACHERS**

The preparation and sharing of selected topics related to the minimum generic standards and needs of the individual participants. Required for the continuing level certification of teachers. (2)

EDUC 516 TEACHER SUPERVISION

Identification and development of supervisory skills for teachers who work with other adults in the classroom. Supervision of student teachers, consultants and resource specialists, parent volunteers, classified aides, and peer and cross-age tutors (1)

**EDUC 528 CHILDREN'S LITERATURE IN
K-8 CURRICULUM**

Participants will investigate genres of contemporary children's literature and develop a personal repertoire for classroom use. Students will investigate current issues and resources available for teachers and library media specialists to evaluate and select appropriate literature. Possibilities for the integration of literature as curricular text to enhance/extend K-8 curriculum will be explored. Strategies include the use of literature circles, writing, and fiction and non-fiction in the content areas. Students will explore techniques for introducing children's literature into the classroom and library media center. (2)

**EDUC 529 ADOLESCENT LITERATURE
IN THE SECONDARY
CURRICULUM**

Participants will investigate genres in adolescent literature and explore strategies for integration of young adult materials across the middle and secondary school curriculum. Students will investigate current issues and trends in adolescent literature and will explore professional resources available for teachers and library media specialists to evaluate and select appropriate literature. Students will explore techniques for introducing adolescent literature into the classroom and library media center. (2)

EDUC 530 CHILDREN'S WRITING

Participants will explore current theory and practice in the teaching and learning of writing in elementary classrooms. Students will investigate implementation strategies including the importance of models and demonstration, the place of talk and dialogue in the teaching/learning process, the use of conferencing and response, appropriate developmental spelling expectations, the role of children's literature, and writing across the curriculum. Particular emphasis is on a process of approach and the setting up of a Writing Workshop based upon current research. (2)

**EDUC 538 STRATEGIES FOR WHOLE
LITERACY INSTRUCTION
(K-12)**

The emphasis of this course is on the use of language as a tool for learning across the curriculum. Students will explore the uses and roles of language in all kinds of teaching and learning in K-12 classrooms. Strategies for reading/writing in content areas, thematic teaching, topic study, and integrating curriculum will be explored. Students will examine the concept of information literacy and investigate models of instruction with emphasis on Washington State Information Skills Curriculum Model. (2) Prerequisites: Literacy Foundations. (Includes components of EDUC 420 Problems of Reading EDUC 538 Information Skills)

**EDUC 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)

**EDUC 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; EDUC 544; minimum of 24 hours of coursework leading to the M.A.; consultation with student's graduate adviser. (2)

EDUC 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; EDUC 544. (2)

EDUC 551 EDUCATIONAL LAW

Study of contemporary federal, state, and local statutes, regulations and case law and their application to public and private schools. Prerequisites: Admission to the graduate program; EDUC 544. (2)

**EDUC 552 EDUCATIONAL
ADMINISTRATION**

Administration and supervision of school personnel, facilities, and programs; with emphasis on the human relationships in that setting. Prerequisites: consultation with the student's graduate adviser. (3)

**EDUC 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)

**EDUC 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; EDUC 552; EDUC 544; consultation with the student's graduate adviser. (2)

**EDUC 556 SECONDARY AND MIDDLE
SCHOOL CURRICULUM**

A variety of facets of secondary and middle school programs; finance, curriculum, discipline, evaluation, classroom management, the basic education bill, legislative changes, and special education. Development of secondary and middle schools from their beginnings to the present. Critical issues in the education scene today. (3)

EDUC 558 INTERNSHIP IN EDUCATIONAL ADMINISTRATION

Internship in educational administration planned with the School of Education in cooperation with selected public school educational administrators. Prerequisites: Admission to the graduate program; completion of the 17-hour Education Administration Concentration; consultation with the student's graduate adviser.

EDUC 571 HISTORY AND PHILOSOPHY OF HIGHER EDUCATION

Historical perspective and current status; development of functions and structures; issues in curriculum; philosophy of administration; case studies (4).

EDUC 573 STUDENT PERSONNEL WORK IN HIGHER EDUCATION

Student personnel services in higher education; use of personnel data; co-curricular activities; student welfare; contemporary trends in counseling problems related to student life. (4)

EDUC 580 CURRICULUM DEVELOPMENT

Types of curriculum organizations, programs and techniques of curriculum development. Prerequisites: Admission to the graduate program; EDUC 544; consultation with the student's adviser. (2)

EDUC 585 COMPARATIVE EDUCATION

Comparison and investigation of certain materials and cultural systems of education throughout the world (2)

EDUC 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)

EDUC 587 HISTORY OF EDUCATION

Great educators, educational theories, and educational systems from antiquity to the present. (2)

EDUC 589 PHILOSOPHY OF EDUCATION

Philosophical and theoretical foundations of education (3)

EDUC 590 GRADUATE SEMINAR

A workshop for all Master of Arts candidates in the School of Education that 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)

EDUC 597 INDEPENDENT STUDY

Projects of varying length related to educational issues or concerns of the individual participant and approved by an appropriate faculty member and the dean. (1-4)

EDUC 598 STUDIES IN EDUCATION

A research paper or project on an educational issue selected jointly by the student and the graduate adviser. Prerequisites: Admission to the graduate program; EDUC 544; EDUC 545; minimum of 26 hours of coursework leading to the M.A.; consultation with the student's graduate adviser. (2)

EDUC 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; EDUC 544; EDUC 545; minimum of 26 hours of coursework leading to the M.A.; consultation with the student's graduate adviser. (3-4)

Educational Psychology

EPSY 501 WORKSHOPS

Graduate workshops in special fields for varying lengths of time. (1-4)

EPSY 512 GROUP PROCESS AND THE INDIVIDUAL

A human interaction laboratory to facilitate the exploration of the self concept through the mechanisms of interpersonal interactions and feedback. Emphasis placed on the acquisition of skill in self-exploration, role identification, and climate-making (2).

EPSY 535 FOUNDATIONS OF GUIDANCE

The focus is on developing an understanding of the services and processes available to assist individuals in making plans and decisions according to their own life pattern. (4)

EPSY 536 AFFECTIVE CLASSROOM TECHNIQUES

Exploration of various techniques designed to facilitate understanding of self and others; methods for working with students. Prerequisite; student teaching or graduate status. Laboratory experience as arranged (2).

EPSY 550 BEGINNING PRACTICUM

Learn and practice the basic counseling skills in a structured and closely supervised environment. 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)

EPSY 555 PRACTICUM

In addition to those skills learned in EPSY 550 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)

EPSY 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)

EPSY 563 PRACTICUM IN GROUP PROCESS AND LEADERSHIP

A human interaction laboratory that 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)

EPSY 565 ADVANCED HUMAN DEVELOPMENT

A comparative study of human development at various levels of development 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)

EPSY 569 CAREER GUIDANCE

A study of careers, theories of choice, and guidance techniques. (4)

EPSY 570 FIELDWORK IN COUNSELING AND GUIDANCE

A culminating practicum of field experience in schools or agencies using theory, skills, and techniques previously learned. A variety of work experiences with both individuals and groups. Students incorporate consultation experience following the Adlerian model. (4)

EPSY 575 MENTAL HEALTH

Basic mental health principles as related to interpersonal relationships. Focus on self-understanding. Laboratory experiences as arranged. (4)

EPSY 578 BEHAVIORAL PROBLEMS

Adlerian concepts provide basis for observation, motivation, modification, and life style assessment. Skills for assisting people in developing responsibility for their own behavior. Laboratory experience as arranged. (4)

EPSY 583 CURRENT ISSUES IN EXCEPTIONALITY

The characteristics of exceptional students and 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. (2-4)

EPSY 597 INDEPENDENT STUDY

Projects of varying length related to educational issues or concerns of the individual participant and approved by an appropriate faculty member and the dean. (1-4)

EPSY 598 STUDIES IN EDUCATION

A research paper or project on an educational issue selected jointly by the student and the graduate adviser. It will be reviewed by the student's graduate committee. (2)

EPSY 599 THESIS

The thesis problem will be chosen from the candidate's major field of concentration and must be approved by the candidate's graduate committee. Candidates are expected to defend their thesis in a final oral examination conducted by their committee. (3-4)

Special Education

SPED 475 SUPERVISING PARAPROFESSIONALS AND VOLUNTEERS

Emphasis on the effective management of paraprofessionals and volunteers in the classroom. (1)

SPED 485 THE GIFTED LEARNER

A study of the gifted learner's characteristics and needs. Focus on instructional procedures designed to further development. (2)

SPED 490 EARLY LEARNING EXPERIENCES FOR SPECIAL NEEDS CHILDREN

Implications of normal and atypical child development to the learning process. (2)

SPED 492 METHODS OF TEACHING EARLY CHILDHOOD SPECIAL EDUCATION

Early childhood methods, materials, curriculum, and techniques for teaching children with special needs. Prerequisite: SPED 490 or consent of instructor. (2)

SPED 494 COMPUTER APPLICATION IN SPECIAL EDUCATION

An introduction into the application of computer technology with special needs students. Focus on current issues and uses of computer technology including computer-assisted instruction, software evaluation, pupil and data management and assistive devices. (2)

SPED 499 SEMINAR IN SPECIAL EDUCATION

Current topics on the teaching of children and adults with disabilities. (2)

SPED 501 OFF CAMPUS WORKSHOPS IN SPECIAL EDUCATION

Off campus graduate workshops in special education for varying lengths of time. (1-4)

SPED 503 ON CAMPUS WORKSHOPS IN SPECIAL EDUCATION

On campus graduate workshops in special education for varying lengths of time. (1-4)

SPED 513 (see EDUC 513)

SPED 520 TEACHING SPECIAL NEEDS STUDENTS IN ELEMENTARY PROGRAMS

Introduction and overview of services for special needs students in elementary programs. Includes procedural and substantive legal issues in special education, program modification and classroom management. (2)

SPED 521 TEACHING SPECIAL NEEDS STUDENTS IN SECONDARY PROGRAMS

Introduction and overview of services for special needs students in secondary programs. Includes procedural and substantive legal issues in special education, program modification and classroom management. (2)

SPED 522 THE ROLE OF HEALTH PROFESSIONALS IN SPECIAL EDUCATION

This course introduces health professionals to the school needs of exceptional students. Topics include roles of parents as well as medical concerns, early intervention, teaming, substance abuse and suicide prevention. (3)

SPED 530 CURRENT ISSUES IN ASSESSMENT

Current issues in the use of assessment information for making educational decisions about students. Prerequisite: SPED 398 or permission of instructor. (2)

SPED 531 SEVERE AND PROFOUND DISABILITIES.

Introduction to the physical, social and education needs of individuals with severe and profound disabilities. (2)

SPED 532 EDUCATION AND TRAINING OF INDIVIDUALS WITH SEVERE AND PROFOUND DISABILITIES

In-depth study of educational prescription and programming for the severely and profoundly disabled. Emphasis will be placed on teaching strategies and curriculum modification as they apply to this population. (2)

SPED 533 CURRENT ISSUES IN DEVELOPMENTAL DISABILITIES

Current issues related to the education of individuals with developmental disabilities. Prerequisite: SPED 390 or permission of instructor. (2)

SPED 534 CURRENT ISSUES IN BEHAVIOR DISORDERS

Current issues related to the education of individuals with behavior disorders. Prerequisite: SPED 393 or permission of instructor. (2)

SPED 535 CURRENT ISSUES IN LEARNING DISABILITIES

Current issues related to the education of individuals with learning disabilities. Prerequisite: SPED 290 or permission of instructor. (2)

SPED 537 CURRENT ISSUES IN LANGUAGE DISORDERS

Current issues and approaches in assessing and remediating children with language disorders. Prerequisite: SPED 395 or permission of instructor. (2)

SPED 538 CURRENT ISSUES IN EARLY CHILDHOOD SPECIAL EDUCATION

Current issues related to the education of special needs children from birth to age six. Prerequisite: SPED 490 or permission of instructor. (2)

SPED 539 ADMINISTRATION OF EARLY CHILDHOOD/SPECIAL EDUCATION PROGRAMS

In-depth study in the administration of early childhood programs with emphasis on remediation techniques and transdisciplinary approaches. Prerequisite SPED 538 (2)

SPED 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)

SPED 541 ASSESSMENT OF INFANTS AND PRESCHOOLERS

Use of appropriate tools and procedures in diagnosing and evaluating your children's needs, leading to relevant education programming. Prerequisite SPED 492 and SPED 540.

SPED 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 and research design. (2)

SPED 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 disabled children in mainstream classes. (2)

SPED 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 variables involved in developing cooperation between professional educators. (2)

SPED 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)

SPED 590 RESEARCH IN SPECIAL EDUCATION

Review of current research on selected topics in Special Education. (2)

SPED 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 permission of instructor. (1)

SPED 592 RESEARCH IN LEARNING DISABILITIES

A combination of organized coursework and independent study in early learning disabilities. The course will provide an opportunity for specialized study in a selected topic. Prerequisite 535 or permission of instructor. (1)

SPED 593 RESEARCH IN BEHAVIOR DISORDERS

A combination of organized coursework and independent study in behavior disorders. The course will provide an opportunity for specialized study in a selected topic. Prerequisite: SPED 534 or permission of instructor. (1)

**SPED 594 RESEARCH IN
DEVELOPMENTAL
DISABILITIES**

A combination of organized coursework and independent study in developmental disabilities. The course will provide an opportunity for specialized study in a selected topic. Prerequisite: SPED533 or permission of instructor. (1)

**SPED 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)

SPED 597 INDEPENDENT STUDY

Projects of varying length related to trends and issues in special education and must be approved by an appropriate faculty member and the Dean of the School of Education. (1-4)

SPED 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)

SPED 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)



Music

Master of Arts in Music

Richard D. Moe, Ed.D., Dean, School of the Arts

David P. Robbins, M.M., Chair, Department of Music

Maxine R. Pomeroy, Administrative Assistant, (206) 535-7603

Purpose

The purpose of the Master of Arts in Music program is to offer qualified students a broad curriculum in musical studies beyond the baccalaureate level. It is intended for those who desire to broaden and deepen their musical knowledge and, with its required summer courses, may uniquely serve the needs of working music educators. While not a specialist's degree in a particular area, the program does require concentrated study in a selected field.

Admission

The applicant for admission to the Master of Arts in Music program will normally have completed a bachelor's degree in music or music education comparable to the undergraduate program in music or music education at Pacific Lutheran University.

In addition to following university admissions procedures, applicants shall submit to the graduate faculty of the Department of Music evidence of musical achievement to date. Such evidence may include recordings of recent musical performances, scores of music compositions or arrangements, and/or documents reflecting research in music.

Applicants for admission shall take an entrance examination administered upon request by the Department of Music. Admission to the Master of Arts in Music program shall require any deficiencies determined by the entrance examination to be addressed either by successful completion of prerequisite courses or by subsequent retaking and passing of the entrance examination.

Advisory Committee

Upon acceptance, each student will be assigned an adviser who will be the chair of the student's advisory committee. It is the student's responsibility to meet with his or her adviser to select the other two members of the advisory committee.

Before undertaking any graduate course work, the student will meet with his or her advisory committee and establish a program of study. Subsequent revisions of the program of study must be approved by the advisory committee.

With committee approval, up to eight semester hours of graduate work taken at another institution may be transferred. All requirements for the degree must be completed within seven years. Selected courses numbered at the 300, 400, and 500 levels, unless otherwise designated, may be accepted for graduate credit. All courses are subject to the approval of the student's advisory committee. It is the student's responsibility to arrange for approval of his or her total program with the committee.

DEGREE REQUIREMENTS

32 Semester Hours

1. The Master of Arts in Music program requires the completion of 32 semester hours of approved graduate study to include no less than 16 semester hours of 500-level courses.
2. No more than six credit hours of workshops may be counted toward the Master of Arts in Music degree.
3. The thesis in this degree program comprises a culminating project whose purpose is to complement, by its depth, the breadth of study inherent in the design of the program. Examples of projects include, but are not limited to, scholarly papers, recitals or lecture-recitals, and original compositions or orchestrations. The choice of project will be made in consultation with and subject to approval by the student's advisory committee.

Course Distribution

MUSI 502-520 Private Instruction (2)
MUSI 560-584 Ensemble† (2)
MUSI 529 Topics in Music Theory‡‡ (4)
MUSI 532 Music Bibliography and
Research Techniques‡‡ (2)
MUSI 539 Topics in Music History‡‡ (4)
MUSI 590 Graduate Seminar‡‡ (2)
MUSI 599 Thesis (2)
Music Electives (4)
Electives (10)

† offered regular academic year only
‡‡ offered summer sessions/alternate years
only

Schedule of Study

Certain required courses in the Master of Arts in Music program are offered only during summer sessions in alternate years. Therefore, every schedule of study for this degree will include two summers of study. The remainder of the program can be completed either in the intervening regular academic year between the two required summers or in one or more additional summers. Students electing a schedule of study using summers only will have to fulfill the ensemble requirement by transfer credit.

Examinations

1. A comprehensive written and/or oral examination over the student's program of studies is required and must be passed not later than four weeks before commencement.
2. In addition, an oral examination over the thesis must be completed not later than three weeks before commencement.
3. It is the student's responsibility to request the examinations three weeks before the desired dates of examination. All examinations will be administered and evaluated by the student's advisory committee.

COURSE DESCRIPTIONS

Music

MUSI 502 PRIVATE INSTRUCTION:
PIANO (1-4)
MUSI 503 PRIVATE INSTRUCTION:
ORGAN (1-4)
MUSI 504 PRIVATE INSTRUCTION:
VOICE (1-4)

MUSI 505 PRIVATE INSTRUCTION:
VIOLIN/VIOLA (1-4)
MUSI 506 PRIVATE INSTRUCTION:
CELLO/BASS (1-4)
MUSI 507 PRIVATE INSTRUCTION:
FLUTE (1-4)
MUSI 508 PRIVATE INSTRUCTION:
OBOE/ENGLISH HORN (1-4)
MUSI 509 PRIVATE INSTRUCTION:
BASSOON (1-4)
MUSI 510 PRIVATE INSTRUCTION:
CLARINET (1-4)
MUSI 511 PRIVATE INSTRUCTION:
SAXOPHONE (1-4)
MUSI 512 PRIVATE INSTRUCTION:
TRUMPET (1-4)
MUSI 513 PRIVATE INSTRUCTION:
FRENCH HORN (1-4)
MUSI 514 PRIVATE INSTRUCTION:
TROMBONE/BARITONE (1-4)
MUSI 515 PRIVATE INSTRUCTION:
TUBA (1-4)
MUSI 516 PRIVATE INSTRUCTION:
PERCUSSION (1-4)
MUSI 517 PRIVATE INSTRUCTION:
GUITAR (1-4)
MUSI 518 PRIVATE INSTRUCTION:
HARP (1-4)
MUSI 519 PRIVATE INSTRUCTION:
HARPSICHORD (1-4)
MUSI 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: 6½ hours of private instruction TBA.

2-4 Credits

Fall and Spring semesters: two half-hour private lessons per week in addition to daily practice. Summer: 13 hours of private instruction TBA. Special fee in addition to tuition.

MUSI 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)

MUSI 529 TOPICS IN MUSIC THEORY
a/y, summer only (4)

MUSI 532 MUSIC BIBLIOGRAPHY AND
RESEARCH TECHNIQUES

Survey of the main research tools available for advanced work in music. Course content can be adapted to needs of students in music education, theory, or performance, a/y, summer only. (2)

MUSI 539 TOPICS IN MUSIC HISTORY

a/y, summer only. (2-4)

MUSI 545 SEMINAR IN ADVANCED CONDUCTING

Directed study of selected scores for large and small ensembles, vocal and instrumental. May be repeated for credit. (2)

MUSI 549 ELECTRONIC MUSIC SYNTHESIS

Directed study of electronic music literature, techniques, and composition. May be repeated for credit. (1-2)

MUSI 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)

MUSI 560 CHOIR OF THE WEST

A study of choral ensemble rehearsal techniques with emphasis on score analysis. (1)

MUSI 561 UNIVERSITY CHORALE

A study of choral ensemble rehearsal techniques with emphasis on vocal pedagogy in the rehearsal. (1)

MUSI 565 OPERA WORKSHOP

Production of chamber opera and opera scenes. Participation in all facets of production. Prerequisite: consent of instructor. (1)

MUSI 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)

MUSI 570 WIND ENSEMBLE

A study of band rehearsal techniques with emphasis on stylistic considerations. (1)

MUSI 575 UNIVERSITY JAZZ ENSEMBLE

A study of jazz ensemble rehearsal techniques with emphasis on stylistic considerations. (1)

MUSI 578 VOCAL JAZZ ENSEMBLE

A study of vocal jazz ensemble rehearsal techniques with emphasis on stylistic considerations. Membership by audition; concurrent registration in 560 or 561 required. (1)

MUSI 580 UNIVERSITY SYMPHONY ORCHESTRA

A study of orchestra ensemble rehearsal techniques with emphasis on score analysis (1)

MUSI 581 CHAMBER ENSEMBLE

Analysis, rehearsal, and performance of selected instrumental chamber music. Prerequisite: consent of instructor. Section A—String; Section B—Brass; Section C—Woodwind; Section D—Early Instruments. (1)

MUSI 582 CONTEMPORARY DIRECTIONS ENSEMBLE

Public and laboratory performance of contemporary music. Emphasis on score analysis. (1)

MUSI 583 TWO-PIANO ENSEMBLE

Performance of two-piano and piano duet literature, including score analysis. (1)

MUSI 584 CONTEMPORARY ARTS ENSEMBLE

A multi-arts ensemble with emphasis on composition techniques, repertoire, and performance. (1)

MUSI 590 GRADUATE SEMINAR (2)

a/y; summer only

MUSI 596 RESEARCH IN MUSIC (1-4)

MUSI 599 THESIS (2-4)



Nursing

Master of Science in Nursing

Dorothy Kellmer-Langan, Ed.D., R.N., Dean, School of Nursing (206) 535-7674

Cleo Massicotte Pass, D.S.N., R.N., Director of Graduate Nursing Education (206) 536-5002

Purpose

The purpose of the graduate program in nursing is to prepare professional nurses as advanced practitioners, leaders and scholars. The curriculum consists of a common core with areas of concentration in continuity-of-care, nursing administration, and school nursing. The program is designed to facilitate part-time or full-time study. Courses are scheduled in late afternoon and evenings to accommodate nurses who are employed. The summer sequence is designed primarily to serve the needs of school nurses; however, select core and nursing elective courses are also scheduled during the summer on a rotating basis.

Prerequisites

A basic course in descriptive and inferential statistics is prerequisite. A course in basic computer use is recommended. A minimum of one year of recent clinical practice as a registered nurse is strongly advised. A refresher course is required if the applicant has not practiced nursing within the last three years.

Admission

Applicants for admission to the Master of Science in Nursing programs will: hold (or be eligible for and in process of obtaining) a current license to practice as a registered nurse in the State of Washington; hold a baccalaureate degree from a National League for Nursing accredited program; submit evidence of a minimum cumulative undergraduate grade point average of 3.0 (on a 4.0 scale); submit scores from the Graduate Record Examination (GRE), taken within five years of application for admission; and complete a pre-admission interview with the director of the graduate program.

NOTE: Exceptions to the above criteria are based on assessment of an individual's file for demonstration of equivalence to admission requirements, and/or potential for successful completion of graduate study.

Advising

The director of the graduate program in nursing or an appointed faculty member will serve as adviser to all students. Information regarding program planning and transfer credit will be provided.

When a thesis chairperson is selected, program guidance will be assumed by that person.

Program Requirements

Granting an exemption from program requirements is rare. Students requesting such exemption assume responsibility for submitting a file for review by the School of Nursing Graduate Program Committee that clearly documents equivalence of the course offered by the School.

Prior to enrollment in clinical practica, students must provide evidence of 1) current immunization and health status as required by the School of Nursing (in addition to the general university requirement), 2) current CPR certification, and 3) current professional liability insurance in specified amounts.

Core Requirements

Students are required to complete a common core of nursing courses for a total 18 semester credits. The core courses provide the framework for advanced nursing practice in a select area of concentration.

Required Core Courses

18 semester hours

NURS 571 **Research I** (2)

NURS 572 **Research II** (2)

NURS 573 **Models & Theories of Nursing** (2)

NURS 574 **Advanced Nursing Concepts** (3)

NURS 575 **Nursing Leadership & Management** (3)

NURS 599 **Thesis** (6)

Areas of Concentration

Required courses for each area of concentration are listed below with specific course and total number of semester credit hours identified. Prior to enrollment in clinical practica in the Continuity-of-Care and School Nursing areas of concentration, health assessment skills must be demonstrated or verified.

NURSING ADMINISTRATION

Program Objectives

Students are prepared for leadership and administrative positions in the health care delivery system.

Concentration Requirements

18 semester hours

- BUSA 550 Organizational Behavior & Environment (4)
- NURS 556 Financial Management for Health Care Providers (3)
- BUSA 554 Planned Organizational Change (4)
- NURS 559 Nursing Administration Practicum (2-5)
- Supportive elective (2)

CONTINUITY-OF-CARE

Program Objectives

Students gain skills as clinical nurse specialists to assume leadership roles in providing care, and developing program models to facilitate clients' transitions through and among health care systems. Graduates occupy positions in primary, secondary, and tertiary care facilities in the public and private health care systems.

Concentration Requirements

18 semester hours

- NURS 530 Continuity-of-Care Clinical Nurse Specialist Role (2)
- NURS 531 Theoretical Foundations for Continuity-of-Care (3)
- NURS 532 Focused Study in Clinical Specialization (3)
- NURS 533 Continuity-of-Care Practicum (3)
- NURS 534 Program Development for Continuity-of-Care (3)
- Elective/support course(s) (4)

SCHOOL NURSING

Program Objectives

Students are prepared to assume the role of school nurse specialists. The curriculum is consistent with the State of Washington Administrative Codes and meets the requirements for initial and continuing certification of school nurses as Education Staff Associates.

Concentration Requirements

18 semester hours

- NURS 511 School Nursing I* (3)
- NURS 521 School Nursing Practicum I* (3)
- NURS 512 School Nursing II** (3)
- NURS 522 School Nursing Practicum II** (2)
- EPSY 535 Foundations of Guidance* (4)
- SPED 522 The Role of Health Professionals in Special Education** (3)

*Required: Initial School Nurse Certification

**Required: Continuing School Nurse Certification

COURSE OFFERINGS

NURS 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. Content to include assessment of the school age child, growth and development, screening, the exceptional child, school administration, school law, and role implementation. (3)

NURS 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 and/or identifying special problems as well as professional and community resources for support and treatment. (3) Prerequisite: NURS 511.

NURS 521 SCHOOL NURSING PRACTICUM I

Integration of content from School Nursing I (NURS 511), into the practice setting. (3) Prerequisite: NURS 511.

NURS 522 SCHOOL NURSING PRACTICUM II

Integration of content from School Nursing II (NURS 512) into the practice setting with accompanying one semester hour seminar to discuss ongoing development and analysis of the school nurse role, and relevant issues. (2) Prerequisites: NURS 512 & 521.

NURS 530 CONTINUITY-OF-CARE CLINICAL NURSE SPECIALIST ROLE

Focus is on continuity of clinical nurse specialist role development emphasizing subroles of: expert practitioner, consultant, educator, leader, and researcher. In depth study leads to development of a role specific practice framework. Prerequisite or concurrent with NURS 573 or permission of instructor. (2)

NURS 531 THEORETICAL FOUNDATIONS FOR CONTINUITY-OF-CARE

Critical analysis of nursing and other health-related theoretical models underlying advanced practice of the continuity-of-care nurse specialist. In depth exploration of requisites pertaining to chronic conditions for advanced practice: clinical specializations skills, nursing case-management, discharge-planning, quality assurance, and systems analysis. Prerequisite or concurrent with NURS 530. (3)

NURS 532 FOCUSED STUDY IN CLINICAL SPECIALIZATION

In depth study of the demographic and epidemiologic trends; clinical management and standards; and key agencies related to selected chronic conditions. Clinical experiences include application of a defined framework for practice in care delivery for chronically ill client/patient groups. Prerequisite or concurrent with NURS 531. (3)

NURS 533 CONTINUITY-OF-CARE PRACTICUM

Application of advanced practice skills with defined client groups. Focus on demonstration of expert practitioner and management skills for continuity-of-care clients and families during transitions along the wellness-illness continuum to insure: quality, comprehensive, accessible health care and effective/efficient organization of resources and services. (3) Prerequisite NURS 532 and may be concurrent with NURS 534.

NURS 534 PROGRAM DEVELOPMENT FOR CONTINUITY-OF-CARE

Students will synthesize theoretical models, clinical parameters, and program planning principles. A continuity-of-care model will be developed addressing access across agency boundaries within the context of a client/family-oriented system. (3) Prerequisite or concurrent with NURS 533.

NURS 556 FINANCIAL MANAGEMENT FOR HEALTH CARE PROVIDERS

Concepts and processes of financial management for planning, control and decision making for managers in health care organizations. Introduction to the language of financial management, economics; business plan and budget preparation; variance and trends analysis; issues of cost, quality, and productivity. Computer experience. (3)

NURS 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. (6) Prerequisites: NURS 556 & 575; BUSA 550 & 554.

NURS 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)

NURS 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. (3) Prerequisite: NURS 571. Learning Resource Fee \$45.

NURS 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)

NURS 574 ADVANCED NURSING CONCEPTS

Exploration of advanced concepts affecting nursing and client care in the health care delivery system. Students conduct in-depth critical analysis of selected concepts in area of clinical interest. (2) Prerequisite: NURS 573.

NURS 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)

NURS 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. (6)

BUSA 550 ORGANIZATIONAL BEHAVIOR AND ENVIRONMENT

Study of open socio-technical 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. (4) Prerequisite: NURS 575.

BUSA 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. (4) Prerequisite: BUSA 550.

EPSY 535 FOUNDATIONS OF GUIDANCE

The focus is on developing an understanding of the services and processes available to assist individuals in making plans and decisions according to their own life pattern. (4)

SPED 522 THE ROLE OF HEALTH PROFESSIONALS IN SPECIAL EDUCATION

This course was designed to introduce school nurses to the special learners within the school environment. Emphasis will be placed on the role of the school nurse as a team member in providing comprehensive services to children with special needs. Other topics included will deal with special issues and trends such as parents as partners, legal and medical concerns, early childhood, drugs, alcohol and suicide. (3)

Nursing Electives

NURS 540 ROLE OF THE NURSE SPECIALIST

In-depth exploration of the role of nurse specialists. Role theory is examined and applied in the study of role components with emphasis on expert practitioner, administrator, educator, and researcher. (2)

NURS 541 EPIDEMIOLOGY AND CONTINUITY-OF-CARE

Presentation of epidemiological concepts and methodologies. Exploration of various approaches in the surveillance and control of chronic and communicable diseases. Focus is on high-risk populations and problems of national and international concern. (2)

NURS 542 COMPLEX CARE IN THE HOME

Exploration of the utilization of current technology in providing increasingly complex care in a home setting. Methods for providing nutrition, pain relief, chemotherapy, hydration and psycho-social support with a therapeutic nursing framework will be included. (2)

NURS 543 NURSING CARE OF CULTURALLY DIVERSE POPULATIONS

Comparative analysis of health beliefs and care practices of western and non-western cultures with emphasis on theoretical and practical dimensions. Seminar discussions focus on a cross-cultural view of nursing concepts and professional practices as these relate to values, beliefs and techniques. Exploration of transcultural caring and curing role behavior and the processes of socialization into those roles. Contemporary theoretical and research methods for the study of nursing care components will be an important part of the course. (2)

NURS 544 NURSING CARE OF THE CHEMICALLY DEPENDENT CLIENT

This course focuses on the nursing care of individuals who are chemically dependent. Care will be discussed within the framework of the nursing process, including the dimensions of assessment, nursing diagnosis, planning, implementation and evaluation of care. The physical, social, psychological, behavioral and environmental dimensions of lifestyle will be discussed as these relate to the pattern of dependency which clients and their families manifest. Community resources for primary, secondary and tertiary care will be explored with respect to services provided and criteria for client access to these services. Interdisciplinary interventions for chemical dependency will be presented as options for nursing referral or consultation. (2)

NURS 545 LIFE, DEATH, AND PUBLIC POLICY

Analysis of hard life-and-death decisions that, increasingly, are making their way into the public policy agenda. The aggregate consequences of the widespread application of biomedical technology will be examined including critical questions. Case studies center around the nurse's role in public policy and decision making. Topics include prenatal intervention, organ transplantation, euthanasia, prevention and lifestyle change, and setting limits on medical care. (2)

NURS 547 SOCIAL SUPPORT AND NURSING CARE

Introduction to the conceptual and research basis for social support as an important component in the delivery of nursing care of various consumer groups such as maternity, pediatric, and geriatric clients/patients. (2)

NURS 548 CURRICULUM DEVELOPMENT FOR NURSING

Examination of the theory and practice of curriculum development and evaluation. Students function in the role of a faculty member to plan a curriculum, develop individual courses and explore methods for course and curriculum evaluation. (2)

NURS 549 TEACHING IN SCHOOLS OF NURSING

Theoretical and philosophical principles of the teaching/learning process will be explored. Teaching strategies and the process of self and student evaluations will be analyzed. Supervised teaching experience included. (2)

NURS 592 INDEPENDENT STUDY (1-4)

Opportunities for advanced study in selected topic related to student's area of interest.



Physical Education

Master of Physical Education

David M. Olson, Ph.D., Dean, School of Physical Education, (206) 535-7350

Anthony J. Evans, Ph.D., Director of Graduate Programs, (206) 535-7638

Purpose

The purposes of the graduate program in physical education are three-fold:

1. to provide opportunities for continuing certification for teachers;
2. to enhance the preparation of those involved with exercise and fitness programs in various settings;
3. to provide for the preparation of those administering sports programs.

To serve the working community, courses are taught in the evening and during the summer.

Admission

Beyond the general admissions standards for graduate education at PLU it is expected that the applicant will have an undergraduate degree in physical education or a related field. If the degree is outside this discipline, each transcript will be evaluated by the program director who will propose courses to alleviate deficiencies. No more than 8 semester hours of transferable graduate credit will be accepted toward the required 34 credits of the master's program, and those credits must have a cumulative grade point average of 3.0. A maximum of 4 hours in courses titled "workshop" or "continuing education" may be accepted. To be accepted into the Master of Physical Education program, an applicant must meet all of the following criteria:

1. A minimum 3.0 cumulative undergraduate grade point average is required for regular acceptance into the program. Students with a grade point average lower than 3.0 may be considered for provisional status under the following conditions:
 - a. Satisfactory completion of up to 12 semester hours of course work with a minimum 3.0 grade point average.
 - b. Review by a screening committee who will then make final recommendations for or against acceptance to the program with regular status.

2. Applicants must have completed an undergraduate degree in Physical Education. If the undergraduate degree has been awarded in another area, the program director will evaluate and propose any needed prerequisite courses. Such students may be considered for provisional status. This allows students to finish the prerequisites, which do not count toward the degree, and begin their graduate studies concurrently.
3. Results of the applicant's score on the general examination section of the GRE must be on file in the Office of Graduate Studies.

One year of teaching or related professional experience is recommended.

Advising

The director of the graduate programs in physical education will be the primary adviser for all graduate students in the program. Other faculty will act as secondary advisers and research project advisers.

General Requirements and Course Descriptions

34 Semester Hours minimum

This is a non-thesis program. Research experience will be achieved specifically in PHED 560 and in other courses.

Core Courses

12 Semester Hours

These courses or their equivalents will be required by all students in this program.

- | | |
|----------|--|
| PHED 510 | Ethics in Physical Education and Athletics (3) |
| PHED 520 | Research Design (3) |
| PHED 530 | Contemporary Issues in Physical Education (3) |
| PHED 560 | Project/Seminar (3) |

Electives: 22 semester hours

Selected from the following with adviser's approval. Graduate courses in education, business, or communication arts may also be selected with graduate director's approval.

- PHED 501 Workshops in Physical Education and Coaching (1-4)
- PHED 512 Management of Sports Programs (3)
- PHED 514 Sports Promotion (3)
- PHED 515 Advanced Studies in Athletic Training (3)
- PHED 516 Advanced Adapted Physical Education in the Public Schools (3)
- PHED 522 Psychology of Sport I (3)
- PHED 523 Psychology of Sport II (3)
- PHED 535 Health and Fitness in Contemporary Society (3)
- PHED 536 Health and Fitness Management (3)
- PHED 540 The Scientific Basis for Physical Activity (3)
- PHED 545 Motor Development and Learning (3)
- PHED 561 Professional Practicum (1-2)
- PHED 565 Analysis of Human Movement (3)
- PHED 570 Sociology of Sport (3)
- PHED 591 Independent Study (1-4)
- PHED 599 Internship (4-8)
- HEED 501 Health Courses (2-8)
- Specific courses in other disciplines may be recommended by the graduate director to ensure preparation in appropriate areas. These will be selected with approval and cooperation of other units and may include, but not be limited to:
- BUSA 501 Fundamentals of Accounting and Finance (4)
- BUSA 502 Fundamentals of Management and Marketing (4)
- BUSA 505 Management Use of Computers (4)
- BUSA 550 Organizational Behavior and Environment (4)
- BUSA 554 Planned Organizational Change (4)
- BUSA 570 Marketing Management Seminar (4)
- COMA 435 Organizational Communications (4)
- COMA 450 Workshop in Effective Public Speaking (2)
- ECON 500 Applied Statistical Analysis (4)

COURSE OFFERINGS

PHED 501 **WORKSHOPS IN PHYSICAL EDUCATION AND COACHING (4)**

PHED 510 **ETHICS IN PHYSICAL EDUCATION AND ATHLETICS**

The study of ethics and ethical decision making in physical education and athletics. (3) II

PHED 512 **MANAGEMENT OF SPORTS PROGRAMS**

Explores concepts in budgeting, scheduling, personnel and facilities in physical education, athletic and fitness programs. (3) S-o

PHED 514 **SPORTS PROMOTION**

Designed specifically for those interested in marketing sports and athletic programs. Comprehensive strategies for attracting and retaining sports participants and programs are included. (3) S-e

PHED 515 **ADVANCED STUDIES IN ATHLETIC TRAINING**

A series of advanced seminars dealing with specific topics in sports medicine. Emphasis will be placed on in-depth study of theories, problems, practices and techniques in the field. (3) S-o

PHED 516 **ADVANCED ADAPTED PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS**

Consideration of mainstreamed handicapped students in physical education with special emphasis on handicapped conditions, abilities and contra-indications of physical activity. (3) S-o

PHED 520 **RESEARCH DESIGN**

The class considers the value of and need for ongoing research in health, physical education, recreation and related fields. Students learn the research methods and techniques currently used in these areas and through a variety of practical assignments gain experience in the process of planning and implementing research projects in their specific area of interest. The organization of research results for appropriate dissemination is also discussed. The study of various research designs and their implications to physical education, athletics and/or fitness. (3) S

PHED 522 **PSYCHOLOGY OF SPORT I**

Focuses on psychological skills in sport emphasizing physiological based techniques, cognitively based techniques (cognitive restructuring, mental imagery and attention control) and behavioral-based techniques (goal-setting and modeling). (3) II-e

PHED 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. (3) S-e

PHED 530 **CONTEMPORARY ISSUES IN PHYSICAL EDUCATION**

Utilizes a historical and philosophical framework to study the current issues in the profession today. (3) S

PHED 535 HEALTH AND FITNESS IN CONTEMPORARY SOCIETY

Considers the influences of contemporary society on lifestyle choices that impact on health and fitness. Emphasis is placed 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 (3) S-o

PHED 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. (3) S-e

PHED 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 will be on ways in which teachers can apply the scientific principles associated with exercise to enhance human performance. (3) I-o

PHED 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. (3) S-o

PHED 560 PROJECT/SEMINAR

The students will meet as a class and work in a seminar format to present and defend individual projects. Prerequisite: PHED 520. (3) I

PHED 561 PROFESSIONAL PRACTICUM

The practicum provides students with opportunities to develop, implement and evaluate skills associated with their professional interest. In addition to interacting with university faculty, students will also work with site supervisors. (1-2)

PHED 565 ANALYSIS OF HUMAN MOVEMENT

Considers the influence of anatomical and mechanical principles and concepts on the development of efficient movement. The course will emphasize the application of these principles to enhance the movement efficiency of participants in physical activity and sports programs. (3) II-o

PHED 570 SOCIOLOGY OF SPORT

Focuses on sport both as a social institution and socializing agent. Topics covered include sport and economics, gender, race, education, and politics and religion. (3) S-e

PHED 591 INDEPENDENT STUDY

Independent investigations into areas of special interest to the student which are not covered by courses in the regular graduate program. The types of projects undertaken vary in length and content and are determined in consultation with a faculty advisor. (1-4)

PHED 599 INTERNSHIP (4-8)

HEED 501 GRADUATE WORKSHOPS (2-8)

Graduate workshops in special fields for varying periods.

Business

BUSA 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 valuations, capital structure and dividend policy, long-term financing, and multinational financing and investing. I II (4)

BUSA 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)

BUSA 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 (word processing, spreadsheets, data-base packages, statistical packages); and elementary programming techniques. I II

BUSA 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)

BUSA 554 PLANNED ORGANIZATION 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. (4) II

BUSA 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. (4) Prerequisites: 502, 505; ECON 504, 543. I II

Economics (Division of Social Sciences)

ECON 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)

Communication Arts

COMA 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)

COMA 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)



Social Sciences

Master of Arts — Individualized Study **— Marriage and Family Therapy** **— Organizational Systems**

Jack R. Berningham, Ph.D., Dean, Division of Social Sciences

Richard J. Jobst, M.A., Director of Graduate Programs (206) 535-7660/7399

Purpose

The Division of Social Sciences, which includes the disciplines of anthropology, economics, history, marriage and family therapy, political science, psychology, social work, and sociology, offers the Master of Arts in Social Sciences with concentrations in Marriage and Family Therapy, Organizational Systems, and Individualized Study.

The concentrations in the Master of Arts in Social Sciences program emphasize multidisciplinary approaches to learning and direct applications to public and professional life. Courses provide concepts and skills that may be applied in a variety of public- and private-sector settings.

Admissions

Applications for admission into the program will be evaluated according to the following criteria: undergraduate academic performance during the last two years of the student's baccalaureate program, work experience pertinent to the student's competence for the specialized program the student seeks to pursue, a statement of educational and professional goals, and two letters of recommendation that are pertinent to the student's area of interest and academic abilities. A personal interview is required for all applicants. Special information regarding admission requirements is listed under each concentration's prerequisites.

General Prerequisites

Applicants must have completed a B.A. or B.S. degree with at least 20 semester hours of credit in the social sciences, which must include the specific prerequisites listed for the concentration the applicant wishes to pursue.

Advising

Upon admission, each student is assigned an adviser with whom the student plans a graduate program. Before beginning the research project or thesis, the student shall request the faculty coordinator of the concentration in which he or she is enrolled to appoint an advisory committee of three faculty members, one of whom is the student's regular adviser. The student consults with the advisory committee during research and submits the results of research to the committee, which will evaluate the student's work.

Requirements

In the Organizational Systems and Individualized Study concentrations, SSCI 502 Social Science Theory and SSCI 505 Social Science Research Methods must be among the first five courses completed, exclusive of prerequisite requirements. These students must complete a candidacy proposal upon completion of 20 semester hours of course work. The candidacy proposal requires a student to demonstrate the ability to synthesize the theoretical and methodological knowledge acquired in the core courses by the preparation of a formal research project or thesis proposal. The research project or thesis proposal will examine a substantive topic appropriate to the student's degree program.

Marriage and Family Therapy students follow a specified course of study listed in that concentration's section. Students who elect to write a thesis are subject to candidacy proposal requirements.

INDIVIDUALIZED STUDY

36 Semester Hours

Faculty Coordinator: Jack R. Bermingham, Ph.D., (206) 535-7669 or 535-7399

Program Objectives

The Individualized Study program in the social sciences is designed for individuals who want to pursue their own personal educational 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.

In addition to disciplinary study, students may also design interdisciplinary programs in concert with available faculty interests and expertise. Current interdisciplinary areas include international studies, legal studies, liberal studies, and women's studies.

Prerequisites

The student's program committee will assess whether the 20 semester hours in social science provide the necessary background for the individual theme the student wishes to pursue.

Core Courses and Research Requirement: 12 Semester Hours

SSCI 501 Social Science Theory (4)
SSCI 505 Social Science Research Methods (4)
SSCI 598 Research Project (4) or
SSCI 599 Thesis (4)

Concentration Requirements:

24 Semester Hours

Courses will be chosen in consultation with the adviser. A program must include at least eight semester hours in each of two separate social science disciplines. Upon approval of the adviser, a student may take up to eight semester hours in a field or fields outside the social sciences.

MARRIAGE AND FAMILY THERAPY

45 Semester Hours

Faculty Coordinator: Charles D. York, Ph.D., (206) 535-7599 or 535-7399

Program Objectives

The primary objective of the Marriage and Family Therapy concentration is to train individuals to be competent in the scholarship

and clinical practice of marriage and family therapy. The concentration emphasizes academic study, rigorous evaluation, and direct supervision of one's clinical competence.

Accreditation: AAMFT

The program is fully accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association of Marriage and Family Therapy (AAMFT) and also complies with Washington State certification requirements for marriage and family therapists.

Prerequisites

Beyond the general prerequisites for all social sciences graduate programs, the following courses or course equivalents are required before admission as a regular status student:

Abnormal Psychology
Counseling Methods/Interviewing
Human Development
Theories of Therapy/Personality Theories

A personal interview with the program faculty is required. A comprehensive autobiographical statement (minimum eight typed pages) must accompany the application in place of the required goals statement. The statement should address the following questions:

1. What significant life events have most influenced your present development and your desire to be a family therapist?
2. What are your professional career goals after completing your degree?
3. What are your strengths that will help you achieve your professional goals?
4. What do you consider to be areas for personal growth that may need the most attention during your training as a therapist at Pacific Lutheran University?

Concentration Requirements:

45 Semester Hours

SSCI 505 Research Methods (4)
MFTH 500 Human Development (4)
MFTH 503 Systems Approach to Marriage and Family Therapy (4)
MFTH 504 Family Development (4)
MFTH 507 Comparative Marriage and Family Therapy (4)
MFTH 510 Human Sexuality and Sex Therapy (2)
MFTH 511 Psychosocial Pathology: Relationship to Marriage and Family Therapy (4)

MFTH 512 Professional Studies in Marriage and Family Therapy (3)

MFTH 519 Practicum I (2)

MFTH 520 Theory I (2)

MFTH 521 Practicum II (2)

MFTH 522 Theory II (2)

MFTH 523 Practicum III (2)

MFTH 524 Theory III (2)

MFTH 525 Practicum IV (4)

Elective:

MFTH 599 Thesis (4)

ORGANIZATIONAL SYSTEMS

40 Semester Hours

Faculty Coordinator: Richard Jobst, M.A.,
(206) 535-7660 or 535-7399

Program Objectives

The Organizational Systems concentration emphasizes organizational theory, behavior, and change, as well as how individuals function and behave in organizational settings. The program enables students to become more effective professionally in applying social science approaches to issues of organizational effectiveness and the problems facing complex organizations.

Core Courses and Research Requirements:

12 Semester Hours

SSCI 502 Social Science Theory (4)

SSCI 505 Social Science Research Methods (4)

SSCI 598 Research Project (4) or

SSCI 599 Thesis (4)

Concentration Requirements:

28 Semester Hours

PSYC 510 Industrial/Organizational Psychology (4)

BUSA 550 Organizational Behavior and Environment (4)

BUSA 554 Planned Organizational Change (4)

SOCI 514 Organizational and Systems Theory (4)

SOCI 530 Group Dynamics: Theory and Practice (4)

SOCI 534 Sociology of Work (4)

SOCI 551 Interventions Practicum I (2)

SOCI 552 Interventions Practicum II (2)

COURSE OFFERINGS

Social Sciences Core

SSCI 502 SOCIAL SCIENCE THEORY

An analysis of social explanation and the social science frame of reference. (4)

SSCI 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).

Business

BUSA 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)

BUSA 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)

Economics

ECON 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)

ECON 504 ECONOMIC ANALYSIS AND POLICY DECISIONS

Basic economic concepts applied to policy formation and operating decisions. (4)

ECON 543 QUANTITATIVE METHODS

The concepts of probability, sampling, statistical decision theory, linear programming, and other deterministic models applied to managerial problems. Prerequisite: ECON 500 or equivalent. (4)

Marriage and Family Therapy

MFTH 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)

MFTH 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)

MFTH 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, gender issues, and other unplanned events. Students participate in a one-hour lab in the Family and Children's Center. (4)

MFTH 507 COMPARATIVE MARRIAGE AND FAMILY THERAPY

Intensive comparative study of the theoretical rationale of the prominent schools of thought within the field of marriage and family therapy. Studies include the range of strategies, techniques and research of structural, behavioral communication, and analytical approaches to marriage and family therapy. Prerequisite: MFT 503 (4)

MFTH 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: MFT 503; may be taken concurrently (2)

MFTH 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 systems, drug addiction, and disturbed adolescents. Prerequisite: MFT 503 (4).

MFTH 512 PROFESSIONAL STUDIES IN MARRIAGE AND FAMILY THERAPY

Professional ethics and Washington State laws which affect clinical practice, including family law, legal responsibilities, rules of confidentiality, and interprofessional cooperation. Licensure, certification, and the role of professional organizations. (3)

PRACTICA:

MFTH 519 PRACTICUM I (2)

Prerequisite: MFT 503, MFT 507; MFT 512; may be taken concurrently.

MFTH 521 PRACTICUM II (2)

(MFTH 512 may be taken concurrently with MFT faculty approval.)

MFTH 523 PRACTICUM III (2)

MFTH 525 PRACTICUM IV (4)

The four semesters of practica are part of a continuous process toward developing specific therapeutic competencies in work with marriage 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. Practica requirements include 100 hours of supervision of 500 client-contact hours. Faculty are AAMFT approved supervisors, and utilize "live supervision and videotapes of student sessions" as the primary methods of clinical supervision.

THEORY:

MFTH 520 THEORY I (2)

MFTH 522 THEORY II (2)

MFTH 524 THEORY III (2)

The three semesters of theory taken in conjunction with MFTH 519, 521, and 523 constitute an in-depth study of one approach of marriage and family therapy with an emphasis on applying theory in practice.

Psychology

PSYC 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 group differences, and role-related behaviors. (4)

Sociology

SOCI 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)

SOCI 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)

SOCI 534 SOCIOLOGY OF WORK: QUALIFY 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)

SOCI 551 INTERVENTIONS PRACTICUM I

Application of organizational change theory within an applied setting. Emphasis upon identifying work situations for change and developing techniques for implementing change. (2)

SOCI 552 INTERVENTIONS PRACTICUM II

Implementation and analysis of actual intervention within an organizational system or laboratory simulation with applied emphasis. Prerequisite: 551 (2)

Offered in All Departments

All departments of the Division of Social Sciences (Anthropology, Economics, History, Political Science, Psychology and Social Work/Marriage and Family Therapy, Sociology) offer the following courses:

501 GRADUATE WORKSHOPS

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

590 GRADUATE SEMINAR

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

591 DIRECTED STUDY (1-4)

595 GRADUATE READINGS (1-4)

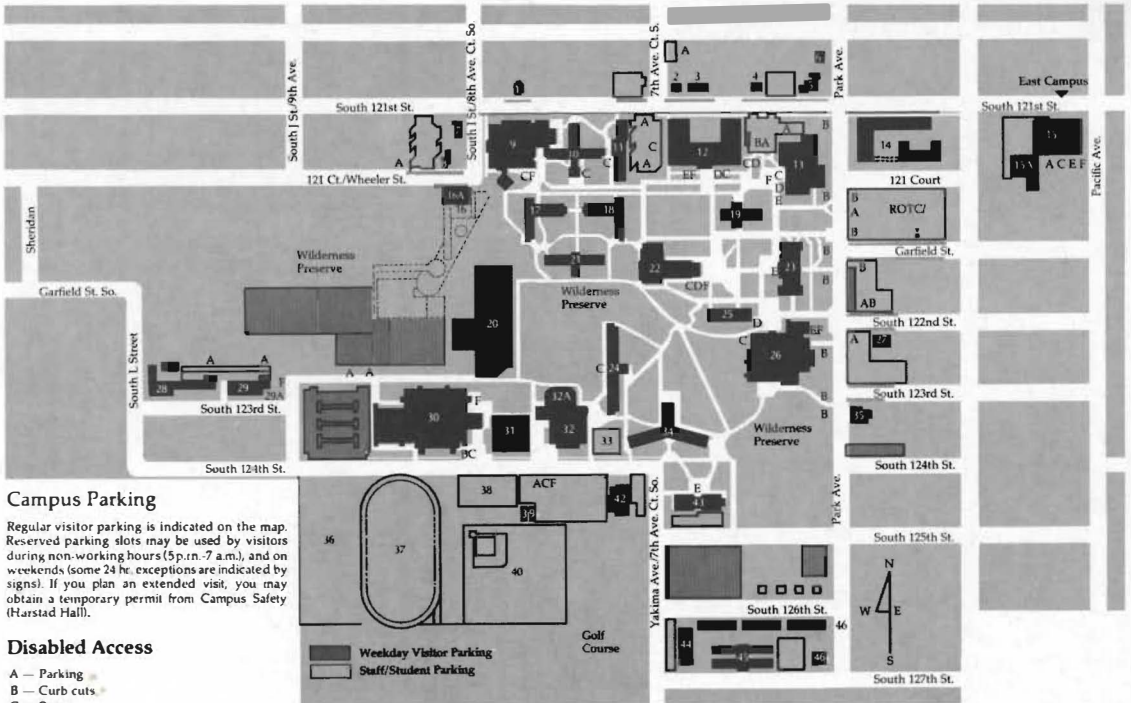
598 RESEARCH PROJECT (4)

599 THESIS (4)



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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

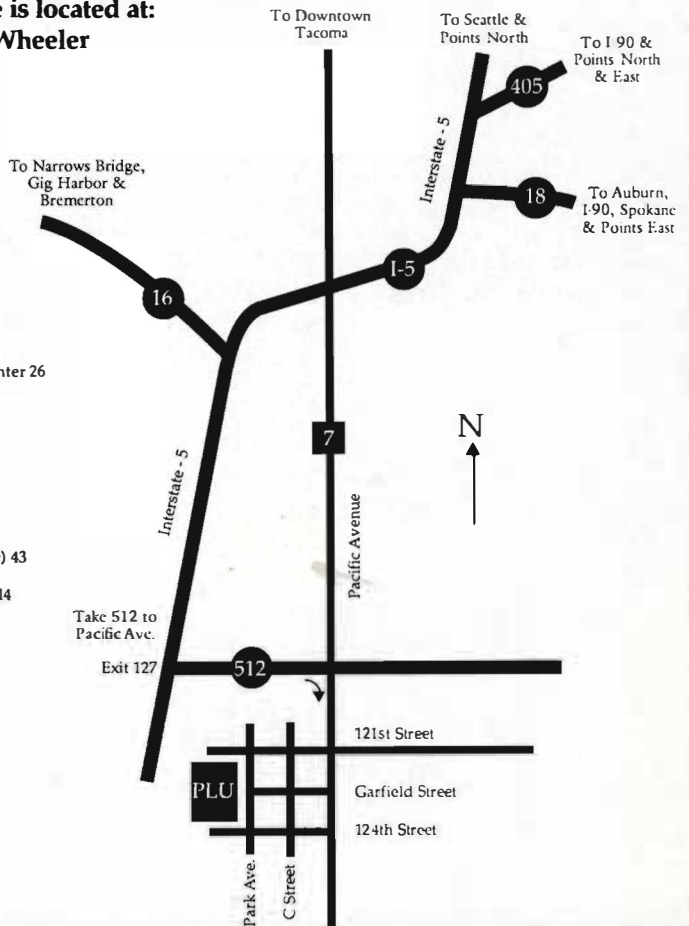
- A - Parking
- B - Curb cuts
- C - Ramps
- D - Automatic doors
- E - Elevators
- F - Accessible restrooms

**Rosso House is located at:
868 S. Wheeler**

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Graduate Programs

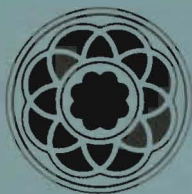
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