



## Memorandum Office of the Registrar

**To:** Dr. Gregson, Provost  
**From:** Kelly Gaspar Poth, Registrar, x7139, kpoth@plu.edu  
**Date:** March 4, 2021 update (2/9/21 original)  
**Re:** New BUSA Concentration and Course, BUSA 444 (Type 1&2)

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Course number, BUSA 444, has not previously been used.

Concentration titles, same with majors/minors/degrees, cannot be 'edited'. This change requires a new concentration to be created. Perhaps this is a Type 3?

New Concentration Code: CMAN

For catalog text:

~~What does the line 'Approved BUSA Special Topics' mean? It appears randomly placed.~~

~~Why have the line 'At least 12cr must be in Business'? It is not possible to have less than 12cr in BUSA when there is only one approved non-BUSA course. Addressed by BUSA 3/4/21 KGP~~



Carol Bautista <bautisca@plu.edu>

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**EPC--BUSA ChngConcntrtnReqAddPermNonGen444EdChngCrseTitleDesc rv  
Type 1 and 2**

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**Joanna Gregson** <gregsojg@plu.edu>  
To: Carol Bautista <bautisca@plu.edu>

Tue, Apr 6, 2021 at 9:39 AM

Forwarded with endorsement!

Joanna

[Quoted text hidden]

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Joanna Gregson, Ph.D.  
Provost and Senior Vice President for Academic Affairs  
Professor of Sociology  
Pacific Lutheran University  
Tacoma, WA 98447



updated 3/4/21

### EPC PROPOSAL FORM

Originating Academic Unit: School of Business

Date Proposal Submitted: February 5, 2021

**INSTRUCTIONS:** Upon completing the form, submit the document with all appropriate signatures to the Office of the Provost and copy to the Educational Policies Committee *via* the Faculty Governance Manager at [facgov@plu.edu](mailto:facgov@plu.edu).

**DEADLINES:** Type 1 proposals, being non-substantive, are generally considered on a rolling basis. Type 2 proposals - December 1. Type 3 proposals - October 1.

For specifics on the processing of each type of proposal, read the [Educational Policies Committee Manual](#) in the PLU Faculty Handbook (Section III, Part VI), and the [checklist for Preparing EPC Proposals](#), located on the documents and forms section of the Faculty Governance website.

#### **PROPOSAL SUMMARY**

Provide a summary of the proposal.

This document has four proposals with respect to the current “Management and Human Resources” concentration of BBA in BUSA:

1. Proposal to change the name of the concentration from “Management and Human Resources” to “Management”
2. Proposal to change the concentration requirements as elaborated below
3. Proposal to delete course BUSA 449 Strategic Human Resource Management and add BUSA 444 Project Management.
4. Proposal to revise course titles and descriptions for BUSA 342 and BUSA 442.

#### **TYPE OF PROPOSAL**

Check all the appropriate boxes.

**TYPE 1: NON-SUBSTANTIVE CHANGES** *[complete shaded sections and provide signatures]*

Check boxes in this section. Also complete Proposal Summary (above), Catalog/Curriculum Changes section (ahead), and provide chair/dean signatures on final page.

- Change course number
- Change course title
- Delete course with no GenEd element, which is not part of by any other major/minor/concentration
- Prerequisite change within the academic unit only
- Catalog correction (editorial)

**TYPE 2: SUBSTANTIVE CHANGES** *[complete all sections, including signatures]*

Submit completed form, including signatures. Be sure to check all boxes that apply.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> ] Change catalog description <sup>++</sup>     | <input type="checkbox"/> ] Change a course's credit hours                            |
| <input type="checkbox"/> ] Add permanent GenEd course <sup>++</sup>                | <input type="checkbox"/> ] Add GenEd Element to existing course <sup>++</sup>        |
| <input checked="" type="checkbox"/> ] Add permanent non-GenEd course <sup>++</sup> | <input type="checkbox"/> ] Delete GenEd course                                       |
| <input type="checkbox"/> ] Change major requirement <sup>**</sup>                  | <input type="checkbox"/> ] Change minor requirement <sup>**</sup>                    |
| <input type="checkbox"/> ] Revise curriculum <sup>**</sup>                         | <input checked="" type="checkbox"/> ] Change concentration requirement <sup>**</sup> |
| <input type="checkbox"/> ] Change grading type (e.g. P/F, letter grade)            | <input type="checkbox"/> ] Change prerequisite involving another unit's course       |
| <input type="checkbox"/> ] Other: _____  |  |

**] TYPE 3: CHANGES REQUIRING FACULTY ASSEMBLY APPROVAL *[complete all sections, including signatures]***

Note: These proposals require the approval of the Board of Regents in addition to the Faculty Assembly.

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> ] New Degree <sup>**</sup>                                 | <input type="checkbox"/> ] New Major <sup>**</sup> | <input type="checkbox"/> ] New Minor <sup>**</sup> | <input type="checkbox"/> ] New Concentration <sup>**</sup> |
| <input type="checkbox"/> ] Eliminate Degree   | <input type="checkbox"/> ] Eliminate Major         | <input type="checkbox"/> ] Eliminate Minor         | <input type="checkbox"/> ] Eliminate Concentration         |
| <input type="checkbox"/> ] Add Certificate (non-Continuing Education) <sup>**</sup> | <input type="checkbox"/> ] Other: _____            |  |  |

<sup>\*\*</sup> These changes/proposals require completion of the [EPC Curriculum Change Template](#). The noted Type 3 proposals also require attachment of an [Institutional Impact Evaluation Form](#).

<sup>++</sup> A course syllabus must be submitted with these course proposals.

**STATEMENT OF RATIONALE**



**Provide a statement of rationale and/or other clarifications. Include information on student learning and outcomes and any General Education Program rationale.**

The management faculty have met frequently since August 2020 to review the management curriculum. These proposed changes involve a number of considerations including current faculty, student population size, assessment insights, and the evolving external environment. As a result, we propose revisions to the concentration name, requirements, and some of the courses. These changes are proposed with the goal to give students opportunities to focus on what interests them most in consultation with their advisor while respecting that we cannot be all things.

This proposal removes 'human resources' from a portion of the title of the concentration. As we streamline the curriculum there is not as much depth in human resources as a discipline. However, we have identified a possible path for students who wish to explore human resources. We propose deleting the course BUSA 449 Strategic Human Resource Management. This course has long been an enrollment challenge because the prerequisite is also an elective (BUSA 342). Although it would be nice to continue to emphasize human resources in the concentration, we feel it is time to broaden the focus without proliferating courses. Related to this change is that Economics will no longer be offering BUSA 321 Labor Economics which was related to the HR path in the concentration. We propose a new project management course which has been tested through the special topics process.

We have purposefully created some possible management concentration paths but are not calling these "tracks" or required courses. The purpose of listing some interest areas and paths is to help students with a framework in considering possibilities. Management courses are offered in every second or third semester. We recognize there may be times in the future, as there are now, when students may not have access to every course listed in the concentration.

The proposed actions in this change include the following:

1. Proposal to change the name of the concentration from "Management and Human Resources" to "Management"
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4. Proposal to revise course titles and descriptions for BUSA 342 and BUSA 442. There is no change in the course content or syllabus for these two courses.

## **CATALOG/CURRICULUM CHANGES**

### **Current Catalog Language:**

#### 1. CONCENTRATION REQUIREMENTS CURRENT LANGUAGE

Management and Human Resources 16 semester hours

BUSA 342 Managing Human Resources (4)

And 12 semester hours from the following (at least 8 semester hours from BUSA):

BUSA 340 Nonprofit Management (4)

BUSA 352 Global Management (4)

BUSA 358 Entrepreneurship (4)

BUSA 442: Leading Organizational Improvement (4)

BUSA 449 Strategic Human Resource Management (4)

ECON 321 Labor Economics (4)

Note: Recommended track for human resource professional includes: BUSA 342, 440, 442, 449, and ECON 321.

## 2. COURSE DESCRIPTIONS CURRENT LANGUAGE

### BUSA 342 Managing Human Resources

HR's changing role in organizations, workforce planning, job analysis and design, staffing, talent and performance management, total rewards, retention, risk management, and employee and labor relations, with emphasis on employment law and managing diversity. Integration of globalization, ethics, HR metrics, and HR's use of technology. Prerequisite: BUSA 305. (4)

### BUSA 442 Leading Organizational Improvement

Development of leader competencies and practices that promote organizational development and change, employee involvement and teamwork, culture change, and continuous organization learning and problem solving. Prerequisite: BUSA 305. (4)

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**Proposed Catalog Language:** (note changes in **Blue Bold** and ~~Blue Strikeout~~)

## 1. CONCENTRATION PROPOSED TITLE AND LANGUAGE

**Management** 16 semester hours **from the following in a purposeful selection:**

BUSA 340 Nonprofit Management (4)

~~BUSA 342 Managing Human Resources (4)~~

**BUSA 342 Human Resource Management (4)**

BUSA 352 Global Management (4)

BUSA 358 Entrepreneurship (4)

~~BUSA 442: Leading Organizational Improvement (4)~~

**BUSA 442 Leadership and Change (4)**

~~BUSA 449 Strategic Human Resource Management (4)~~

**BUSA 444 Project Management (4)**

~~ECON 321 Labor Economies (4)~~

**ECON 325 Industrial Organization, Management Strategy, and Market Structure (4)**

**Approved BUSA Special Topics courses**

~~Note: Recommended track for human resource professional includes: BUSA 342, 440, 442, 449, and ECON 321~~

**Management concentration students are encouraged to tailor their course of study in consultation with their faculty advisor to gain the knowledge and skills needed for the type of organization or management function they envision will fit their post-graduation interests. Although there are many possible options, example courses of study include:**

- **Entrepreneurship or Family Business: BUSA 342, 358, 442 and one management concentration course of student's choice.**
- **Global Corporate Business: BUSA 342, 352, 442 and either 444 or ECON 325**
- **Human Resource Management: BUSA 342, 442, 444 and one management concentration course of student's choice.**
- **Nonprofit Management: BUSA 340, 342, 442 and one management concentration course of student's choice.**

## 2. PROPOSED PERMANENT ADDITION OF COURSE

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**BUSA 444 Project Management**

Applications and experiences in planning, scheduling, organizing, and managing projects for a variety of settings. Emphasis on the project management process and tools. Specific outcomes include understanding concepts, techniques, and decision tools available to project managers, how to apply work breakdown structures and networks to projects, how to recognize and manage problems that can occur on projects, and how to effectively participate as a project team member. Focus is on learning and applying practical tools that are valuable in the workplace. Prerequisite BUSA 305. (4)

**3. PROPOSED CHANGES TO COURSE TITLES AND DESCRIPTIONS**

BUSA 342 ~~Managing Human Resources~~ **Human Resource Management** (4)

**Introduction to the essential skills necessary to hire, retain and manage the right people for the right job at the right time in organizations. Topics include** workforce planning, job analysis and design, staffing, talent and performance management, **diversity, compensation**, retention, risk management, and employee and labor relations **in the global environment. Integration of globalization, ethics, HR metrics, and HR's use of technology** Prerequisite BUSA 305. (4)

BUSA 442 ~~Leading Organizational Improvement~~ **Leadership and Change** (4)

**Developing leaders and leadership competencies in individual and organizational context with emphasis on creating change in organizations. Learning leadership skills to advance change through systemic learning, respect for diversity, organizational culture change, cross cultural perspective, coaching others, and organizational development. Development of leader competencies and practices that promote organizational development and change, employee involvement and teamwork, culture change, and continuous organization learning and problem solving.** Prerequisite: BUSA 305. (4)

**Additional information for courses:**

Is this a course that because of variable content could be repeated for credit?	<input type="checkbox"/>	Yes	?	Times [If yes, the parameters must be clear in course description]	<input checked="" type="checkbox"/>	No [Default is 'no.' Note that does not exclude a student's option to repeat a course for a better grade to replace the initial one.]
Grade Type:	<input checked="" type="checkbox"/>	Standard Letter			<input type="checkbox"/>	Pass/Fail
Anticipated Enrollment:	25					
Course Syllabus Attached**:	<input checked="" type="checkbox"/>	Yes			<input type="checkbox"/>	No

\*\*Required for new courses, and other proposals as indicated above.

**Does the proposal include the addition to a course of one or more General Education Program elements (GenEd)?**

**Yes** (Check the appropriate boxes below)  
 If more than one course is proposed, make sure the proposal makes clear which GenEd elements, if any, are proposed for each course.

**No**

- |   |  |
|---|--|
| <input type="checkbox"/> Alternative Perspectives <b>A</b>          | <input type="checkbox"/> Physical Activity <b>PE</b>                                       |
| <input type="checkbox"/> Art, Music, Theatre <b>AR</b>              | <input type="checkbox"/> Philosophy <b>PH</b>  |
| <input type="checkbox"/> Cross Cultural Perspective <b>C</b>        | <input type="checkbox"/> Religion: Christian Traditions <b>RC</b>                          |
| <input type="checkbox"/> International Honors (100-level) <b>H1</b> | <input type="checkbox"/> Religion: Global Religious Traditions <b>RG</b>                   |
| <input type="checkbox"/> International Honors (200-level) <b>H2</b> | <input type="checkbox"/> Science and Scientific Method <b>SM</b>                           |
| <input type="checkbox"/> International Honors (300-level) <b>H3</b> | <input type="checkbox"/> Investigating Human Behavior, Culture, and Institutions <b>SO</b> |
| <input type="checkbox"/> Literature <b>LT</b>                       |  |

- Inquiry Seminar (FYEP) **F**
- Mathematical Reasoning **MR**
- Natural Sciences, Mathematics, or  
Computer Science **NS**

- Senior Seminar/Project **SR**
- Writing Seminar (FYEP) **FW**

**NOTE:** Submissions will be forwarded to the Core Curriculum Committee for its review and recommendation. Diversity courses have specific learning objectives that must be included in the syllabus.

**STAFFING & BUDGETARY IMPLICATIONS**

**Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?**

- Yes**
  - No** (Indicate why the proposal is being forwarded to EPC)
- 

**Does this proposal impact any other academic unit?**

- Yes** (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)  
ECON321 from economics is replaced with ECON325, and the economics department has indicated its agreement with the proposal.
  - No**
- 

**Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?**

- Yes** (Explain and indicate if support services have been consulted)
  - No**
- 

**Explain how the proposed change(s) will be staffed. Revised 2-Year Course Cycle must be attached.**

There are no additional staffing requirements. One course is deleted and another, added. The number of courses remains the same.

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**Are special budgetary arrangements and funding required? If "no", explain how the proposed changes will be integrated without added personnel or budgetary requirements.**

- Yes** (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)
  - No**
- 

**NOTE:** Budgetary considerations will be reviewed/approved by Dean and Provost.



REQUIRED SIGNATURES



5 February 2021

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Department Chair/Program Chair/Associate Dean

(Date)



5 February 2021

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Dean

(Date)

---

Provost

(Date)

Forwarded with Endorsement

Forwarded with Reservations



Carol Bautista &lt;bautisca@plu.edu&gt;

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**EPC: Management Concentration**

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Rao Kowtha &lt;kowthanr@plu.edu&gt;

Tue, Mar 2, 2021 at 2:14 PM

To: Svend Ronning &lt;ronninsj@plu.edu&gt;

Cc: Faculty Governance &lt;facgov@plu.edu&gt;, Kelly Poth &lt;kpoth@plu.edu&gt;, Jen Hasson &lt;hassonja@plu.edu&gt;

Dear Svend, Thank you for sharing the concerns of EPC. I consulted the management group before responding, and the responses below are organized by point. Please let me know if the EPC is satisfied with the explanation so that I can resubmit the proposal.

1. While the change of concentration title is not difficult to make conceptually, it is a hassle for the Office of the Registrar that requires a new concentration code to be built. Additionally, your previous concentration and this new concentration will be seen as unique entities for report and tracking purposes. In order to do this right, it should be submitted as a Type 3 proposal. We recognize that this is a hassle not only for you in BUSA, but also for the entire faculty as they will have to vote on it. For this reason, we're OK treating it as a Type 2 proposal, but be aware that someone may object when the proposal reaches the 30-day clock phase. You might want to reconsider your strategy here.

The group, given past experiences, unanimously feel that it is better to keep this as a type 2 proposal if the EPC is comfortable with it. The concentration name change is marginal, and is unlikely to impact other units in any discernible manner. Secondly, the name change only removes two words but does not sow any confusion in the minds of students or parents because the main part of the title (Management) is retained. For these reasons, we would like to retain the type 2 status for expediting the process. We recognize the probability of an objection but hope that colleagues across the campus will be more forgiving and understanding.

2. Your proposal deletes one ECON course and adds another, and it seems unwise to go forward until we have some clarity on the future of ECON at PLU after the FJC process. We would also need the ECON to indicate their support for this proposal.

The proposal did indicate that Economics is in agreement with us. We consulted the Economics department before making the change from ECON321 (no longer offered) to ECON325. That said, there is a possibility that ECON325 may not be offered in the future because of circumstances. Even if that were so, there are enough number of electives in the management concentration for students to graduate on time.

3. We are wondering if the following proposed language means?

a. 'Approved BUSA Special Topics'? (We are not sure if you mean that there may be a special topic course that may be offered occasionally that could be a 'purposeful selection' for this concentration? Is that the intention? Its inclusion seems random to us.)

b. 'At least 12cr must be in Business'? (We would note that it is not possible to have less than 12cr in BUSA when there is only one approved non-BUSA course. This seems to us to be redundant.) Business'? (We would note that it is not possible to have less than 12cr in BUSA when there is only one approved non-BUSA course. This seems to us to be redundant.)

a. We included the special topics option for the reasons EPC noted. From time to time there might be a one-time course that interests students and also fits with the concentration. This inclusion

provides the flexibility. I hope this is fine with EPC.

b. We agree, and we will remove the sentence in the resubmitted proposal.

Finally, thank you for the note on deadlines. We will adhere closely to those in the future. Thank you again for sharing these concerns and hope our response sufficiently addresses them. Please let me know if EPC has other concerns or needs more information. Rgds, Rao

On Thu, Feb 25, 2021 at 9:52 PM Svend Ronning <[ronninsj@plu.edu](mailto:ronninsj@plu.edu)> wrote:

Dear Rao,

EPC has received, but not yet reviewed your Type 2/Type 1 proposal to change the concentration of the BBA from "Management and Human Resources" to "Management" with a number of other ancillary changes.

We would like to press "pause" preemptively on this proposal before it reaches the desk of the Provost for a variety of reasons:

1. While the change of concentration title is not difficult to make conceptually, it is a hassle for the Office of the Registrar that requires a new concentration code to be built. Additionally, your previous concentration and this new concentration will be seen as unique entities for report and tracking purposes. In order to do this right, it should be submitted as a Type 3 proposal. We recognize that this is a hassle not only for you in BUSA, but also for the entire faculty as they will have to vote on it. For this reason, we're OK treating it as a Type 2 proposal, but be aware that someone may object when the proposal reaches the 30-day clock phase. You might want to reconsider your strategy here.
2. Your proposal deletes one ECON course and adds another, and it seems unwise to go forward until we have some clarity on the future of ECON at PLU after the FJC process. We would also need the ECON to indicate their support for this proposal.
3. We are wondering if the following proposed language means?
  - a. 'Approved BUSA Special Topics'? (We are not sure if you mean that there may be a special topic course that may be offered occasionally that could be a 'purposeful selection' for this concentration? Is that the intention? Its inclusion seems random to us.)
  - b. 'At least 12cr must be in Business'? (We would note that it is not possible to have less than 12cr in BUSA when there is only one approved non-BUSA course. This seems to us to be redundant.)

Finally, we would note that this proposal was submitted well past the December 1 deadline, slowing our ability to process your proposal in a timely manner. While this is the least of the issues in light of the ongoing FJC issues, we want to bring it to your attention for upcoming cycles of proposals. A new document on the Provost's website, entitled [Preparing EPC Proposals](#) provides information about the most frequently overlooked parts of an EPC proposal.

Thanks for your attention to these details and we hope that you will be able to consider your proposal on a timeline that may meet your needs for implementation. Given that there will be a significant amount of time



before there is enough clarity in ECON to move forward, we would suggest re-submitting the proposal with all (or most) of our suggestions in place.

Kind regards,

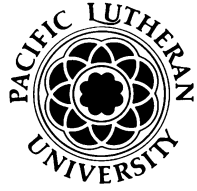
Svend Rønning  
EPC Chair

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Svend John Rønning, D.M.A.  
Chair, Faculty of Stringed Instruments  
Professor of Music (Violin)  
Pacific Lutheran University  
(253) 535-7605  
[svend.ronning@plu.edu](mailto:svend.ronning@plu.edu)  
[www.plu.edu/strings](http://www.plu.edu/strings)

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N. Rao Kowtha  
School of Business, Pacific Lutheran University  
Morken Center for Learning and Technology,  
[12180 Park Ave S, Tacoma, WA 98447](https://www.plu.edu/12180-Park-Ave-S-Tacoma-WA-98447)  
Tel: 253-535-7257  
Cell: 253-459-0480



## Memorandum Office of the Registrar

**To:** Dr. Gregson, Provost  
**From:** Kelly Gaspar Poth, Registrar, x7139, kpoth@plu.edu  
**Date:** February 9, 2021  
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- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> ] New Degree**                                 | <input type="checkbox"/> ] New Major**     | <input type="checkbox"/> ] New Minor**     | <input type="checkbox"/> ] New Concentration**     |
| <input type="checkbox"/> ] Eliminate Degree                             | <input type="checkbox"/> ] Eliminate Major | <input type="checkbox"/> ] Eliminate Minor | <input type="checkbox"/> ] Eliminate Concentration |
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## 2. COURSE DESCRIPTIONS CURRENT LANGUAGE

### BUSA 342 Managing Human Resources

HR's changing role in organizations, workforce planning, job analysis and design, staffing, talent and performance management, total rewards, retention, risk management, and employee and labor relations, with emphasis on employment law and managing diversity. Integration of globalization, ethics, HR metrics, and HR's use of technology. Prerequisite: BUSA 305. (4)

### BUSA 442 Leading Organizational Improvement

Development of leader competencies and practices that promote organizational development and change, employee involvement and teamwork, culture change, and continuous organization learning and problem solving. Prerequisite: BUSA 305. (4)

## Proposed Catalog Language: (note changes in **Blue Bold** and ~~Blue Strikeout~~)

### 1. CONCENTRATION PROPOSED TITLE AND LANGUAGE

**Management** 16 semester hours **from the following in a purposeful selection:**

BUSA 340 Nonprofit Management (4)

~~BUSA 342 Managing Human Resources (4)~~

**BUSA 342 Human Resource Management (4)**

BUSA 352 Global Management (4)

BUSA 358 Entrepreneurship (4)

~~BUSA 442: Leading Organizational Improvement (4)~~

**BUSA 442 Leadership and Change (4)**

~~BUSA 449 Strategic Human Resource Management (4)~~

**BUSA 444 Project Management (4)**

~~ECON 321 Labor Economics (4)~~

**ECON 325 Industrial Organization, Management Strategy, and Market Structure (4)**

~~Note: Recommended track for human resource professional includes: BUSA 342, 440, 442, 449, and ECON 321~~

**Approved BUSA Special Topics courses**

**At least 12 credits must be in Business.**

**Management concentration students are encouraged to tailor their course of study in consultation with their faculty advisor to gain the knowledge and skills needed for the type of organization or management function they envision will fit their post-graduation interests. Although there are many possible options, example courses of study include:**

- **Entrepreneurship or Family Business: BUSA 342, 358, 442 and one management concentration course of student's choice.**
- **Global Corporate Business: BUSA 342, 352, 442 and either 444 or ECON 325**
- **Human Resource Management: BUSA 342, 442, 444 and one management concentration course of student's choice.**
- **Nonprofit Management: BUSA 340, 342, 442 and one management concentration course of student's choice.**



2. PROPOSED PERMANENT ADDITION OF COURSE

**BUSA 444 Project Management**

Applications and experiences in planning, scheduling, organizing, and managing projects for a variety of settings. Emphasis on the project management process and tools. Specific outcomes include understanding concepts, techniques, and decision tools available to project managers, how to apply work breakdown structures and networks to projects, how to recognize and manage problems that can occur on projects, and how to effectively participate as a project team member. Focus is on learning and applying practical tools that are valuable in the workplace. Prerequisite BUSA 305. (4)

3. PROPOSED CHANGES TO COURSE TITLES AND DESCRIPTIONS

BUSA 342 ~~Managing Human Resources~~ **Human Resource Management** (4)

Introduction to the essential skills necessary to hire, retain and manage the right people for the right job at the right time in organizations. Topics include workforce planning, job analysis and design, staffing, talent and performance management, **diversity, compensation**, retention, risk management, and employee and labor relations **in the global environment**. ~~Integration of globalization, ethics, HR metrics, and HR's use of technology~~ Prerequisite BUSA 305. (4)

BUSA 442 ~~Leading Organizational Improvement~~ **Leadership and Change** (4)

Developing leaders and leadership competencies in individual and organizational context with emphasis on creating change in organizations. Learning leadership skills to advance change through systemic learning, respect for diversity, organizational culture change, cross cultural perspective, coaching others, and organizational development. ~~Development of leader competencies and practices that promote organizational development and change, employee involvement and teamwork, culture change, and continuous organization learning and problem solving.~~ Prerequisite: BUSA 305. (4)

**Additional information for courses:**

Is this a course that because of variable content could be repeated for credit?	<input type="checkbox"/>	Yes	?	Times [If yes, the parameters must be clear in course description]	<input checked="" type="checkbox"/>	No [Default is 'no.' Note that does not exclude a student's option to repeat a course for a better grade to replace the initial one.]
Grade Type:	<input checked="" type="checkbox"/>	Standard Letter			<input type="checkbox"/>	Pass/Fail
Anticipated Enrollment:	25					
Course Syllabus Attached**:	<input checked="" type="checkbox"/>	Yes			<input type="checkbox"/>	No

\*\*Required for new courses, and other proposals as indicated above.

**Does the proposal include the addition to a course of one or more General Education Program elements (GenEd)?**

**Yes** (Check the appropriate boxes below)

If more than one course is proposed, make sure the proposal makes clear which GenEd elements, if any, are proposed for each course.

**No**

- |   |  |
|---|--|
| <input type="checkbox"/> Alternative Perspectives <b>A</b>          | <input type="checkbox"/> Physical Activity <b>PE</b>                     |
| <input type="checkbox"/> Art, Music, Theatre <b>AR</b>              | <input type="checkbox"/> Philosophy <b>PH</b>                            |
| <input type="checkbox"/> Cross Cultural Perspective <b>C</b>        | <input type="checkbox"/> Religion: Christian Traditions <b>RC</b>        |
| <input type="checkbox"/> International Honors (100-level) <b>H1</b> | <input type="checkbox"/> Religion: Global Religious Traditions <b>RG</b> |
| <input type="checkbox"/> International Honors (200-level) <b>H2</b> | <input type="checkbox"/> Science and Scientific Method <b>SM</b>         |

- International Honors (300-level) **H3**
- Literature **LT**
- Inquiry Seminar (FYEP) **F**
- Mathematical Reasoning **MR**
- Natural Sciences, Mathematics, or Computer Science **NS**

- Investigating Human Behavior, Culture, and Institutions **SO**
- Senior Seminar/Project **SR**
- Writing Seminar (FYEP) **FW**

**NOTE:** Submissions will be forwarded to the Core Curriculum Committee for its review and recommendation. Diversity courses have specific learning objectives that must be included in the syllabus.

**STAFFING & BUDGETARY IMPLICATIONS**

**Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?**

- Yes**
- No** (Indicate why the proposal is being forwarded to EPC)

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**Does this proposal impact any other academic unit?**

- Yes** (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)  
ECON321 from economics is replaced with ECON325, and the economics department has indicated its agreement with the proposal.
- No**

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**Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?**

- Yes** (Explain and indicate if support services have been consulted)

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- No**

**Explain how the proposed change(s) will be staffed. Revised 2-Year Course Cycle must be attached.**

There are no additional staffing requirements. One course is deleted and another added. The number of courses remains the same.

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**Are special budgetary arrangements and funding required? If “no”, explain how the proposed changes will be integrated without added personnel or budgetary requirements.**

- Yes** (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

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- No**

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**NOTE:** Budgetary considerations will be reviewed/approved by Dean and Provost.

**REQUIRED SIGNATURES**



5 February 2021

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Department Chair/Program Chair/Associate Dean

(Date)



5 February 2021

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Dean

(Date)

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Provost

(Date)

- Forwarded with Endorsement
- Forwarded with Reservations

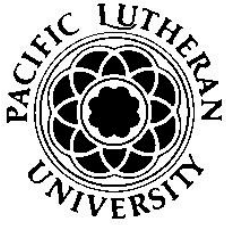
**Educational Policies Committee**

**Curriculum Change Template**

**School of Business, Management Concentration**

<b>Current Courses</b>	<b>Current Hours</b>	<b>Proposed Courses</b>	<b>Proposed Hours</b>
<b>Management and Human Resources</b>	<b>16 hours</b>	<b>Management</b>	<b>16 Hours (Title Change)</b>
BUSA340	4 hrs	BUS340	4 hrs
BUSA342	4 HRS	BUSA342	4 HRS (name & description change)
BUSA352	4 HRS	BUSA352	4 HRS
BUSA358	4 HRS	BUSA358	4 HRS
BUSA442	4 HRS	BUSA442	4 HRS (name & description change)
		BUSA444	4 HRS (new)
BUSA449	4 HRS	<b>Deleted</b>	
ECON321	4 HRS	<b>Deleted</b>	
		ECON325	4 HRS (Replaces ECON321)
		BUSA SPECIAL TOPICS 3XX, 4XX	4 HRS





## School of Business, Pacific Lutheran University

### BUSA 444: Project Management (4)

**Mission:** The PLU School of Business is a community of engaged faculty, staff, and administrators who provide an excellent business education in a student-centered learning environment grounded in the liberal arts that inspires students to LEARN for life, LIVE purposefully, LEAD responsibly, and CARE for others.

**Vision:** To be recognized as a premier liberal arts-based business school in the Pacific Northwest for educating students to become thoughtful business professionals respected for their leadership, stewardship, and service to society.

**Code of Ethics:** School of Business faculty and staff are committed to professional behavior that:

- exemplifies high standards of academic and personal integrity in all interactions with constituents;
- respects the dignity and rights of others;
- creates a learning environment that supports open dialogue and academic freedom;
- fosters stewardship and social responsibility; and
- demonstrates personal accountability.

### **School of Business Guiding Principles and Shared Values**

- Academic excellence: We strive to provide a business education that prepares students to become competent and engaged business professionals.
- Vocation: We encourage students to use their business education to help discover their vocation and meaning and purpose in life.
- Diversity: We work to create a climate that encourages diverse perspectives and values them as opportunities to grow in understanding and empathy for others.
- Ethical Leadership: We are committed to educating students to be leaders that are ethical, principled and inspirational to others.
- Collaboration: We encourage students, faculty and administrators to work collaboratively and inclusively to achieve an open and transparent community of scholars.
- Service: We strive to instill in all constituencies a spirit of service to the community and the world.

## **I. Course Description, Texts, Learning Outcomes and Assessment**

### **Course Description**

Applications and experiences in planning, scheduling, organizing, and managing projects for a variety of settings. Emphasis on the project management process and tools. Specific outcomes include understanding concepts, techniques, and decision tools available to project managers, how to apply work breakdown structures and networks to projects, how to recognize and manage problems that can occur on projects, and how to effectively participate as a project team member. Focus is on learning and applying practical tools that are valuable in the workplace. Prerequisite BUSA 305. (4)

## **Required Textbook**

• Larson, Erik W. / Gray, Clifford F. (2017). PROJECT MANAGEMENT, The Managerial Process, 7th Edition. McGraw-Hill/Irwin Publishing ISBN: 9781259666094

## **Undergraduate (BBA) Program Learning Goals and Outcomes**

PLU B.B.A. Graduates will:

1. Be Effective Communicators
  - a. Student can write a well-organized and grammatically correct paper, memo, or case that is informative and professional
  - b. Student can make an effective presentation that is informative and professional
2. Think Critically
  - a. Student can apply relevant information to a business problem and arrive at a well-reasoned conclusion
  - b. Student can analyze and interpret quantitative data in decision making
3. Have an Ethical Perspective
  - a. Student can recognize ethical issues in a scenario
  - b. Student can recognize and evaluate alternative courses of action
4. Be Competent in the Basic Business Disciplines
  - a. Student can demonstrate essential knowledge in each functional area
5. Have a Global Perspective
  - a. Student can identify issues arising from cultural differences
  - b. Student can recognize how global issues impact business

## **Course Learning Outcomes**

This course is designed to develop specific abilities related to integrating your overall business learning and applying strategic management concepts. A student who successfully completes this course should exhibit the follow skills and knowledge:

- Understand concepts, techniques, and decision tools available to project managers.
- Apply work breakdown structures and networks to planning, scheduling, and controlling projects.
- Recognize and manage potential conflicts and problems that can occur on projects.
- Utilize a computer-based information system for managing projects.
- Effectively participate as a project team member.

## **Course Assessment**

a) Current Event Assignment	10%
b) Homework Assignments	20%
c) Quizzes (on line via Sakai)	20%
d) Mid-term Exam	20%
e) Final Exam	20 %
f) Class Participation	10%

**A. Current Event Presentation:** A relevant Current Event presentation and narrative submission will be required for each student. Each student will write and present ONE current event during this term. Schedule for presentation will be detailed in class. Take this assignment seriously. This exercise will bring a new perspective to your managerial business understanding as it relates to project management. Presentation must contain a brief synopsis of the current event you chose, how the current event relates to the course material, and what we, as a class, should find beneficial. In-Class Presentation will be limited to 5 minutes. You will present the current event in a proper business manner including using visual aids such as storyboards, PowerPoint, Prezi, etc. Sakai submission will include the presentation and a written narrative or synopsis. Limit your synopsis to 500 words. I am looking for relevance and content. Your submissions MUST cite the source for the current event. Use proper citation schema accepted by PLU. Submissions will be uploaded in Sakai links provided.

**B. Homework Assignments:** Homework assignments will be assigned during each chapter covered. Homework will be chapter problem sets (mathematical processes), exercises, and case studies both individually and in group work. Problem sets are designed to reinforce concepts of the chapter. Understanding these problem sets will assist in attaining higher performance on tests. Homework submissions will be made through Sakai unless otherwise instructed and uploaded in PDF only.

**C. Quizzes:** Each chapter concludes with reading quizzes as outlined in the syllabus. Quizzes are online through Sakai. Quizzes are due by date and time assigned in the syllabus. Once a quiz is closed, you no longer have access to go back and earn these points. Quizzes are timed, and are open notes, open books. You must do your quiz independently. You may only access the quiz once. You will be able to see your score immediately upon submission, however the feedback per question will open AFTER the due date of the quiz.

**D. Mid-Term Exam:** The mid-term exam covers reading, classroom discussion, case studies, and other learning since the beginning of the semester. Expect that questions will come out of the readings and from additional concepts discussed or experienced in class. We will discuss in class what kinds of questions to expect on the exam. The best preparation is to keep up with your reading each session, prepare routinely for the online quizzes, retrieve discussion materials from Sakai, come to class, take notes, and review with a small group.

**E. Final Exam:** The final exam covers reading, classroom discussion, case studies, and other learning since the beginning of the semester. As PM is a cumulative body of knowledge, the final exam covers the entire term materials. Expect that questions will come out of the readings and from additional concepts discussed or experienced in class. We will discuss in class what kinds of questions to expect on the exam. Final exam consists of quantitative problem sets. The best preparation is to keep up with your reading each session, prepare routinely for the online quizzes, retrieve discussion materials from Sakai, come to class, take notes, and review with a small group.

**F. Class Attendance, Preparation and Participation:** PLU attendance policy will be strictly adhered. Attendance will be taken daily. Absences will result in course grade deduction as follows: 1 day – 1 point, 2 days – 3 points, 3 days – 5 points, 4 or more – 10

points. Attendance and comprehension of the course material are positively correlated. This class is designed to be interactive. Your regular class attendance, detailed preparation, and active participation are critical. Please prepare all assigned materials (readings, written assignments, oral presentations) prior to attending the session for which they are assigned. You are encouraged to write down any questions, disagreements, or comments you may have as you read and raise them in class or by e-mail. Part of your participation grade includes attendance at one of the Speaker Series sessions.

## II. Course Outline and Assignments

<b>Week</b>	<b>Assigned Chapters, Readings and Assignments</b>
Week 1	Chapter 1
Week 2	Chapter 2
Week 3	Chapter 3
Week 4	Chapter 4
Week 5	Chapter 5
Week 6	Chapter 6
Week 7	Chapter 7; Midterm Examination
Week 8	Chapter 8
Week 9	Chapter 9
Week 10	Chapter 10
Week 11	Chapter 13
Week 12	Chapter 14
Week 13	Chapter 17
Week 14	Current Event Presentations
Week 15	Final Exam

### Academic Integrity

The University expects all of its faculty and students to honor the fundamental principle of absolute honesty scrupulously. The university's policy on academic integrity and its procedures for dealing with academic misconduct are found in the Student Code of Conduct (<https://www.plu.edu/srr/student-code-of-conduct/>). Academic Dishonesty includes but not limited to: (a) plagiarism, (b) cheating during examinations, (c) obtaining/ providing information for reports, assignments and examinations by fraudulent means, (d) falsification of information or data, (e) false representation of others' effort as one's own, and (f) making copies of others' works beyond what is permissible under the fair use act.

The most common forms of academic dishonesty are cheating and plagiarism. See the Student Handbook.



## **Special Needs or Accommodations**

Students with medically recognized and documented disabilities and who are in need of special accommodation have an obligation to notify the University of their Needs. Students in need of accommodation should contact the Office of Disability Support Services (x7206). If you need course adaptations or accommodations because of a disability, if you have emergency medical information, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. There are many resources available to help you. Please see the Student Support tab on Sakai.

## **Late Submissions and Make-up Tests**

As a rule, late submission of assignments will not be accepted unless prior arrangements are made with the instructor for exigent circumstances. There will be no make-up Tests or Quizzes if you are late for the class or miss the class. There will be no extra credit.

Exceptions will be made for (a) students who are medically indisposed, and (b) students facing extenuating circumstances in the judgement of the instructor and the school, during the test/quiz times or on the assignment submission due date.

## **IMPORTANT INFORMATION FOR ALL STUDENTS**

### **Health Directives**

All students and campus employees must follow [university](#), [county](#), and [state](#) health directives.

If you come to campus for any reason, please comply with these health directives. Right now, they include the following:

- Complete the [online](#) Daily Wellness Check-In, available on the university's website, before you come to campus.
- While you're on campus, please maintain physical distancing of at least 6 feet whenever possible.
- Cloth face coverings or face masks need to be worn in all indoor spaces, including classrooms. Face coverings should be put on before you enter buildings and cover your nose and mouth.
- I know that you want to experience a safe campus environment along with your peers. So, if masks are not being worn the way they should be or people are getting too close to each other, be an active bystander and speak up to remind each other to keep doing the things we need to do to be safe. (If you refuse to participate in these measures to create a safe learning environment, it will be a violation of the Student Code of Conduct.)

### **Commitment to Inclusion**

It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity across all

dimensions, including gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students. In addition, if any of our class meetings conflict with your religious events, please let me know so that I can make arrangements for you.

For students of color, especially Black students, attending a predominantly white institution (PWI) can present particular stressors and obstacles. While I will do everything I can to mitigate the impact of these stressors and eliminate such obstacles, I wanted to point out other resources on campus where you can find support:

### **The Diversity Center**

The [Diversity Center](#) is committed to empowering the PLU community to engage in dialogue, programs, and initiatives that promote and enhance equity, agency, and action. During Phase 2, The Diversity Center AUC spaces (dCenter, The CAVE, and our new space) will not be open for hanging out and studying. Alongside other Center staff, we are working to create a “Virtual Center” to welcome our communities. Diversity Center Staff are available for appointment based online and in person meetings. We look forward to hopefully welcoming you back in Phase 3!

### **Student Clubs & Organizations**

- ❖ **Black Student Union:** Black Student Union provides the PLU community the opportunity to engage in elements of Black culture & conversation. Email: [bsu@plu.edu](mailto:bsu@plu.edu). Advisor: Pamela Rice
- ❖ **Sista Circle:** Sista Circle strives to be a safe space for womxn, nonbinary, femme, and trans people of color by providing opportunities to discuss self-love, colorism, growth, and the challenges and joys of being us. Join us for #Community #Healing #Connection. If you are interested, contact Nicole Jordan at [nicole.jordan@plu.edu](mailto:nicole.jordan@plu.edu).
- ❖ **Asian Pacific Islanders Student Association:** The Asian Pacific Islander Association strives to celebrate the culture and identity of Asian-American and Pacific Islander students through food, music, activities, and conversation. Our goal is to provide a welcoming place for those who identify as API or those who want to be more educated on a culture different from their own. Email: [api@plu.edu](mailto:api@plu.edu). Advisors Brandon Bruan & Julian Franco
- ❖ **Indigenous People’s Club:** Indigenous Peoples Club aims to connect indigenous and non-indigenous students and indigenous cultures at PLU. We have events based on indigenous cultures around the world and advocate and educate the community about indigenous cultures. We are a group of students who feel it’s important to feel connected to our cultures and our heritage. Email: [ipc@plu.edu](mailto:ipc@plu.edu). No advisor listed. For information, contact Nicole Juliano, Director of the Diversity Center ([juliannah@plu.edu](mailto:juliannah@plu.edu)).

- ❖ **Latinx Unidos:** Latinx Unidos, former Amigos Unidos, seeks to empower the Hispanic/Latinx student population for the purpose of providing scholarly support, cultural awareness, social enrichment, and community outreach. It provides a space on campus that allows Hispanic / Latinx students to feel like home, build a community together, and have some fun in the process. Stay connected by following us on Instagram: pluamigosu , like us on Facebook: PLU Amigos Unidos. Email: [amigosu@plu.edu](mailto:amigosu@plu.edu). Advisor: Luke Ruiz
- ❖ **Na Hoaloha O Hawaii:** Our club promotes the Hawaiian and Asian Pacific Islander cultures and educates ourselves, our peers, and the community in order to obtain unity through diversity and create a warm and welcoming environment for all students of Pacific Lutheran University. Email: [hawaii@plu.edu](mailto:hawaii@plu.edu). Advisor: Brandon Braun

### **Bias Incident Response Team**

While we strive to create an inclusive and welcoming community, unfortunately, bias remains a part of our everyday reality. The purpose of the **Bias Incident Response Team** (BIRT) is to collect data regarding instances of bias within our community and monitor the type and frequency of such occurrences. Doing so will help us better understand our campus climate, create community-based educational opportunities to address trends, and foster an environment where everyone feels welcome. BIRT can be utilized by anyone within the PLU community.

### **Land Acknowledgment**

PLU is on the traditional lands of the Nisqually, Puyallup, Squaxin Island and Steilacoom peoples; we acknowledge and respect the traditional caretakers of this land. [If you would like to have a conversation about how to connect this acknowledgement to your course so as to help deepen its significance and meaning, feel free to contact Jen Smith ([jennifer.smith@plu.edu](mailto:jennifer.smith@plu.edu)).

### **Religious Accommodations**

I will make every effort to provide reasonable accommodations for all students who, because of religious observances, may have conflicts with scheduled exams, assignments, or required attendance in courses. Please review the lesson plan at the beginning of the semester to determine any such potential conflicts and let me know about the need for a religious accommodation. If you could do so at least three weeks in advance of the date when the conflict occurs, that would be ideal. While I am happy to provide such accommodations, I understand that asking a faculty member for assistance can be intimidating; if that's the case, you can contact PLU's University Pastor Jen Rude ([rudejl@plu.edu](mailto:rudejl@plu.edu) or 253-535-7465) for support in making this request.

### **Student Care Network**

The Student Care Network (SCN) works with the PLU community to proactively connect with you and those who are invested in your wellbeing for a successful academic, social, and emotional experience at PLU.

- SCN will provide one outlet for faculty, staff, students, and parents/guardians to report any concern (academic, emotional, physical, and social) related to the well-being of a PLU student.
- SCN will connect with the student of concern and provide resources, support, and assistance as appropriate.

If you would like additional information about the SCN or to submit a form, please go to <https://www.plu.edu/srr/student-care-network/>.

## **Title IX**

As an institution of higher learning that receives federal funds, PLU is required to abide by Title IX, which states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” I take discrimination seriously and am required to report known or suspected acts of sexual harassment including sexual violence as defined by Title IX. While privacy can often, but not always, be maintained, college officials are required to report the following when incidents of sexual harassment or sexual violence occur: The (1) nature of the harassment or discrimination, (2) the date (when the incident occurred and when it was reported), (3) the time of the incident, and (4) generally location of the incident; as well (5) the disposition of the complaint, if known. Other information may need to be reported on a case-by-case basis.

Students have access to confidential services through PLU’s Counseling, Health, and Wellness Services, Campus Ministry, and the Center for Gender Equity.

For more information on Title IX, including contact information, go to [www.plu.edu/title-ix](http://www.plu.edu/title-ix).

If you feel that our classroom environment in anyway impedes your ability to participate or subjects you to discrimination, or you are experiencing harassment outside of class that disrupts your educational opportunities, please do not hesitate to contact me or the Equal Opportunity/ADA Office/Title IX coordinator.

## **Resources for Transgender and Gender Non-Conforming Students**

Knowing and using the names and pronouns that students use is a crucial part of developing a productive learning environment that fosters safety, inclusion, personal dignity, and a sense of belonging across campus. Please let me know the name and pronouns you use anytime throughout the semester, should they differ from those included in my roster. Additionally, PLU has created a repository of [Transgender and Gender Non-Conforming Resources](#) that you may find helpful.