

## **EPC 30 Day Clock Memo**

TO: All Faculty  
FROM: Educational Policies Committee  
SUBJECT: Notice of Curriculum Changes  
DATE: May 7, 2021

### **The 30-day review period begins May 7 and ends June 7, 2021**

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This notice of Curriculum Changes is published as required by the EPC Manual, part of the Faculty Handbook. The following paragraph may be found in Section III, Part VI, Section 3, "Procedures Governing Revision of Curriculum and Degree Requirements":

F: Faculty members must submit objections to proposals in writing to the Chair of EPC via [facgov@plu.edu](mailto:facgov@plu.edu) within 30 days from the date listed on the 30-day Notice of Curriculum Changes distributed by the EPC. Objections received within this 30-day period will suspend approval, pending resolution of the objections. In the event a dispute cannot be resolved, the EPC will make its recommendation to the faculty for action at the next regular faculty meeting.

Complete copies of the proposals may be obtained from the Provost's Office or from Svend Rønning, Chair of the Educational Policies Committee for the 2020-21 academic year. In addition, some proposals may be found online in the EPC section of the Office of the Provost Sakai site, to which all PLU faculty should have access.

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#### **Curriculum Changes for Review – Summary**

- **Education** – change catalog description; change course credit hours; revise curriculum
- **English** – add permanent GenEd course
- **Kinesiology** – add permanent GenEd courses (UG); revise curriculum (GR)
- **Nursing** – create new certificate program\*

\*Type 3 proposal requiring a vote at Faculty Assembly

#### **Curriculum /Changes for Information Only – Summary**

- **None**

## Curriculum Changes for Review

Deletions are indicated by ~~blue strikethrough~~ | Additions are indicated in **blue bold**  
For conciseness, courses and catalog language sections that are not being changed, are not listed.

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### EDUCATION

SUMMER 2022

Type 2 – change catalog description; change course credit hours; revise curriculum

#### Catalog

The School of Education and Kinesiology offers three programs leading to a graduate degree in education within the Department of Education; including, two leading to teacher certification and one for international students. In addition, the department offers principal certification and add-on endorsement programs. All programs are aligned with the department's Guiding Principles.

1. The one-year master's degree with certification begins in June and includes a year-long internship in a K-12 school. Students complete all program requirements within a one year time frame ~~with the completion of a culminating seminar the following June.~~
2. The Alternative Routes to Certification (ARC) is **for current paraeducators and conditional teachers or career changers endorsements in high needs areas** with admission priority given to high need areas within the state (e.g., special education, mathematics, sciences, etc.). The program begins in June and includes a full-time, year-long mentored internship starting in September. Candidates complete 19-25 of the required 36 program semester hours in order to become certified. After completing certification, candidates have three additional years to complete the remaining program semester hours to obtain the M.A.E.

#### Master of Arts in Education (M.A.E.)

~~19-42~~ **34-38** semester hours depending on program

#### M.A.E. with Teacher Certification

The Master of Arts in Education with Teacher Certification Program helps prepare preservice teachers to establish a socially just and responsible world. To facilitate this, the program encourages candidates to explore their vocation as teachers and to work for meaningful social change by recognizing the perspectives of the students and families in the communities they serve; by providing opportunities for powerful and

authentic learning grounded in the lived experiences of their students; by facilitating candidate inquiry into the formulation of critical educational questions; by honoring the vast array of cultural and linguistic resources in schools, classrooms and communities; and by modeling the skills, habits, and ethical passions required for effective democratic citizenship.

The primary aim of the program is to prepare teachers to assume a variety of roles in 21st Century schools. Faculty work with students to develop understandings and skills for their work as leaders, inquirers, and curriculum/instructional specialists.

## Program Overview

Students can apply to one of two options within the graduate teacher certification program:

- 1) The one-year option begins in June and includes a year-long internship in a K-12 school. Students complete all program requirements within a one year time frame ~~with the completion of a culminating seminar the following June.~~
- 2) The Alternative Routes to Certification (ARC) is for students seeking secondary endorsements with admission priority given to high need areas within the state (e.g., special education, mathematics, sciences, etc.). The program begins in June and includes a full-time, year-long mentored internship starting in September. Candidates complete ~~19 23 or 25~~ of the required ~~34 36 program~~ degree semester hours in order to become certified. After completing certification, candidates have three additional years to complete the remaining ~~17~~ program semester hours to obtain the M.A.E.

All teacher candidates must pass the WEST-B, WEST-E, and ~~Teacher Performance Assessment (edTPA)~~ as mandated by the state for certification.

## Prerequisites

For regular admission, applicants must have completed a baccalaureate degree from a regionally-accredited institution of higher education. Passing scores on the WEST-B or SAT/ACT equivalent and WEST-E or NES are required as well. Candidates not meeting these requirements may be granted conditional admission on a case-by-case basis. Candidates must also have background coursework corresponding with the subject they want to teach. Please consult the department for more information on endorsements.

## Admission Procedures

Please visit: [www.plu.edu/admission-graduate/](http://www.plu.edu/admission-graduate/)

## Program Requirements for Washington State Teacher Certification

Candidates who successfully complete a program of professional studies in the department, who meet all related academic requirements for a degree or a certificate, and who meet all state requirements will be recommended by the department for a Washington State residency teaching certificate. Additional state requirements include a minimum age of 18, good moral character and personal fitness as evidenced by completion of state Pre-Residency Clearance and Washington State Patrol/FBI background check via fingerprint clearance, assessment by means of passing scores on WEST-B, WEST-E/NES/ACTFL exams, the edTPA, and completion of state certification application and payment of state certification fee. Information regarding all state requirements and procedures for certification is available from the certification officer in the department. State requirements are subject to immediate change. Candidates should meet with department advisors each semester and the certification officer for updates in program or application requirements.

**Note:** The department will make every reasonable attempt to obtain and distribute the most current information regarding Washington State certification requirements, but cannot guarantee that state requirements will remain unchanged.

### ~~One-Year Program:~~ **M.A.E. Certification**

#### **Elementary Program**

~~38 or 42 semester hours (with thesis option)~~

- Summer I
  - EDUC 510: Teaching Reading and Language Arts (3)
  - EDUC 520: Issues of Child Abuse and Neglect (1)
  - EDUC 544: Sociocultural Foundations of Education (2)
  - EPSY 566: Advanced Cognition, Development, and Learning (2)
  - **SPED 580: Foundations and Instructional Strategies for Students with Disabilities (4)**
  - ~~SPED 583: Current Issues in Exceptionality (2)~~
  - ~~SPED 577: The Inclusive Classroom (2)~~
- Fall Semester
  - EDUC 562: Schools and Society (2)
  - EDUC 563A: ~~Application of Technology Tools for Teachers Integrating~~ **Seminar: Technology Embedded Instructional Design (2)**
  - EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
  - EDUC 566: Elementary Math and Science ~~(2)~~ **(4)**
  - SPED 520: Teaching **Elementary** Students with Special Needs (2)
- J-Term
  - EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
  - EDUC 564: The Arts, Mind, and Body (2)

- Spring Semester
  - EDUC 563B: Integrating Seminar: Internship ~~(2)~~(4)
  - EDUC 568: Internship in Teaching (6)
- ~~Summer II~~
  - ~~EDUC 590: Culminating Seminar (4)~~
  - ~~Thesis Option: EDUC 599: Thesis (4)~~

## Secondary Program

36 ~~or 40 semester hours (with thesis option)~~

- Summer I
  - EDUC 510: Teaching Reading and Language Arts (3)
  - EDUC 520: Issues of Child Abuse and Neglect (1)
  - EDUC 544: Sociocultural Foundations of Education (2)
  - EDUC 556: Critical Issues in Secondary Teaching (2)
  - EPSY 566: Advanced Cognition, Development, and Learning (2)
  - **SPED 580: Foundations and Instructional Strategies for Students with Disabilities (4)**
  - ~~SPED 583: Current Issues in Exceptionality (2)~~
- Fall Semester
  - EDUC 561: Instructional Methodology for Secondary Teachers (4)
  - EDUC 562: Schools and Society (2)
  - EDUC 563A: ~~Application of Technology Tools for Teachers~~  
**Integrating Seminar: Technology Embedded Instructional Design (2)**
  - **SPED 520: Teaching Students with Special Needs (2)**
- J-Term
  - EDUC 529: Reading and Writing Across the Secondary Curriculum (2)
  - ~~SPED 577: The Inclusive Classroom (2)~~
- Spring Semester
  - EDUC 563B: Integrating Seminar: Internship ~~(2)~~ (4)
  - EDUC 568: Internship in Teaching (6)
- ~~Summer II~~
  - ~~EDUC 590: Culminating Seminar (4)~~
  - ~~Optional Thesis: EDUC 599: Thesis (4)~~

## **M.A.E. Alternative Routes to Certification (ARC)**

~~19-25 semester hours~~

**23-25 semester hours for certification, 34 hours for degree completion**

The Master of Arts in Education-Alternative Routes to Certification program includes special pathways designed to meet the needs of individuals who are career changers in high needs areas (such as math, science, special education) or who have prior experience in schools as paraeducators or substitutes. The M.A.E.-ARC program is heavily, but not entirely, based in the field. During the field-based portion of this program, candidates are assigned mentors in a school district.

The certification portion of the M.A.E.-ARC program begins in June. Beginning in the fall, candidates enter an open ended internship in a K-12 school. If you are currently employed or have strong relationships with a school, we will work with you to explore the possibility of an appropriate internship where you are. Typical internships begin on the first teacher report day of the school year and continue through the school year. In rare cases, early completion can be arranged, however the state requires that all candidates must complete a minimum of one full K-12 semester. During this time, the candidates spend all day, every day in their internship gaining an intimate knowledge of how schools work.

When the candidate and supervisor agree that the candidate is ready and prepared, the university supervisor will oversee the completion of the Teacher Performance Assessment (edTPA), a state-mandated assessment. When the candidate has successfully completed the edTPA and completed his/her student teaching, he/she may be recommended for a Residency Teaching Certificate with the appropriate endorsement(s).

After candidates have completed the initial certification portion of the program, they will have three years to complete the remaining ~~13-17~~ credits in the M.A.E. degree. These classes will be made available on nights and weekends so candidates are able to work while finishing the degree.

### **Elementary Program**

*25 semester hours*

- Summer
  - EDUC 520: Issues of Child Abuse and Neglect (1)
  - EDUC 544: Sociocultural Foundations of Education (2)
  - **SPED 580: Foundations and Instructional Strategies for Students with Disabilities (4)**
  - ~~SPED 577: The Inclusive Classroom (2)~~
  - ~~SPED 583: Current Issues in Exceptionality (2)~~
- Fall Semester
  - EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)

- EDUC 566: Elementary Math and Science (2)
- J-term
  - EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
  - EDUC 564: The Arts, Mind, and Body (2)
- Spring Semester
  - SPED 520: Teaching **Elementary Studies Students** with Special Needs (2)
  - EDUC 563B: Integrating Seminar: Internship (2)
  - EDUC 568: Internship in Teaching (6)

## Secondary Program

~~49~~ **23** semester hours

- Summer
  - EDUC 520: Issues of Child Abuse and Neglect (1)
  - EDUC 544: Sociocultural Foundations of Education (2)
  - EDUC 556: Critical Issues in Secondary Teaching (2)
  - **SPED 580: Foundations and Instructional Strategies for Students with Disabilities (4)**
  - ~~SPED 583: Current Issues in Exceptionality (2)~~
- Fall Semester
  - EDUC 561: Instructional Methodology for Secondary Teachers (4)
- Spring Semester
  - EDUC 563B: Integrating Seminar: Internship (2)
  - **SPED 520: Teaching Students with Special Needs (2)**
  - EDUC 568: Internship in Teaching (6)

Candidates have the option to complete the following **11** semester hours within three years to receive the Master of Arts in Education:

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 529: Reading & Writing Across the Secondary Curriculum (2)
- EDUC 562: Schools and Society (2)
- EDUC 563A: Application of Technology Tools for Teachers (2)
- ~~EDUC 590: Culminating Seminar (4)~~
- EPSY 566: Advanced Cognition, Development, & Learning (2)
- ~~SPED 577: The Inclusive Classroom (2)~~

## **M.A.E. Non-Certification: International Students Only**

The Master of Arts Non-Certification Program provides an avenue for international candidates interested in pursuing a graduate degree in teaching without receiving state certification. To facilitate this, the program encourages candidates to explore their vocation as teachers and to work for meaningful social change by recognizing the perspectives of the students and families in the communities they serve; by providing opportunities for powerful and authentic learning grounded in the lived experiences of their students; by facilitating candidate inquiry into the formulation of critical educational questions; by honoring the vast array of cultural and linguistic resources in classrooms, schools, and communities; and by modeling the skills, habits and ethical passions required for effective democratic citizenship.

The primary aim of the program is to prepare teachers to assume a variety of roles in 21st Century schools. Faculty work with students to develop understandings and skills for their work as leaders, inquirers, and curriculum/instructional specialists.

### **Program Overview**

Students in the M.A.E. Non-Certification Program enroll as part of a cohort in mid-June ~~and continue through the following June.~~

### **Prerequisites**

For regular admission, applicants must have completed a baccalaureate degree from a regionally-accredited institution of higher education or provide an official evaluation stating that they possess an equivalent degree. See [Graduate Programs International Admissions section](#). A minimum grade point average of 3.00 is required.

### **Admission/Application**

Please visit: [www.plu.edu/mae-teaching/](http://www.plu.edu/mae-teaching/)

### **Elementary Program**

~~38 37 or 41 semester hours (with thesis option)~~

- Summer I
  - EDUC 510: Teaching Reading and Language Arts (3)
  - EDUC 520: Issues of Child Abuse and Neglect (1)
  - EDUC 544: Sociocultural Foundation of Education (2)
  - EPSY 566: Advanced Cognition, Development, and Learning (2)
  - **SPED 580: Foundations and Instructional Strategies for Students with Disabilities (4)**
  - ~~○ SPED 583: Current Issues in Exceptionality (2)~~



~~○ SPED 577: The Inclusive Classroom (2)~~

- Fall Semester
  - EDUC 562: Schools and Society (2)
  - **EDUC 563A: Application of Technology Tools for Teachers Integrating Seminar: Technology Embedded Instructional Design (2)**
  - EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
  - EDUC 566: Elementary Math and Science (4)
  - SPED 520: Teaching **Elementary** Students with Special Needs (2)
- J-Term
  - EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
  - EDUC 564: The Arts, Mind, and Body (2)
- Spring Semester
  - EDUC 560: Practicum (2)
  - EDUC 563B: Integrating Seminar: Internship ~~(2)~~(4)
  - EDUC 585: Comparative Education (3)
- ~~Summer II~~
  - ~~EDUC 590: Culminating Seminar (4)~~
  - ~~Thesis Option: EDUC 599: Thesis (4)~~

## Secondary Program

~~35 or 39 semester hours (with thesis option)~~

- Summer I
  - EDUC 510: Teaching Reading and Language Arts (3)
  - EDUC 520: Issues of Child Abuse and Neglect (1)
  - EDUC 544: Sociocultural Foundations of Education (2)
  - EDUC 556: Critical Issues in Secondary Teaching (2)
  - **SPED 580: Foundations and Instructional Strategies for Students with Disabilities (4)**
  - ~~SPED 583: Current Issues in Exceptionality (2)~~
  - EPSY 566: Advanced Cognition, Development, and Learning (2)
- Fall Semester
  - EDUC 561: Instructional Methodology for Secondary Teachers (4)
  - EDUC 562: Schools and Society (2)
  - EDUC 563A: ~~Application of Technology Tools for Teachers~~ **Integrating Seminar: Technology Embedded Instructional Design (2)**
  - **SPED 520: Teaching Students with Special Needs (2)**
- J-Term
  - EDUC 529: Reading and Writing Across the Secondary Curriculum (2)
  - ~~SPED 577: The Inclusive Classroom (2)~~

- Spring Semester
  - EDUC 560: Practicum (2)
  - EDUC 563B: Integrating Seminar: Internship (2- 4)
  - EDUC 585: Comparative Education (3)
  
- ~~Summer II~~
  - ~~EDUC 590: Culminating Seminar (4)~~
  - ~~Thesis Option: EDUC 599: Thesis (4)~~

## Courses

### Master of Arts in Education (EDUC) - Graduate Courses

#### EDUC 503 : On-Campus Workshops in Education

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

#### EDUC 510 : Teaching Reading and Language Arts

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Investigates how children learn to read, improve their fluency, and strengthen their vocabulary and comprehension. Includes required reading tutoring practicum. (3)

#### EDUC 520 : Current Issues of Child Abuse and Neglect

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Issues of child abuse, neglect, harassment, and violence. Includes identification and reporting procedures, and the legal and professional responsibilities of all mandated reporters. (1)

#### EDUC 528 : Reading and Writing Across the K-8 Curriculum

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Investigates genres of contemporary children's literature and how to develop a personal repertoire of reading material for classroom use. Also examines strategies for teaching writing in K-8 classroom. (2)

#### EDUC 529 : Reading and Writing Across the Secondary Curriculum

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Explores strategies for integrating young adult reading materials and written work and reading and writing instruction in all secondary content areas. (2)

#### EDUC 544 : Sociocultural Foundations of Education

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Examines the purposes of K-12 schools, the root causes of the achievement gap, and the ways accomplished teachers adapt to the changing sociocultural context of schooling. (2)

EDUC 556 : Critical Issues in Secondary Teaching

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Introduces what successful secondary teachers know and are able to do in the areas of curriculum and assessment, instructional methods, and classroom management. (2)

EDUC 561 : Instructional Methodologies for Secondary Teachers

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This course will introduce the instructional methodologies being used currently in secondary schools, including curriculum design, instructional strategies, the use of assessments, and specific methodologies for content area instruction. (4)

EDUC 562 : Schools and Society

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Individual and cooperative study of the socio-cultural and cultural, political, legal, historical, and philosophical foundations of current practices of schooling in America. Prerequisite: Admission to the M.A.E./Cert program or consent of instructor. (3)

EDUC 563A : ~~Integrating Seminar: Application of Technology Tools for Teachers~~ **Integrating Seminar: Technology Embedded Instructional Design**

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Students work cooperatively and individually to integrate education course work, field experience, and individual perspective during graduate degree programs. May be repeated for credit. (2)

EDUC 563B : Integrating Seminar: Internship

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A seminar focusing on development of professionalism and competence in inquiry and reflective practice with **opportunities to demonstrate your knowledge and skills related to the complexities of teaching. (2-4)**

EDUC 564 : The Arts, Mind, and Body

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An exploration of methods to facilitate creativity and meaning-making in the classroom through visual, musical, non-verbal/physical movement, and dramatic arts. (2)

EDUC 565 : Elementary Reading, Language Arts, Social Studies

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Practice designing, implementing, and assessing lessons and units that integrate reading, language arts, and social studies content in K-8 classrooms. Introduces exemplary reading, language arts, and social studies classroom materials and examines what successful classroom managers in K-8 classrooms know and are able to do. (2)

EDUC 566 : Elementary Math and Science

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Practice designing, implementing, and assessing math and science lessons and units in K-8 classrooms. Introduces exemplary math and science classroom materials and

examines what successful classroom managers in K-8 classrooms know and are able to do. ~~(2)~~ (2-4)

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EDUC 568 : Internship in Teaching

Internship in classroom settings. Fourteen weeks of teaching under the direct supervision of cooperating teachers and university supervisors. Designed for students in the M.A.E./Cert program. (6)

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EDUC 587 : History of Education

A study of great men and women whose lives and writings have shaped and continue to shape the character of American education. (3)

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EDUC 588 : ST: Leadership in Higher Education

Leadership development for administrators and faculty. Focus on higher education leadership models as they relate to PLU. Restricted to PLU administrators and faculty. (1 to 4)

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EDUC 589 : Philosophy of Education

Philosophical and theoretical foundations of American education as well as the social philosophy of growing diverse populations in the K-12 schools. (3)

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~~EDUC 590 : Culminating Seminar~~

~~M.A.E./Certification candidates finalize their professional growth plans by revisiting foundational questions from the beginning of the program, reviewing key concepts from individual courses, re-examining PLU's emphasis on "educating for lives of thoughtful inquiry, service, and care," and comparing and contrasting their internship experiences. (4)~~

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EDUC 591 : Independent Study

To provide individual graduate students graduate-level study not available in the regular curriculum. The title will be listed on the student term-based record as IS: followed by the specific title designated by the student. (1 to 4)

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~~EDUC 599 : Thesis~~

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

## Master of Arts in Education (EPSY) - Graduate Courses

### EPSY 566 : Advanced Cognition, Development and Learning

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The study of principles and current thought and research in cognition, development, and learning. Prerequisite: Admission to the MA/Cert program or consent of instructor. (2)

### EPSY 587 : Special Topics in Educational Psychology

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To provide graduate students with new, one-time and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. (1 to 4)

### EPSY 588 : Special Topics in Educational Psychology

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To provide graduate students with new, one-time and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. Selected advanced topics. (1 to 4)

### EPSY 589 : Special Topics in Educational Psychology

---

To provide graduate students with new, one-time and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. Selected advanced topics. (1 to 4)

## Master of Arts in Education (SPED) - Graduate Courses

### SPED 520 : Teaching [Elementary](#) Students with Special Needs

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Introduction and overview of services for students with special needs [at all levels in elementary programs](#). Includes procedural and substantive legal issues in special education, program modification, and classroom management. (2)

### [SPED 580 : Foundations and Instructional Strategies for Students with Disabilities](#)

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[This course is designed to build a strong foundational understanding of the various issues related to special education and provide ways to apply strategies aimed at building inclusive, supportive and positive classroom environments that are characterized by quality differentiated instruction and effective classroom management. \(4\)](#)

~~SPED 577 : The Inclusive Classroom~~

~~Introduction to the principles and practices of inclusive education. (2)~~

~~SPED 583 : Current Issues in Exceptionality~~

~~The characteristics of exceptional students and current issues involving the educator's role in dealing with their special needs. (2)~~

SPED 588 : Legal, Ethical, and Administrative Issues in Special Education

Investigation of special education administrative practices, pupil placement procedures, student staffing, program reimbursement procedures, and federal funding models. (2)

**ENGLISH**

*FALL 2021*

Type 2 – add permanent GenEd course

Course

**ENGL 236 : Introduction to Screenwriting - WR**

**Introduces students to the elements of screenwriting, including structure, character, dialogue and setting. Students will learn to critically read and evaluate scripted media, and to produce their own original scripts. (4)**

**KINESIOLOGY**

*FALL 2021*

Type 2 – add permanent GenEd courses

Courses

Undergraduate:

**PHED 158: Jogging and Running for Fitness – PE**

**Individual and Dual Activities Course in jogging and running for fitness. (1)**

**PHED 159: Walking for Health – PE**

**Individual and Dual Activities Course in walking for health. (1)**

**PHED 179: Core and Stretch – PE**  
Individual and Dual Activities Course in core and stretch. (1)

**PHED 189: Kickboxing – PE**  
Individual and Dual Activities Course in Kickboxing. (1)

**PHED 228: Vinyasa Yoga – PE**  
Rhythm course in Vinyasa Yoga. (1)

**PHED 229: Zumba – PE**  
Rhythm course in Zumba. (1)

**PHED 246: Disc Sports – PE**  
Team activities course in Disc Sports. (1)

Type 2 –revise curriculum

FALL 2021

Catalog

**Master of Science - Kinesiology (M.S.)**  
*34 semester hours*

- KINS 500: Research Methods and Applications (4)
- KINS 505: Inclusive Leadership (4)
- KINS 510: Mentorship and Leadership (2)
- KINS 515: Applied Sport Psychology I (4)
- KINS 520: Adapted Training for Special Populations (4)
- ~~KINS 591: Special Topics (4)~~
- **KINS 592: Special Topics (4)**
- KINS 595: Project + Defense (4)
- **Select one focus area from the following**
  - Applied Sport Psychology  
*8 semester hours*
    - KINS 530: Social Issues in Sport (4)
    - KINS 540: Applied Sport Psychology II (4)

- Applied Exercise Science  
*8 semester hours*
  - KINS 525: Applied Exercise Science I (4)
  - KINS 535: Applied Exercise Science II (4)

## Courses

### Graduate Courses:

#### KINS 500 : Research Methods and Application in Kinesiology

The course will introduce basic concepts in research methods and experimental design relevant to the area of Kinesiology. The course is designed to create a better understanding of the principles, concepts, terminology, and instruments used in measurement and analysis in the various sub-domains of Kinesiology. The course will focus on the scientific method, addressing both quantitative and qualitative research methodologies. Emphasis will be placed on developing evidence-based practitioners that critically utilize the scientific literature in their professional endeavors in Kinesiology. (4)

#### KINS 505 : Inclusive Leadership

The course is designed to explore cultural factors that influence people and human interaction. Specifically, students will study the role of diversity and the experiences of people with marginalized identities in United States sport organizations. The various ways that people may differ and how this diversity can impact experiences and outcomes in sport and exercise settings will be examined. Students will be challenged to critically think about the concept of diversity and its impact on individuals within the sport and society and critically reflect on how their own cultural biases, values, beliefs, attitudes and behaviors influence their professional practice and interactions with clients. Research-driven best practices for developing inclusion in sport and exercise will be provided. Students will gain an understanding of the knowledge, skills and competencies of inclusive leaders in sport and exercise. Evidence-based strategies for integrating the diverse talents of all contributors in order to develop high functioning and effective teams, organizations, classrooms, and exercise communities will be discussed. (4)

#### KINS 510: Mentorship and Leadership

This course is designed to provide independent mentoring between a faculty member and a graduate student. The experience provides opportunities for leadership development and professional development appropriate to the student's interests and abilities. This is a Pass/Fail class only. A general outline of the student's final project is also expected to be developed as a function of the mentoring process. **Can be repeated once for credit up to four semester hours.** (2)



#### KINS 515 : Applied Sport Psychology I

Examination and analysis of theory and research relating to social psychological factors and group dynamics affecting sport and exercise behavior. This course will focus on theory, research and application related to individual and group factors (e.g., motivation, communication, feedback, attribution, leadership) that affect cognitions, behavior and performance in sport and physical activity. Current issues in exercise psychology including exercise adherence and behavioral change strategies will also be examined. (4)

#### KINS 520 : Adapted Training for Special Populations

The course will emphasize designing exercise programs for special populations, including adapted training, younger and older adults, and individuals with specific conditions and limitations. Emphasis will be placed on modifications and application of training programs. (4)

#### KINS 525 : Applied Exercise Science I

The course will address the physiological responses and adaptations to acute and chronic training. Additionally, students will understand how the energy systems impact design of training programs. Emphasis will also be placed on periodization and yearlong design in relation to development of training programs to improve or maintain agility, power, cardiovascular endurance, and balance. (4)

#### KINS 530: **Current and** Social Issues in Sport

This course serves as a comprehensive introduction to **current topics facing practitioners in sport and exercise psychology** ~~sport sociology~~. **The focus of the course will be to critically examine the challenges and opportunities facing athletes, exercisers, and non-sport performers as well as teams, franchises, leagues, national governing bodies (NGBs) and others with a vested interest in performance excellence** ~~Students will develop an understanding of the major sociological theories through which sport can be examined as a social institution. Given the seminar style of the course, topics will focus on the interests of each unique cohort. The focus of the course will be to critically interrogate sport in the United States as an important site for the production, reproduction and contestation of sociocultural norms and ideologies. A range of issues/topics will be explored, such as: sport and education, sport and media, sport and economics, sport and politics, sport and religion, gender, race and sport, sport and racism, sport and violence, body studies, and morality and sport. Using an interdisciplinary approach to explore the key concepts in each of these areas of knowledge in Kinesiology, The purpose of the course is to help students develop the ability to make constructive, evidence-based, practical decisions regarding contemporary issues they may face in their profession. students will be exposed to the ways in which these issues interest and how the solutions can be integrated to address problems in sport and exercise settings.~~ **(4)**

#### KINS 535 : Applied Exercise Science II

This course will address theoretical and practical bases of program design in weight training. Additionally, the course will cover functional anatomy and proper lifting techniques. Emphasis is placed on the design of individual and group exercise programs. The main goal after successfully completing this course is for the student to be able to perform safe and appropriate exercise testing and develop a safe and effective strength training program. (4)

#### KINS 540 : Applied Sport Psychology II

Examines theory, research, and professional practice related to psychological interventions in sport and physical activity. This course focuses on the use of educational psychological interventions to facilitate personal development, performance, and injury rehabilitation in a variety of physical activity settings. Students will learn evidence-based strategies and techniques aimed at enhancing psychological enjoyment, performance, and well-being commensurate with their age, skill level, and personal goals. Students will gain an understanding of existing best practices and literature with the purpose of integrating practical performance psychology applications in a variety of professional settings. Scope of professional capabilities, education and training and how those variables impact ethical professional practice will be explored. (4)

**KINS 591: ~~Special Topics~~ Independent Study. To provide individual graduate students with advanced study not available in the regular curriculum. The title will be listed on the student term-based record as IS: followed by the specific title designated by the student. Prerequisite: departmental approval and consent of mentor. Can be repeated up to three times for credit for a total of eight semester hours. (2)**

#### **KINS 592: Special Topics**

**A seminar-style course focused on a particular topic of relevance to the field or a current issue, challenge, or trend in the discipline. (4)**

#### KINS 595 : Final Project and Defense

This course encompasses the completion of the final written project and the public defense of the project. (4)

## NURSING

FALL 2021

Type 3 – create new certificate program\*

\*Type 3 proposal requiring a vote at Faculty Assembly

[Emergency Nurse Practitioner \(ENP\) - proposal link](#)

## Catalog

### Post-Graduate Certificates

The School of Nursing offers a Post-Graduate Certificate for the Family Nurse Practitioner, [Emergency Nurse Practitioner](#) or Psychiatric Mental Health Practitioner specialty.

### Program Approval

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and is approved by the Washington State Nursing Care Quality Assurance Commission. The Family Nurse Practitioner (FNP) curriculum meets requirements for national certification as a Family Nurse Practitioner. The Psychiatric Mental Health Nurse Practitioner curriculum meets eligibility requirements for national certification as a Psychiatric Mental health Nurse Practitioner. [The Emergency Nurse Practitioner Curriculum meets requirements for national certification as an Emergency Nurse Practitioner.](#)

### Post-Graduate Certificate Application Priority Deadlines

Post-Graduate Certificate candidates may apply for admission at any time during the year. However, application by the priority ~~Catalog 2021-2022~~ deadline will enhance the applicant's potential for admission and for arranging financial assistance.

- Priority Date #1: December 1
- Priority Date #2: January 15

### Admission Criteria

- Completion of a master's degree or doctoral degree in nursing from a nationally-accredited school of nursing.
- A minimum cumulative 3.00 GPA (B) on a 4.00 scale for all college work.
- Submission of PLU Graduate Application via Nursing CAS.
- Official transcripts from each college and university attended.

- Professional résumé.
- Statement of professional goals.
- Two letters of recommendation.
- Civil, administrative, and criminal history clearance in all states as well as any other applicable territory or country.
- Fluency in speaking, reading, writing, and comprehending graduate-level English.
- **Additional criteria for ENP Certificate Applicants:**
  - **Nurse Practitioner certification.**
  - **Must have or be eligible to obtain WA State licensure with prescriptive authority**

### **Advance Deposit**

There are limitations on the number of students accepted into the Post-Graduate Certificate programs each year. Applicants accepted into the program are required to make a non-refundable \$300 advance tuition payment to confirm their acceptance of an offer of admission within three weeks of their acceptance date.

### **Program Requirements**

All admitted Post-Graduate Certificate students must provide valid documentation of the following by designated dates and before enrollment in any practicum/clinical course:

- Unrestricted licensure as a registered nurse in the State of Washington;
- Verification of graduation from an accredited nursing masters or doctoral program;
- Immunization and health status;
- **CPR BLS** certification
- Comprehensive personal health insurance; and
- Civil, administrative, and criminal history clearance in all states, as well as any other applicable territory or country.
- **ENP certificate applicants must also have**
  - **ACLS & PALS Certification**
  - **Primary Care Procedures (completed prior to program start date)**
  - **Primary Care of Women and Children (completed prior to program start date)**

## Drug Testing Policy

All nursing students will be required to submit to a drug, marijuana and alcohol screening at least once yearly as part of their continuing School of Nursing health requirements. Students may be required to submit to additional drug screenings as required by the clinical agencies and School of Nursing. The screenings may be scheduled or they may occur at random and unannounced. Students will be expected to adhere to any deadline set by the agencies and/or School of Nursing.

## Advising

The NP program lead for the School of Nursing typically completes initial advising and program planning with applicants and admitted students. Post-graduate students will meet with the associate dean for graduate nursing programs to conduct a Gap Analysis of previous master's coursework and develop a plan of study to meet the Post-Masters Certificate requirements. Upon matriculation, all students are assigned a graduate faculty advisor.

## Post-Graduate Certificates

The Post-Graduate Certificate prepares graduates in the advanced practice specialty areas of Family Nurse Practitioner, Psychiatric Mental health Nurse Practitioner **and Emergency Nurse Practitioner**. The curriculum consists of the specialty track coursework ~~for the Family Nurse Practitioner or Psychiatric Mental Health nurse practitioner specialty~~. A Gap Analysis of previous graduate coursework will be conducted for all applicants.

~~The Family Nurse Practitioner specialty core coursework focuses on client-centered clinical practice, and prepares nurses to respond to the needs of today's and tomorrow's health care consumers, to manage direct care based on advanced assessment and diagnostic reasoning, to incorporate health promotion and disease prevention interventions into health care delivery, and to recognize their potential for professional growth, responsibility, and autonomy. Successful completion of the Family Nurse Practitioner Post-Graduate Certificate program qualifies students to sit for national certification examinations for Family Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure.~~

~~The Psychiatric Mental Health Nurse Practitioner specialty coursework prepared nurses to provide comprehensive mental health, psychiatric and addictions care at the advanced practice level in hospitals, outpatient, and community settings. Scope of practice includes advanced practice psychiatric mental health nursing assessment, psychopharmacology, group, individual and family therapy and advanced nursing interventions across the lifespan. Successful completion of the~~

~~Psychiatric Mental Health Nurse Practitioner Post-Graduate Certificate qualifies students to sit for national certification examinations for Psychiatric Mental Health Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure.~~

## **Family Nurse Practitioner Certificate**

~~40 semester hours~~

The Family Nurse Practitioner specialty core coursework focuses on client-centered clinical practice, and prepares nurses to respond to the needs of today's and tomorrow's health care consumers, to manage direct care based on advanced assessment and diagnostic reasoning, to incorporate health promotion and disease prevention interventions into health care delivery, and to recognize their potential for professional growth, responsibility, and autonomy. Successful completion of the Family Nurse Practitioner Post-Graduate Certificate program qualifies students to sit for national certification examinations for Family Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure.

The program is 40 semester hours.

The FNP core courses may have required clinical hours and must be taken in a prescribed sequence. **A gap analysis will be conducted to determine individual course requirements.**

- NURS 730: Advanced Pathophysiology (3)
- NURS 731: Advanced Pharmacotherapeutics (3)
- NURS 732: Advanced Physical Assessment (4)
- NURS 733: Advanced Health Promotion (2)
- NURS 770: Primary Care Procedures and Diagnostics (3) (1-2-0)
- NURS 771: Psych for Primary Care (2)
- NURS 772: FNP I: Diagnosis and Management of Common Episodic and/or stable Chronic Illnesses (5)
- NURS 773: FNP II: Diagnosis and Management of Acute and Complex Health Problems (5)
- NURS 774: Women and Children in Primary Care (4)

- NURS 775: FNP III: Diagnosis and Management of Chronic and Complex Health Problems (5)
- NURS 776: FNP IV: Diagnosis and Management of Complex Comorbid Patients (4)

~~Family Nurse Practitioner Certificate Sample Curriculum (Spring Start if student does not already have the 3 P's)~~

~~24-28 months~~

~~40 semester hours~~

- ~~First Year: Summer~~
  - ~~NURS 730: Advanced Pathophysiology (3)~~
  - ~~NURS 731: Advanced Pharmacotherapeutics (3)~~
- ~~First Year: Summer~~
  - ~~NURS 732: Advanced Physical Assessment (4)~~
  - ~~NURS 733: Advanced Health Promotion (2)~~
- ~~First Year: Fall~~
  - ~~NURS 770: Primary Care Procedures and Diagnostics (3) (1-2-0)~~
  - ~~NURS 771: Psych for Primary Care (2)~~
  - ~~NURS 772: FNP I: Diagnosis and Management of Common Episodic and/or Stable Chronic Illnesses (5)~~
- ~~First Year: J-Term~~
  - ~~Optional: An elective may be taken during this semester~~
- ~~Second Year: Spring~~
  - ~~NURS 773: FNP II: Diagnosis and Management of Acute and Complex Health Problems (5)~~
- ~~Second Year: Summer~~
  - ~~NURS 774: Women and Children in Primary Care (4)~~
- ~~Second Year: Fall~~
  - ~~NURS 775: FNP III: Diagnosis and Management of Chronic and Complex Health Problems (5)~~
- ~~Second Year: J-Term~~
  - ~~Optional: An elective may be taken during this semester~~
- ~~Third Year: Spring~~
  - ~~NURS 776: FNP IV: Diagnosis and Management of Complex Comorbid Patients (4)~~

**Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate** (~~Spring Start if student does not already have the 3P's.~~)

~~50 semester hours~~

~~The P.M.H.N.P. core courses may have required clinical hours and must be taken in a prescribed sequence.~~

The Psychiatric Mental Health Nurse Practitioner specialty coursework prepared nurses to provide comprehensive mental health, psychiatric and addictions care at the advanced practice level in hospitals, outpatient, and community settings. Scope of practice includes advanced practice psychiatric-mental health nursing assessment, psychopharmacology, group, individual and family therapy and advanced nursing interventions across the lifespan. Successful completion of the Psychiatric Mental Health Nurse Practitioner Post-Graduate Certificate qualifies students to sit for national certification examinations for Psychiatric Mental Health Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure.

**The program is 50 semester hours.**

The P.M.H.N.P. core courses may have required clinical hours and must be taken in a prescribed sequence. **A gap analysis will be conducted to determine individual course requirements.**

- NURS 730: Advanced Pathophysiology (3)
- NURS 731: Advanced Pharmacotherapeutics (3)
- NURS 732: Advanced Physical Assessment (4)
- NURS 733: Advanced Health Promotion (2)
- NURS 651: Psychopharmacology Across the Lifespan (3)
- NURS 652: Management of Substance-related and Addictive Disorders (2)
- NURS 653: PMHNP. I: Psychopathology, Assessment, Diagnosis, and Management Across the Lifespan (7)
- NURS 654: PMHNP III: Psychopathology, Assessment, Diagnosis, and Management Across the Lifespan (7) (3-1-3)
- NURS 655: PMHNP III: Psychotherapies Across the Lifespan (5) (2-1-2)
- NURS 656: PMHNP IV: Psychotherapies Across the Lifespan (5) (2-1-2)
- NURS 657: PMHNP Capstone (4) (0-1-3)



- NURS 712: Trauma Informed Care (3)
- NURS 750: Primary Care Essentials for Psychiatric-Mental Health Nurse Practitioners (2)

### ~~Psychiatric-Mental Health Nurse Practitioner Certificate Sample Curriculum~~

~~24-28 months~~

~~50 semester hours~~

- ~~First Year: Spring~~
  - ~~NURS 730: Advanced Pathophysiology (3)~~
  - ~~NURS 731: Advanced Pharmacotherapeutics (3)~~
- ~~First Year: Summer~~
  - ~~NURS 732: Advanced Physical Assessment (4)~~
  - ~~NURS 733: Advanced Health Promotion (2)~~
- ~~First Year: Fall~~
  - ~~NURS 651: Psychopharmacology Across the Lifespan (3)~~
  - ~~NURS 652: Management of Substance-related and Addictive Disorders (2)~~
  - ~~NURS 653: PMHNP I: Psychopathology, Assessment, Diagnosis, and Management Across the Lifespan (7)~~
- ~~First Year: J-Term~~
  - ~~Optional: An elective may be taken during this semester~~
- ~~Second Year: Spring~~
  - ~~NURS 654: PMHNP II: Psychopathology, Assessment, Diagnosis, and Management Across the Lifespan (7) (3-1-3)~~
- ~~Second Year: Summer~~
  - ~~NURS 655: PMHNP III: Psychotherapies Across the Lifespan (5) (2-1-2)~~
- ~~Second Year: Fall~~
  - ~~NURS 656: PMHNP IV: Psychotherapies Across the Lifespan (5) (2-1-2)~~
  - ~~NURS 712: Trauma Informed Care (3)~~
  - ~~NURS 750: Primary Care Essentials for Psychiatric-Mental Health Nurse Practitioners (2)~~
- ~~Second Year: J-Term~~
  - ~~Optional: An elective may be taken during this semester~~
- ~~Third Year: Spring~~
  - ~~NURS 657: PMHNP Capstone (4) (0-1-3)~~

### **Emergency Nurse Practitioner (ENP) Certificate**

**The Emergency Nurse Practitioner specialty coursework prepares certified family, acute care and adult-gerontology primary care nurse practitioners, either currently working in the emergency or urgent care setting or who**

desire to make a change and work in the emergency setting. This rigorous program builds upon core nurse practitioner knowledge and experience and provides the education and skill necessary to function as a competent nurse practitioner and leader in the emergency care setting, and the skills necessary diagnostic therapeutic procedures to competently practice and care for patients in the emergency and urgent care settings. This program of study includes a minimum of 300 clinical hours and an extensive procedure lab/seminar. Upon completion, students with FNP certification are eligible to sit for the Emergency Nurse Practitioner Certification Examination. Students with other NP certification desiring to sit for the board will have the opportunity to complete additional coursework to become eligible.

The program is 14 semester hours.

The ENP core courses may have required clinical hours and must be taken in a prescribed sequence. A gap analysis will be conducted to determine individual course requirements.

- **NURS 640: ENP Procedures (2)**
- **NURS 641: ENP I: Lifespan Emergency Care (4)**
- **NURS 642: ENP II: Trauma & Critical Illness (4)**
- **NURS 643: ENP III: Immersion & Seminar (4)**

## Courses

### **DNP and Graduate Certificate Courses**

~~Doctor in Nursing Practice (D.N.P.)—Graduate Courses~~

#### **NURS 538: Program Development**

Integrates theoretical models, clinical parameters, and program planning principles through the construction of a detailed program for care and outcomes management education track. (3) (3 credits didactic)

#### **NURS 550: Curriculum, Instruction, and Evaluation**

Examination of the theory and practice of curriculum planning, development, implementation, and evaluation. Theoretical and philosophical principles of the teaching/learning process. Analysis of adult teaching strategies and the process of self and student evaluations. (3) (3 credits didactic)

**NURS 640: ENP Procedures**

Provides the Emergency Nurse Practitioner student with a range of diagnostic and interventional skills used in urgent care and emergency settings, including the ability to understand, manage and safely perform these procedures. (2) (2 credits lab/seminar)

**NURS 641: ENP I: Lifespan Emergency Care**

This course covers the skills of assessment, interpretation of diagnostic studies, interventions, and treatments unique to the Emergency Clinician Specialist (ECS). Student are taught the skills of assessment, interpretation of diagnostic studies, interventions, and treatments unique to the ECS at an advanced level, thereby enhancing clinical decision making for urgent/emergent illness and injury across the lifespan. (4) (2 Seminar, 2 clinical – 120 hours)

**NURS 642: ENP II: Trauma & Critical Illness**

Building upon prior clinical ENP experiences, this course teaches the student how to care for patients of the highest acuity levels. Topics of pre-hospital care, initiation of care to the trauma and critically ill patient, and transport of patients to a higher level of care. (4) (2 Didactic, 2 lab simulation)

**NURS 643: ENP III: Immersion & Seminar**

This is the final specialized clinical and seminar course facilitating application of previously learned concepts and skills, demonstration of ENP competency achievement and assimilation into the ENP role. The culmination of the ENP education and transition into the ENP role is also be covered. (4) (1Seminar, 3 clinical – 180 hours)

**NURS 651: Psychopharmacology Across the Lifespan**

Focuses on the principles of psychiatric pharmacotherapy across the lifespan, biological mechanisms of action of psychotropic drugs and the role of the advanced practice psychiatric nurse prescriber. The neurobiological underpinnings of symptom etiology and treatment will form the basis of clinical decision-making in all phases of psychopharmacological treatment, for child/adolescent, adult, and geriatric populations. Prerequisite: NURS 731. (3)