

## **EPC 30-Day Clock Memo**

TO: All Faculty  
FROM: Educational Policies Committee  
SUBJECT: Notice of Curriculum Changes  
DATE: October 28, 2022

**The 30-day review period begins October 28, 2022 and ends November 29, 2022**

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This notice of Curriculum Changes is published as required by the EPC Manual, which is located in 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 Matt Smith, Chair of the Educational Policies Committee for the 2022-23 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**

- **Economics** – change minor requirement; delete courses
- **Education** – create new doctorate degree\*
- **History** – change in minor requirement

\*Type 3 proposal requiring a vote at Faculty Assembly

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

- **Gender, Sexuality and Race Studies Program** – add GenEd element to existing course

## 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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### ECONOMICS

Fall 2023

Type 2 - change minor requirement; delete courses

Catalog

#### Bachelor of Arts Degree

##### Major in Economics

*Minimum of 32 semester hours*

##### Required Courses for all Economic Majors

*20 semester hours*

- ECON 101, 102, and 499
- ECON 301 or 302
- STAT 231 or MATH/STAT 242

##### Additional Required Elective

*12 semester hours*

- 1) Choose three courses below:
  - ECON 313, ~~323, 325~~, 331, 333, 337, ~~341~~, 344
  - ECON 301 or 302, if not used to meet the required course above
  - A maximum of 4 credits may be selected from:
    - ECON 215, 287, 387, 487, or 495

##### To remain in the major, junior and senior-level students must:

- maintain a minimum 2.50 overall GPA, and
- maintain a minimum 2.50 GPA in courses to be counted towards the economics major.

To register for an economics course with any prerequisites, a grade of C- or better must be attained in each of the prerequisite courses. Economics majors may transfer in a maximum of 16 semester hours toward the economics major, unless they have permission from their major advisor. ECON 499 meets the senior seminar/project requirement. For students planning graduate work in economics or business, additional math preparation will be necessary. For specific courses, consult your major advisor.

## Minor

**20-24** semester hours

- ECON 101, ~~or 111~~; 102; ~~301 or 302~~
- **ECON 301 or 302**
- **8-12** additional semester hours of electives, ~~4 of which may be in statistics~~  
**4 of which may be from ECON 301 or 302 if not used above.**
- **A maximum of 4 credits may be selected from:**  
ECON 215, 287, 387, 487, or 495

All courses counted toward an economics minor must be completed with grades of C- or higher and with a cumulative GPA of 2.5 or higher in those courses. Economics minors may transfer in a maximum of **8-12** semester hours toward the economics minor, unless they have permission from the chair of the Department of Economics.

## Courses

### ECON 215 : Investigating Environmental and Economic Change in Europe - SO

An introduction to the environmental economic problems and policy prospects of modern Europe. Focus on economic incentives and policies to solve problems of air and water pollution, sustainable forestry, global warming, and wildlife management in Austria, Germany, Hungary, the Czech Republic, and Italy. Prerequisite: ECON 101 ~~or 111~~, or consent of instructor. (4)

### ECON 301 : Intermediate Microeconomic Analysis

Theory of consumer behavior; product and factor prices under conditions of monopoly, competition, and intermediate markets; welfare economics. Prerequisites: ECON 101 ~~or 111~~, or consent of instructor; and MATH 128 or 151. (4)

### ECON 302 : Intermediate Macroeconomic Analysis

National income determination including policy implications within the institutional framework of the U.S. economy. Prerequisites: ECON 101 ~~or 111~~; ECON 102; MATH 128 or 151. (4)

### ECON 313 : Environmental Economics

Examines the theory of externalities, pollution regulation, open-access conditions as a basis for environmental degradation, methods of non-market valuation of environmental amenities, and valuation of a statistical life. Attention will be given to both domestic and global examples. Prerequisites: ECON 101 ~~or 111~~, or consent of instructor. (4)

### ~~ECON 323 : Health Economics – SO~~

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~~Analysis of health care markets including hospitals, providers, and insurer/managed care organizations; demand for care; economics of insurance; role of government and regulation; access to care; non-price competition; impact of new technology; analysis of reform. Prerequisites: ECON 101 or 111, or consent of instructor. (4)~~

### ~~ECON 325 : Industrial Organization, Management Strategy, and Market Structure~~

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~~An overview of the structure of business firms and the strategies they use in the marketplace. Special attention is paid to pricing decisions, advertising and product differentiation, and how these choices are affected by the firm's size and structure as well as market structure and conditions. Antitrust issues are also addressed, with applications drawn from various industries. Prerequisites: ECON 101 or 111, or consent of instructor. (4)~~

### ~~ECON 331 : International Trade and Commercial Policy~~

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~~Theories of trade based on labor productivity, factor endowments, and scale economies. Welfare analysis of commercial policy instruments. Political economy of interest groups and trade policy. Critical analysis of multilateral efforts to promote trade. Theoretical and empirical linkages among trade policy, renewable resource depletion, and environmental degradation. Prerequisites: ECON 101 or 111, or consent of instructor. (4)~~

### ~~ECON 333 : Economic Development - C~~

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~~Analysis of the theoretical framework for development with applications to alternative economic development strategies used in developing countries. Emphasis on comparison between countries, assessments of the relative importance of cultural values, historical experience, and governmental policies in the development process. Prerequisites: ECON 101 or 111, or consent of instructor. (4)~~

### ~~ECON 341 : Strategic Behavior – SO~~

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~~An introduction to game theory and analysis of interactive decision processes. Interactive game playing, cases, and examples drawn primarily from economics, but also includes sports, political science, business, and biology. Prisoner's Dilemma, sequential games, Nash equilibrium, mixed and pure strategies, collective action and bidding strategies, bargaining. Prerequisites: ECON 101 or 111, or consent of instructor. (4)~~

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### ECON 344 : Econometrics

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Introduction to the methods and tools of econometrics as the basis for applied research in economics. Specification, estimation, and testing in the classical linear regression model. Prerequisite: ECON 101 [or-111](#); ECON 102; STAT 231 or equivalent, or consent of instructor. (4)

### ECON 495 : Internship

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A research and writing project in connection with a student's approved off-campus activity. Prerequisites: ECON 101 [or-111](#); ECON 301 or 302, sophomore standing, and consent of the department. (1 to 4)

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## EDUCATION

*Summer 2023*

Type 3 – create new doctorate degree\*

\*Type 3 proposal requiring a vote at Faculty Assembly

[Link to Ed.D. proposal here](#)

Catalog

### **Doctor of Education (Ed.D.) in Educational Leadership**

**The Ed.D. in Educational Leadership prepares school leaders to meet the demands of school and district leadership. The program equips leaders to implement programs, policies, and practices to improve outcomes for all students.**

**Students can apply to one of two options within the doctorate of education:**

- 1) The Ed.D. with Washington Superintendent Certification includes a year-long internship in a P-12 district. Candidates are eligible for the Superintendent certificate at the end of the second summer.**
- 2) Candidates can complete all degree requirements within a three-year time frame.**
- 3) The second option provides a pathway for certified Superintendents to complete a doctoral degree. Candidates can complete all degree requirements within a three-year time frame.**

## Ed.D. Application Priority Deadlines

Ed.D. candidates may apply for admission at any time during the year. However, application by the priority deadlines will enhance the applicant's potential for admission.

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

## Admission Criteria

- Master's Degree from a regionally accredited college or university
- A minimum cumulative GPA of 3.00 (B) on a 4.00 scale for all college work
- Submission of PLU Graduate Application forms and non-refundable fee
- Official transcripts from each college and university attended
- Current Professional résumé
- Statement of professional goals
- Two letters of recommendation
- Three years of building or district level leadership experience
- Ed.D. plus Superintendent Credential:
  - Valid Washington State Teaching, Administrator, or ESA Certificate. *Applicants from other states who hold a certificate in that state may be admitted but will not be eligible for Washington state Superintendent Certification.*
  - Letter of District Internship Support
  - OSPI Forms-4001 F-C & 4201
- Superintendent to Ed.D.:
  - Washington state Superintendent Certificate completed at a Professional Educator Standards Board approved superintendent program. Applicants who have completed superintendent credentials at regionally accredited colleges or universities in other states may be able to transfer courses. They will be reviewed on a course-by-course basis.

## Ed.D. in Instructional Leadership Program with Superintendent Certification

This terminal degree program is designed for school leaders to obtain their Ed.D. and superintendent credentials in three years. The P12 (preschool through grade 12) School District Superintendent Certificate is embedded in the first year of the program. The superintendent credential is followed by two years of advanced leadership and research course work. The program culminates with two job-embedded applied projects focused on program evaluation and instructional leadership equity impacts in P12 schools and districts.

## **Instructional Leadership Program**

### **Ed.D. with Superintendent Certification Degree Requirements**

#### **60 Semester Hours**

#### **Superintendent Strand- 16 semester hours**

- **EDUC 741: Educational Law, Policy, and Governance (2)**
- **EDUC 742: Human Resources in K-12 (2)**
- **EDUC 743: Educational Finance in P12 (2)**
- **EDUC 795: Executive Leadership Internship I (1), taken three times for a total of 3 credits**
- **EDUC 744: Community & Family Engagement (2)**
- **EDUC 745 School Board Relations (1)**
- **EDUC 746: Crisis, Conflict, Emergency Management (2)**
- **EDUC 747: Central Office and Programmatic Leadership (2)**

#### **Educational Leadership Strand-18 semester hours**

- **EDUC 700: Educational/Instructional Leadership Orientation & Introduction (3)**
- **EDUC 731: Educational Leadership: Instructional Leadership (3)**
- **EDUC 732: Current Trends and Challenges in Educational Leadership (3)**
- **EDUC 760: Evaluation and Supervision in Educational Leadership (2)**
- **EDUC 761: Educational Leadership: Equity and Social Justice (3)**
- **EDUC 762: Educational Leadership: Systems Leadership (3)**
- **EDUC 763: Collaboration and Contributions to the Profession (1)**

#### **Applied Research Strand-26 semester hours**

- **EDUC 701: Educational Research I (4)**
- **EDUC 711: Educational Research II: Qualitative Research (2)**
- **EDUC 721: Educational Research III: Program Evaluation (2)**
- **EDUC 790: Program Evaluation Applied Project & Seminar (3)**
- **EDUC 791: Program Evaluation Applied Project & Seminar (4)**
- **EDUC 792: Applied Project Seminar (2)**
- **EDUC 793: Instructional Leadership & Equity Applied Project & Seminar (4)**
- **EDUC 794: Instructional Leadership & Equity Applied Project & Seminar (5)**

## **Continuation Requirements:**

To continue in the program, a candidate must maintain a 3.0 GPA, demonstrate dispositions in line with the National Educational Leadership Preparation (NELP) standards and those published by the Education Department, and successfully complete the Superintendent Portfolio and each Applied Project.

## **Program Requirements for Washington State Superintendent 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 superintendent certificate. Specific requirements for the Superintendent Certificate include completion of a supervised internship of 360 hours and completion of a professional portfolio.

Additional state requirements include a minimum age of 18, good moral character and personal fitness as evidenced by completion of Washington State Patrol/FBI background check via fingerprint clearance, 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.

## **Ed.D. Program for Certified Superintendents**

This program track is designed for individuals who have already completed a Superintendent credential program at another PESB approved administrator program.



**Ed.D. for Certified Superintendent's Degree Requirements  
47 Semester Hours**

**Advanced Educational Leadership Strand-3 semester hours**

- **EDUC 795: Executive Leadership Internship (1), taken three times for a total of 3 credits**

**Educational Leadership Strand-18 semester hours**

- **EDUC 700: Educational/Instructional Leadership Orientation & Introduction (3)**
- **EDUC 731: Educational Leadership: Instructional Leadership (3)**
- **EDUC 732: Current Trends and Challenges in Educational Leadership (3)**
- **EDUC 760: Evaluation and Supervision in Educational Leadership (2)**
- **EDUC 761: Educational Leadership: Equity and Social Justice (3)**
- **EDUC 762: Educational Leadership: Systems Leadership (3)**
- **EDUC 763: Collaboration and Contributions to the Profession (1)**

**Applied Research Strand-26 semester hours**

- **EDUC 701: Educational Research I (4)**
- **EDUC 711: Educational Research II: Qualitative Research (2)**
- **EDUC 721: Educational Research III: Program Evaluation (2)**
- **EDUC 790: Program Evaluation Applied Project & Seminar (3)**
- **EDUC 791: Program Evaluation Applied Project & Seminar (4)**
- **EDUC 792: Applied Project Seminar (2)**
- **EDUC 793: Instructional Leadership & Equity Applied Project & Seminar (4)**
- **EDUC 794: Instructional Leadership & Equity Applied Project & Seminar (5)**

**Courses**

**Ed.D. Courses**

**EDUC 700: Educational/Instructional Leadership Orientation & Introduction**  
This course is to prepare students for executive/advanced school leadership roles in districts. The course emphasizes the character, dispositions, skills, as well as the values and beliefs, which inform effective school and organizational leadership and support the development of a districtwide vision. Additionally, this course will introduce students to the PLU Ed.D. program and build relationships among cohort members and faculty. (3)

### **EDUC 701: Educational Research I**

This course provides foundational concepts in educational research including various methodologies. The course will address criteria for evaluating and using educational research in their own practice. Students will develop skills in understanding and evaluating research claims. Course concepts include descriptive and inferential statistics and quantitative research designs. Students will also develop knowledge and skills of action research. (4)

### **EDUC 711: Educational Research II: Qualitative Research**

This second course in the research methods sequence addresses major concepts of qualitative research methods. Students will learn the major methodologies, and ethical implications of qualitative research including appropriate research questions. Students will learn and implement qualitative data collection and analysis techniques. (2)

### **EDUC 721: Educational Research III: Program Evaluation**

This third course in the research methods sequence addresses major concepts of program evaluation. This course prepares students to plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation for their Applied Project. The course addresses the similarities and differences between program evaluation and other forms of education research and related ethical implications. Students will learn the steps in designing and conducting a program evaluation as well as considerations when contracting for program evaluations as many educational grants and programs require outside evaluation. (2)

### **EDUC 731: Educational Leadership: Instructional Leadership**

In this course, students will learn both the field's best knowledge of what high-quality learning is, and how to generate it at a systems level. Students will read, discuss, and collect and analyze data around learning at all levels of a school district's system, including students, teachers, and school and district leaders. Concurrently, students will examine the leadership actions and formal and informal organizational systems that serve as levers for learning. Students will be guided by three key questions at each level of analysis: what is the learning, how does the learning occur, and when and under what conditions do people learn? (3)

### **EDUC 732: Current Trends and Challenges in Educational Leadership**

Educational leaders serve in districts impacted by many social, economic, and political factors; thus, leaders must maintain a clear understanding of

these issues in order to implement change. This course will provide an in-depth analysis of current trends and issues impacting leadership. This will enable the candidate to focus on personal growth and development of characteristics of leadership. This course will explore and study the current issues and trends related to the field of education leadership through several case studies. Emphasis will be placed on current problems of practice, research, and analysis of practices related to effectiveness. (3)

#### **EDUC 741: Educational Law, Policy, and Governance**

The primary goal of this course is to assist the school leader to develop the attitudes, knowledge, and skills necessary to effectively practice high quality, ethical and legal practices based on the law and appropriate policy application. This course explores federal and state law that school administrators and superintendents are responsible to know and administer. This course is a requirement for all students in the Ed.D. program and for the superintendent certification. (2)

#### **EDUC 742: Human Resources in P12**

This course provides learning of concepts, skills, theories, and techniques involving human resource management and a review of examples of HR practices in P-12 school systems. This course extends what building leaders know and understand about HR and looks at it through a district and superintendent role. There will be an examination of human resource planning, development, and utilization in modern organizations. Topics include recruitment, selection, training and development, performance appraisal, collective bargaining, contracts, benefit programs, relationships, and role of the human resource department. (2)

#### **EDUC 743: Educational Finance in P12**

The primary goal of this course is to help aspiring school leaders understand school finance and the systemic and political impacts on P12. Students will look at school funding applying an equity and instructional lens to help prioritize and guide district level funding. Particular emphasis will be placed on the role of the superintendent or program leader in advocating for students and programs. (2)

#### **EDUC 744: Community & Family Engagement**

The primary goal of this course is to assist district leaders in developing the knowledge skills, and cultural understanding to improve learning and achievement by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. Students will explore the roles and responsibilities

of school leaders in co-creating with families and communities to establish social networks of shared responsibility for student learning and development. This course is a requirement for all students in the Ed.D. program and for the superintendent certification. (2)

#### **EDUC 745 School Board Relations**

The school board governs and the superintendent administers the school district. While this may sound simple it is often the most difficult area for the board and superintendent to clarify. Not having a clear understanding of the board and superintendent's proper role can lead to poor communication, mistrust and, in the end, conflict and educational failure. This course will focus on the role of the superintendent, board, and the relationship between the two. (1)

#### **EDUC 746: Crisis, Conflict, Emergency Management**

Effectively managing crisis, conflict, and emergencies is a critical responsibility of a school leader. This course focuses on how educational leaders plan for, manage, and address crises at the institutional level. This course provides practical experiences where students analyze and apply knowledge related to crisis management systems essential to health and safety of employees and students. (2)

#### **EDUC 747: Central Office and Programmatic Leadership**

This course focuses on superintendent or school district leader roles in establishing effective central management and the integration of special programs including Title I, LAP, student services, early childhood, career and technical education, and special education. The course also includes systems and strategies to evaluate program leaders and principals across the system. Students will explore approaches to improve central district systems and student learning for historically underserved populations. (2)

#### **EDUC 760: Evaluation and Supervision in Educational Leadership**

The primary goal of this course is to develop knowledge, skills, dispositions, and cultural competence required of the aspiring school leader to effectively assess instruction and provide feedback to teachers for the improvement of practice and pedagogy in the P-12 setting. This course will cover the evaluation and supervision of certificated staff including teachers, principals, and central office/program administrators. During this course the school leader will conduct several classroom, school, and district observations using the Washington State Teacher and Principal Evaluation (TPEP) and one of the three approved instructional frameworks and the AWSP principal framework. (2)

**EDUC 761: Educational Leadership: Equity and Social Justice**

This course will prepare students to serve as leaders who can demonstrate effective diversity leadership for all students, including students of all races, students who are linguistically diverse, students with disabilities, students from low-income families, and students along the gender/sexual identity spectrum and their intersections. This course supports students in creating equitable and rich school and district cultures where staff, students, and members of the wider school community are engaged and work together to create a dynamic, inclusive learning environment. (3)

**EDUC 762: Educational Leadership: Systems Leadership**

The goal of the course is to expand the students' understanding of systems thinking (a) the role of the leader in evaluating systems theory and frameworks used by educational organizations, particularly in the creation and maintenance of organizational identity; (b) knowledge and skill of policy formulation, evaluation, and advocacy, including methods of influence, building strategic alliances, and setting policy agendas; (c) the role of the educational leader in working with multiple constituencies (government, legislature, lobbyists, special interest groups, media); and (d) purposes and effective strategies for building using teams in leadership settings. (3)

**EDUC 763: Collaboration and Contributions to the Profession**

This course supports Ed.D. students/candidates by offering opportunities for them to engage in providing and receiving professional growth and development, mentorship, and networking within the P-12 system. Students in this course will partner with local school and local system leaders, community leaders, current cohort members, and alumni to advance connections and identify next career steps. (1)

**EDUC 790: Program Evaluation Applied Project & Seminar**

This is the first course in the Ed.D. Program Evaluation Applied Project Series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation. (Didactic 1 credit, 3 clinical credits). (3)

**EDUC 791: Program Evaluation Applied Project & Seminar**

This is the second course in the Ed.D. Program Evaluation Applied Project Series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation. This course includes public presentation of the Program

Evaluation to both an academic audience as well as the relevant client (e.g. school, district, state agency, and/or community organization). (Didactic 1 credit, 3 clinical credits). (4)

**EDUC 792: Applied Project Seminar**

This course serves as an introduction to the Instructional Leadership and Equity Applied Project process. Students will build upon their research methods and leadership courses to develop their problem statement, research question(s), and outline for their project proposal. The course will also provide an overview of the IRB process. (2)

**EDUC 793: Instructional Leadership and Equity Applied Project & Seminar**

This is the first course in the Ed.D. Instructional Leadership and Equity Applied Project series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of an Equity Focused Applied Project that represents a synthesis of the learning throughout the doctoral program. (4)

**EDUC 794: Instructional Leadership and Equity Applied Project & Seminar**

This is the second course in the Ed.D. Instructional Leadership and Equity Applied Project series. Throughout this sequence the Ed.D. student will plan, implement, evaluate, and disseminate the results of an Instructional Leadership and Equity Focused Applied Project that represents a synthesis of the learning throughout the doctoral program. This course includes public presentation of the project to both an academic audience as well as the relevant school, district, state agency, and/or community organization. (1 Didactic credit, 4 clinical credits). (5)

**EDUC 795: Executive Leadership Internship**

The superintendent internship is part of the professional preparation of school administrators. Its basic function of the internship is to enable the intern/candidate to gain the necessary experience in the performance of the critical tasks of his/her profession while under the close supervision of a certified, experienced superintendent and a university field supervisor. The internship is 360 hours and will assist the aspiring school leader by building upon coursework and learning through practical field experience. NELP leadership standards that are the foundation of the superintendent certification program frame this course. Will be repeated twice for certification and may be repeated up to four times total. (1)

## HISTORY

*Fall 2023*

Type 2 – change in minor requirement

### Catalog

#### Minor

Minimum of ~~20~~ **16** semester hours; including ~~8~~ **4** semester hours from courses numbered above 300.

For the minor at least ~~12~~ **8** semester hours must be completed at PLU, including ~~8~~ **4** of upper-division courses.

Maintain a minimum 2.50 GPA in courses to be counted towards the minor.

### Curriculum Changes for Information Only

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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#### **GENDER, SEXUALITY AND RACE STUDIES**

*J-TERM 2023*

Type 1 – add GenEd element to existing course

#### Course

GSRS 387 : Special Topics in Gender, Sexuality, and Race Studies

To provide undergraduate 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)

Note: **The Core Curriculum Committee grants a one-time approval of the GenEd designation of “C” for the topic**

This approval, to carry the 'C' GenEd designation, is for the J-Term 23 GSRS 387, Social, Health, and Educational Services in Tobago only.