

## EPC 30-Day Clock Memo

TO: All Faculty  
FROM: Educational Policies Committee  
SUBJECT: Notice of Curriculum Changes  
DATE: March 20, 2023

**The 30-day review period begins March 20, 2023 and ends April 20, 2023**

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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

- **Education** – change catalog description; change a course's credit hours; add permanent non-GenEd course; revise curriculum
- **Nursing** – change catalog description; revise curriculum; change course number
- **Peace Corp Prep** – revise curriculum
- **Philosophy** – change catalog description; delete GenEd course
- **Registrar** – revise repeat policy for transfer courses

### Curriculum Changes for Information Only – Summary

- **Educational Policies Committee** – inactivation of courses
- **Graduate Programs & Continuing Education** – course offerings
- **Hispanic and Latino Studies** – add GenEd element to existing course

## Curriculum Changes for Review

Deletions are indicated by ~~blue strikethrough~~ | Additions are indicated in **blue bold**  
*In general, courses and catalog language sections that are not being changed, are not listed. However, some are included to give context to the proposed changes.*

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### EDUCATION

Fall 2023

Type 2 – change catalog description; change a course’s credit hours; add permanent non-GenEd course; revise curriculum

Catalog

<https://www.plu.edu/catalog-2022-2023/undergraduate-program/program-curriculum-information/education/bachelor-of-arts-in-education-b-a-e-degree/elementary-educationspecial-education-professional-education-sequence/>

### Elementary Education/Special Education Professional Education

*69 semester hours*

In this teacher certification program, candidates pursue an endorsement in special education (P-12) and elementary education (K-8) while earning a B.A.E. degree. Endorsements are awarded upon successful completion of coursework, Internship II (student teaching) experience, and all program and certification requirements. Students are encouraged to take the following courses prior to admission to the program:

- MATH 123 or equivalent – required prior to admission
- MATH 124 or equivalent – required by the end of Semester II
- KINS 322 or equivalent
- Life Science
- Physical Science

These courses, plus MUSI 341, must be completed prior to program completion.

- EDUC 320: Issues of Child Abuse and Neglect (1)
- EDUC 330: Professional Practice I (0)
- **SPED 307: Foundations in Special Education (4)**
- EDUC 332: Communities, Schools, and Students (2)
- **SPED 342: Methods of Assessment for Students with Disabilities (4)**
- ~~EDUC 333: Instructional and Classroom Management Systems (4)~~
- ~~EDUC 334: Foundations of Educational Measurement (2)~~
- ~~SPED 335: Educational Assessment & Evaluation (2)~~
- ~~SPED 450: Early Childhood Special Education (2)~~
- EDUC 331: Building Professional Learning Communities (2)

- **EDUC 361: Teaching and Learning of Science (4)**
- EDUC 370: Professional Practice II (0)
- ~~EDUC 371: Developing Professional Learning Communities (2)~~
- EDUC 372: ~~Literacy, Language, and Assessment~~ **Teaching and Learning of Reading (4)**
- EDUC 373: ~~Mathematics, Science, and Assessment~~ **Teaching and Learning of Mathematics (4)**
- EDUC 374: Management and Student Engagement (~~2~~ 4)
- EDUC 375: Technology Integration: **Framing and Meaningful Design (2)**
- **EDUC 327: Instructional Systems and Design (3)**
- SPED 376: Instructional Methodologies for Inclusive Classrooms (3)
- EDUC 402: Internship I (0)
- ~~EDUC 403: Building Professional Learning Communities (2)~~
- EDUC 404: ~~The Integration of Literacy in Social Studies~~ **Teaching and Learning of Social Studies (3 4)**
- EDUC 405: **Teaching and Learning of Art in Elementary Classrooms Art Methods (2)**
- EDUC 407: ~~Writing Across the Curriculum~~ **Teaching and Learning of Writing (2)**
- ~~SPED 431: Students with Autism Spectrum Disorders (2)~~
- ~~SPED 442: Technology in Special Education (2)~~
- **SPED 409: Current Trends in Special Education (4)**
- SPED 454: ~~Moderate and Low Incidence Disabilities~~ **Methods and Assessment for Students with Complex Support Needs (3)**
- SPED 404: Collaboration, Team Building, and Supervision (2)
- ~~EDUC 460: Professional Learning Communities (2)~~
- EDUC 450: Seminar – SR (2)
- EDUC 455: Internship II (~~13~~ 15)

Passing scores on the WEST-E or NES endorsement tests for elementary education and special education must be received before a student can start in Semester IV.

<https://www.plu.edu/catalog-2022-2023/undergraduate-program/program-curriculum-information/education/bachelor-of-arts-in-education-b-a-e-degree/elementary-education-reading-professional-education-sequence/>

## **Elementary Education/Reading Professional Education**

*68 semester hours*

In this teacher certification program, candidates pursue an endorsement in reading and elementary education (K-8) while earning a B.A.E., degree. Endorsements are awarded upon successful completion of coursework, Internship II (student teaching) experience, and all program and certification requirements.

Students are encouraged to take the following courses prior to admission to the program:

- MATH 123 or equivalent – required prior to admission
- MATH 124 or equivalent – required by the end of Semester II
- KINS 322 or equivalent
- Life Science
- Physical Science

These courses, plus MUSI 341, must be completed prior to program completion.

- EDUC 320: Issues of Child Abuse and Neglect (1)
- EDUC 330: Professional Practice I (0)
- **SPED 307: Foundations in Special Education (4)**
- EDUC 332: Communities, Schools, and Students (2)
- ~~EDUC 333: Instructional and Classroom Management Systems (4)~~
- ~~EDUC 334: Foundations of Educational Measurement (2)~~
- **EDUC 361: Teaching and Learning of Science (4)**
- EDUC 429: ~~Children and Adolescent Literature in the K-8 Curriculum~~ **Diversity Responsive Children's Literature (2)**
- EDUC 490: **Linguistics and Language** Acquisition and Development of Language (2)
- ~~SPED 335: Educational Assessment & Evaluation (2)~~
- ~~EDUC 331: Building Professional Learning Communities (2)~~
- EDUC 370: Professional Practice II (0)
- ~~EDUC 371: Developing Professional Learning Communities (2)~~
- EDUC 372: ~~Literacy, Language, and Assessment~~ **Teaching and Learning of Reading (4)**
- EDUC 373: ~~Mathematics, Science, and Assessment~~ **Teaching and Learning of Mathematics (4)**
- EDUC 374: Management and Student Engagement (2 **4**)
- EDUC 375: Technology Integration: **Framing and Meaningful Design (2)**
- **EDUC 327: Instructional Systems and Design (3)**

- SPED 377: Instructional Methodologies for Inclusive Classrooms (3)
- EDUC 402: Internship I (0)
- ~~EDUC 403: Building Professional Learning Communities (2)~~
- EDUC 404: ~~The Integration of Literacy in Social Studies~~ **Teaching and Learning of Social Studies** (3 4)
- EDUC 405: **Teaching and Learning of Art in Elementary Classrooms Art Methods** (2)
- EDUC 407: ~~Writing Across the Curriculum~~ **Teaching and Learning of Writing** (2)
- EDUC 423: ~~Linguistics for~~ Language, Literacy **Development and Instruction for Multilingual Learners** (2)
- EDUC 428: Assessments in Literacy (2)
- SPED 404: Collaboration, Team Building, and Supervision (2)
- ~~EDUC 460: Professional Learning Communities (2)~~
- EDUC 438: ~~Strategies for Whole Literacy Instruction (K-8)~~ **Learner Centered Literacy Instruction** (2)
- EDUC 450: Seminar – SR (2)
- EDUC 455: Internship II (~~13-15~~)

## Courses

<https://www.plu.edu/catalog-2022-2023/undergraduate-program/program-curriculum-information/education/>

### ~~EDUC 190 : FYEP190: Inquiry Seminar~~

~~A four-credit seminar to introduce students to the methods and topics of study within a particular academic discipline or field. Students practice the academic skills that are at the center of the General Education Program. (4)~~

### **EDUC 205 : Multicultural Perspectives in the Classroom –A**

Examination of issues of race, class, gender, sexual orientation, etc. as they relate to educational practices. (4)

### **EDUC 287 : Special Topics in Education**

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)

### **EDUC 288 : Special Topics in Education**

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)

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**EDUC 289 : Special Topics in Education**

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)

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**EDUC 291 : Directed Study**

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

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**EDUC 320 : Issues in Child Abuse and Neglect**

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

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**EDUC 327 : Instructional Systems and Design**

**Explores instructional systems and design and provides a foundation for knowing how to design, plan, adapt, and modify instruction that meets the needs of diverse learners. Careful attention is given to understanding and meeting the needs of historically marginalized students, integrating skills and strategies into lesson design, using assessment to guide instructional and programmatic decisions. Integrating concepts of anti-racist pedagogy and universal design for learning provides a foundation for the practical work. (3)**

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**EDUC 330 : Professional Practice I**

Teacher candidates will be required to complete a minimum of 45 hours of fieldwork in a local school. (0)

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~~EDUC 331 : Building Professional Learning Communities~~

~~Seminar groups to provide a critical inquiry bridge between university-based coursework and P-12 fieldwork through the department's/unit's core values of care, competence, difference, service, and leadership. (2)~~

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**EDUC 332 : Communities, Schools, and Students**

Explores the purposes of P-12 education, how schools intersect with local communities, and the range of differences within learners. (2)

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~~EDUC 333 : Instructional and Classroom Management Systems~~

~~Introduces commonly used instructional and management models and how developmental, behavioral, motivational, and learning principles inform a classroom environment. (4)~~

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~~EDUC 334 : Foundations of Educational Measurement~~

~~Surveys the basic principles of assessment and measurement within education, including technical considerations and terminology. (2)~~

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### **EDUC 361 : Teaching and Learning of Science**

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Provides a hands-on, minds-on course designed to help pre-service elementary teachers learn to teach science to students in grades K-8 in ways that are consistent with what is known about science education and the physical, emotional and cognitive development of children. The course will focus on inquiry learning and sense-making driven by the Next Generation Science Standards (NGSS) that serve to guide curriculum and instructional development in the state of Washington. (4)

### **EDUC 370 : Professional Practice II**

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Teacher candidates will be required to complete a minimum of 90 hours of fieldwork in a local school. Required to coregister in EDUC 371. (0)

### ~~EDUC 371 : Developing Professional Learning Communities~~

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~~Seminar groups to provide a critical inquiry bridge between university-based coursework and P-12 fieldwork through the unit's core values of care, competence, difference, service, and leadership. Co-registration in EDUC 370 required. (2)~~

### **EDUC 372 : Teaching and Learning of Reading Literacy, Language, and Assessment**

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~~Develops literacy, language, and ELL teaching strategies that can be incorporated into P-8 instructional models and assessments with applications to the development of lesson sequences.~~ This course focuses on developmental stages of literacy development. Reading components phonemic awareness, phonics, fluency, vocabulary, and comprehension are addressed. Assessments and instructional activities to support students' learning in responsive, differentiated ways are taught and practiced. (4)

### ~~EDUC 373 : Mathematics, Science, and Assessment Teaching and Learning of Mathematics~~

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Provides a hands-on, minds-on course designed to help pre-service elementary teachers learn to teach math to students in grades K-8 in ways that are consistent with what is known about math education and the physical, emotional and cognitive development of children. The course will focus on facilitating student discourse to drive procedural fluency through conceptual understanding grounded in the components of effective teaching and learning as outlined by National Council of Teachers of Mathematics (NCTM) and the Common Core State Standards for math (CCSS-M) that serve to guide curriculum and instructional development in the state of Washington. ~~Develops mathematics and science teaching strategies that can be incorporated into P-8 instructional models and assessments with applications to the development of lesson sequences.~~ (4)

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**EDUC 374 : Management and Student Engagement**

Develops management strategies for student engagement and increasing academic achievement (2 4)

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**EDUC 375 : Technology Integration: Framing and Meaningful Design**

The integration of technology tools for the classroom. (2)

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**EDUC 385 : Comparative Education – C GE**

Comparison and investigation of materials and cultural systems of education throughout the world. Emphasis on applying knowledge for greater understanding of diverse populations in the K-12 educational system. (2 or 4 credits) ~~(Students enrolling in 2 credits will not meet the Cross-Cultural Perspectives GenEd Element).~~

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**EDUC 387 : Special Topics in Education**

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)

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**EDUC 388 : Special Topics in Education**

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)

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**EDUC 389 : Special Topics in Education**

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)

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**EDUC 391 : Foundations of Learning**

Investigation into theories of learning and development and into historical and current practices, values, and beliefs that influence efforts to shape learning in educational settings. Topics include: self as learner, theories of learning, others as learners, exceptionalities, technology, values literacy, and factors influencing learning and literacy. Limited to music and health and fitness education majors. Prerequisite: admission to the School of Education and Kinesiology; completion of MUSI 340 for music education majors, and co-enrollment in KINS 490 for both health and fitness education majors. (3)

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**EDUC 402 : Internship I**

Teacher candidates will be required to complete a minimum of 90 hours of fieldwork in a local school. Co-registration with EDUC 404 required. (0)



~~EDUC 403 : Building Professional Learning Communities~~

~~Seminar groups to provide a critical inquiry bridge between university-based coursework and P-8 fieldwork through the unit's core values of care, competence, difference, service, and leadership. (2)~~

**EDUC 404 : The Integration of Literacy in Teaching and Learning of Social Studies**

Integration of literacy for the teaching of social studies strategies that can be incorporated into P-8 instructional models and assessments with applications to the development of lesson sequences. ~~Co-registration in EDUC 402 required.~~ (3 4)

**EDUC 405 : Teaching and Learning of Art in the Elementary Classroom Methods**

Methods and procedures in teaching elementary school art as well as infusing the arts in the curriculum. (2)

**EDUC 407 : Teaching and Learning of Writing Across the Curriculum**

~~Develops strategies for the teaching of writing in all content areas in the P-8 curriculum.~~ **This course focuses on the multimodal teaching of writers across developmental stages, emphasizing culturally sustaining practices. This includes developmental and writing processes, genre exploration, the role of identity and community in writing, writing strategies and skills, and formative assessment & feedback.**(2)

**EDUC 423 : ~~Linguistics for~~ Language and Literacy Development for Multilingual Learners**

~~Prepares pre-service teachers to understand the structure of language, language acquisition, and language learning to inform and facilitate research-based instructional practices.~~ **This course examines stages of second language acquisition, including examining conceptual, pedagogical, and instructional practices to support bilingualism and differentiate content instruction according to language proficiency.** (2)

**EDUC 428 : Assessments in Literacy**

Understanding of a wide variety of strategies and tools for assessing and facilitating students' development in reading, writing, listening, and speaking. **This course introduces frameworks for understanding reading difficulties and responsive assessment. Teacher candidates learn how to administer and interpret literacy assessments in order to identify areas of instructional focus and indicate those in professional reports communicated across various stakeholders. Purposes, advantages, and limitations of standardized and other assessment tools are explored.** (2)

**EDUC 429 : ~~Children and Adolescent Literature in the K-8 Curriculum~~ Diversity Responsive Children's Literature**

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**Explores diversity responsive children's literature and why these texts are imperative for *all* readers. Emphasizing identifying, selecting, and evaluating high-quality, diversity responsive books across genres and formats (e.g., novels in verse, graphic novels, print/digital) as well as strategies for advocacy and use in K-6 classrooms.**

~~Investigates genres of contemporary children's and adolescent 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 438 : ~~Strategies for Whole Literacy Instruction (K-8)~~ Learner-Centered Literacy Instruction**

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~~The use of language as a tool for learning across the curriculum, and the roles of language in all kinds of teaching and learning in K-8 classrooms. Strategies for reading/writing in content areas, thematic teaching, topic study, and integrating curriculum. Cross-listed with EDUC 538.~~ **Focuses on learner-centered literacy instruction, fostering student agency, and literacy identities. Special attention is placed on instructional strategies and methods that cultivate deep comprehension, intrinsic motivation, perspective taking, & critical thinking.**

(2)

**EDUC 446 : Mathematics in the Secondary School**

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Methods and materials in teaching secondary mathematics. Introduction to Common Core State Standards in Mathematics, effective and equitable mathematics teaching practices, and curriculum design through the exploration of concepts in secondary mathematics. This course includes a field experience component. Cross-listed with MATH 446. Prerequisite: EDUC 205 and MATH 253 or 331. (4)

**EDUC 450 : Seminar - SR**

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A seminar for all education students focusing development of professionalism and competence in inquiry and reflective practice. ~~Co-registration with EDUC 455 required.~~ (2)

**EDUC 455 : Internship II**

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Teacher candidates will be required to complete a minimum of 450 hours of student teaching experience in local public schools under the supervision of PLU-assigned supervisors and classroom teachers. Co-registration with EDUC 450 required. (~~10-13~~ 15)

~~EDUC 460 : Professional Learning Communities~~

~~Seminar groups to provide a critical inquiry bridge between university-based coursework and P-8 fieldwork through the department's/unit's core values of care, competence, difference, service, and leadership. (2)~~

**EDUC 468 : Student Teaching - Secondary**

Teaching in public schools under the direction of classroom and university teachers. Prerequisites: Formal application; senior standing; cumulative GPA of 2.50 or higher. Concurrent with EDUC 450. (10)

**EDUC 487 : Special Topics in Education**

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)

**EDUC 488 : ST: Higher Education Leadership**

Explores the foundations of leadership. Focus is on leadership in higher education. Restricted to PLU administrations and faculty. (1 to 4)

**EDUC 489 : Special Topics in Education**

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)

**EDUC 490 : ~~Acquisition and Development of~~ Linguistics and Language Acquisition**

Investigation of how young children acquire their first language and what they know as a result of this learning. **This course explores first language acquisition and development, including phonology, syntax, morphology, pragmatics, and semantics. These concepts are examined in relation to standard language ideologies and supporting linguistic justice.** ~~Cross-listed with EDUC 510.~~ (2)

**EDUC 491 : Independent Study**

To provide individual undergraduate 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. (1 to 4)

**EDUC 495 : Internship**

To permit undergraduate students to relate theory and practice in a work situation. The title will be listed on the student term-based record as Intern: followed by the specific title designated by the instructor in consultation with the student. (1 to 12)

### **EDUC 497 : Special Project**

Individual study and research on education problems or additional laboratory experience in public school classrooms. Prerequisite: consent of the dean. (1 to 4)

### **Educational Psychology (EPSY) - Undergraduate Courses**

#### **EPSY 361 : Psychology for Teaching**

Principles and research in human development and learning, especially related to teaching and to the psychological growth, relationships, and adjustment of individuals. For music education majors only. Admission to the School of Education and Kinesiology and completion of MUSI 340. (3)

### **Special Education (SPED) - Undergraduate Courses**

#### **~~SPED 190 : FYEP190: Inquiry Seminar~~**

~~A four-credit seminar to introduce students to the methods and topics of study within a particular academic discipline or field. Students practice the academic skills that are at the center of the General Education Program. (4)~~

#### **SPED 287 : Special Topics in Special Education**

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)

#### **SPED 288 : Special Topics in Special Education**

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)

#### **SPED 289 : Special Topics in Special Education**

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)

#### **SPED 307 : Foundations in Special Education**

**Provides an overview of foundational Special Education concepts, laws and processes and is taken by all undergraduate education majors. Key content will include historical foundations leading to current laws and policies including ADA, IDEA and 504, as well as the ways current laws influence policies and processes. This preparatory course will provide a foundation for future discussion and topic exploration in theory and practice. (4)**

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**SPED 342 : Methods of Assessment for Students with Disabilities**

Provides the beginning special education candidate with the background, theories and practical knowledge of assessment. This course will cover the basic core skills, terminology and practice of assessments and evaluation across all categories of IDEA, using a multidisciplinary approach. Principles of RTI, MTSS and PBIS will be covered using an embedded, case study model. Principles of reducing potential bias will be explored across all categories and methods of assessment. (4)

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**~~SPED 335 : Educational Assessment and Evaluation~~**

~~Develops a knowledge of commonly used assessment instruments in P-12 schools and how data is used to drive instruction and management. (2)~~

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**SPED 376 : Instructional Methodologies for Inclusive Classrooms**

Provides accommodations and remediation strategies connected to instructional models for the diverse learning needs of students. (3)

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**SPED 377 : Instructional Methodologies for Inclusive Classrooms**

Provides accommodations and remediation strategies connected to instructional models for the diverse learning needs of students. (3)

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**SPED 404 : Collaboration, Team Building, and Supervision**

Focuses on approaches and methodologies for establishing connections with communities, families, and various instructional staff members, including paraeducators. (2)

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**SPED 409: Current Trends in Special Education**

Provides special education undergraduate candidates with specific, current and relevant information regarding students with disabilities who require specialized programming. This course will explore topics related to specialized supports and plans pertinent to academics, behavior, mental health and social-emotional needs. This course will also cover topics related to transition planning for students and collaboration with outside community agencies. The course will also cover current pertinent issues related to law, policies and practice. All topics will be covered with a focus on inclusion and evidence-based and culturally relevant practices. (4)

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**~~SPED 430 : Students with Emotional and Behavioral Disabilities~~**

~~In-depth exploration of issues related to the identification of and service delivery to students with emotional and behavioral disabilities. Emphasis on specialized management techniques needed to teach this population. A field experience will be required. (3)~~

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**~~SPED 431 : Issues in Autism Spectrum Disorders~~**

~~This course will provide an overview of Autism Spectrum Disorder for educators as well as other related professionals who may work with or serve children and families~~

~~with this diagnosis. This course will explore the characteristics of children, youth and adults with autism, evidence-based practices for prevention and intervention, problems and issues in the field, methods of positive behavior support and collaborating with families. (2)~~

### **~~SPED 442 : Technology in Special Education~~**

~~Current issues and uses of computer technology for learners with special needs. Emphasis on computer assisted instruction, and assistive technology services and devices. (2)~~

### **~~SPED 450 : Early Childhood Special Education~~**

~~Current issues related to young children with special needs. Focus on instructional methods, materials, curriculum, and assessment of this population. (2)~~

### **SPED 454 : ~~Moderate and Low Incidence Disabilities Methods and Assessment of Students with Complex Support Needs~~**

Exploration of the issues related to identification of and service delivery to this population. Specialized instruction, management techniques, and issues of transitioning from schools to community. A field experience component **is included**~~will be required~~. (3)

### **SPED 487 : Special Topics in Special Education**

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)

### **SPED 488 : Special Topics in Special Education**

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)

### **SPED 489 : Special Topics**

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)

### **SPED 491 : Independent Study**

To provide individual undergraduate 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. (1 to 4)

<https://www.plu.edu/catalog-2022-2023/graduate-program/degrees/education-masters-of-mae/>

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.
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.)**

*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.
- 2) The Alternative Routes to Certification (ARC) is for students seeking elementary or 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 23 or 25 of the required 34 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.

All teacher candidates must pass the WEST-B, WEST-E, or NES 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 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.

## **M.A.E. Certification**

### **Elementary Program**

*38 semester hours*

- **Summer I**
  - **EDUC 514: Management and Student Engagement (2)**
  - 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 (4-2)
- **Fall Semester**
  - EDUC 562: Schools and Society (2)
  - EDUC 563A: 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 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 (4)
  - EDUC 568: Internship in Teaching (6)

### **Secondary Program**

*36 semester hours*

- **Summer I**
  - **EDUC 514: Management and Student Engagement (2)**
  - 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 2)
- **Fall Semester**
  - EDUC 561: Instructional Methodology for Secondary Teachers (4)
  - EDUC 562: Schools and Society (2)
  - EDUC 563A: 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)
- **Spring Semester**
  - EDUC 563B: Integrating Seminar: Internship (4)
  - EDUC 568: Internship in Teaching (6)

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

*23-25 semester hours for certification, 34 semester 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.

After candidates have completed the initial certification portion of the program, they will have three years to complete the remaining 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 514: Management and Student Engagement (2)**
  - 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 (4-2)
- **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 Students with Special Needs (2)
  - EDUC 563B: Integrating Seminar: Internship (2)
  - EDUC 568: Internship in Teaching (6)

### **Secondary Program**

*23 semester hours*

- **Summer**
  - **EDUC 514: Management and Student Engagement (2)**
  - 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 2)
- **Fall Semester**
  - EDUC 561: Instructional Methodology for Secondary Teachers (4)
- **Spring Semester**
  - EDUC 563B: Integrating Seminar: Internship (2)
  - EDUC 568: Internship in Teaching (6)
  - SPED 520: Teaching Students with Special Needs (2)

**Candidates have the option to complete the following 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: Integrating Seminar: Technology Embedded Instructional Design (2)
- EPSY 566: Advanced Cognition, Development, & Learning (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.

### **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 semester hours*

#### ● **Summer I**

- EDUC 510: Teaching Reading and Language Arts (3)
- **EDUC 514: Management and Student Engagement (2)**
- 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 2**)

#### ● **Fall Semester**

- EDUC 562: Schools and Society (2)
- EDUC 563A: Integrating Seminar: Technology Embedded Instructional Design (2)
- EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
- EDUC 566: Elementary Math and Science (2)
- SPED 520: Teaching 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 (4)
  - EDUC 585: Comparative Education (3)

## **Secondary Program**

*35 semester hours*

- **Summer I**
  - EDUC 510: Teaching Reading and Language Arts (3)
  - **EDUC 514: Management and Student Engagement (2)**
  - 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 2)
- **Fall Semester**
  - EDUC 561: Instructional Methodology for Secondary Teachers (4)
  - EDUC 562: Schools and Society (2)
  - EDUC 563A: 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 (4)
  - EDUC 585: Comparative Education (3)

## Courses

**EDUC 514: Management and Student Engagement**  
**Introduces commonly used engagement and management strategies for increasing academic achievement. Includes a 15 hour practicum. (2)**

### **SPED 580 : Foundations and Instructional Strategies for Students with Disabilities**

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) (2)

## NURSING

Fall 2023

Type 2 – change catalog description; revise curriculum; change course number

### Catalog

#### Doctor of Nursing Practice Degree Requirements

**Minimum** 80 semester hours

**Prerequisite Course:** Introductory Statistics (including inferential and descriptive) with a minimum grade of 3.0 (B).

- **Core D.N.P. Courses – 31 ~~42~~ semester hours**
  - GNUR 701 Foundations of Scholarly Writing & Communications (2)
  - GNUR 702 Advanced Practice Roles & Collaboration (1)
  - GNUR 703 Theoretical Foundations & Evidence Based Practice (3)
  - GNUR 704 Population Health, Policy, & Politics (2)
  - GNUR 705 Information Systems & Patient Care Technology (2)
  - GNUR 706 Biostatistics, Analytical Methods, & Epidemiology (3)
  - GNUR 707 Quality Improvement & Research Methods (3)
  - GNUR 708 Advanced Practice Leadership & Resource Management (3)
  - GNUR 710 Advanced Pathophysiology (3)
  - GNUR 711 Advanced Pharmacotherapeutics (3)
  - GNUR 712 Advanced Pharmacotherapeutics Discussion (1)
  - GNUR 713 Advanced Physical Assessment (3)
  - GNUR 714 Advanced Practice Clinical Diagnosis & Management (2)
  - ~~NURS 700 Advanced Practice Roles (2)~~
  - ~~NURS 701: Theoretical Foundations and Evidence Based Practice (3)~~
  - ~~NURS 702: Information Systems and Patient Care Technology (3)~~
  - ~~NURS 703: Organizational and Systems Leadership (3)~~
  - ~~NURS 704: Policy and Politics: Implications for Health Care (3)~~
  - ~~NURS 705: Clinical Resource Management (3)~~
  - ~~NURS 720: Analytical Methods (Research I) (3)~~
  - ~~NURS 721: Epidemiology and Biostatistics (3)~~
  - ~~NURS 730: Advanced Pathophysiology (3)~~
  - ~~NURS 731: Advanced Pharmacotherapeutics (3)~~
  - ~~NURS 732: Advanced Physical Assessment (4)~~
  - ~~NURS 733: Advanced Health Promotion (2)~~
  - ~~NURS 734: Evaluation and Outcomes (Research II) (3)~~
  - ~~NURS 790: Translating Research (3)~~
  - ~~NURS 795: Transition to DNP Practice (1)~~

○ **Doctor of Nursing Practice ~~Scholarly Project Courses~~ – Minimum 13 40 semester hours**

~~The D.N.P. Scholarly Project courses must be taken in the prescribed sequence.~~

- GNUR 795 DNP Project Proposal (1)
- GNUR 796 DNP Project Proposal Seminar (2)
- GNUR 797 DNP Project Seminar (1 each semester after N791 until final semester)
- GNUR 798 DNP Project Clinical Hours (1-5)
- GNUR 799 DNP Project Final Seminar (2 in final semester)
- ~~NURS 791: Proposal Seminar (1)~~
- ~~NURS 792: DNP Scholarly Project I (2)~~
- ~~NURS 793: DNP Scholarly Project II (2)~~
- ~~NURS 794: DNP Scholarly Project III (2)~~
- ~~NURS 799: DNP Scholarly Project IV (3)~~

○ **Family Nurse Practitioner Core Courses – 34 28 semester hours** ~~The F.N.P. core courses may have required clinical hours and must be taken in a prescribed sequence.~~

- GNUR 715 Psych/Mental Health Essentials for Primary Care (2)
- GNUR 720 Primary Care Procedures & Diagnostics (3)
- GNUR 721 FNP 1 (2)
- GNUR 722 FNP 2 (2)
- GNUR 723 FNP 3 (2)
- GNUR 724 FNP 4 (1)
- GNUR 731 FNP 1 Seminar/Clinical (3)
- GNUR 732 FNP 2 Seminar/Clinical (3)
- GNUR 733 FNP 3 Seminar/Clinical (3)
- GNUR 734 FNP 4 Seminar/Clinical (3)
- GNUR 735 FNP 5 Seminar/Clinical (4)
- GNUR 736 FNP Capstone Seminar/Clinical (6)
- ~~NURS 770: Primary Care Procedures and Diagnostics (3)~~
- ~~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)~~



- **Psychiatric Mental Health Nurse Practitioner Core Courses – 38 semester hours** ~~The P.M.H.N.P. core courses may have required clinical hours and must be taken in a prescribed sequence.~~
  - GNUR 716 Primary Care Essentials for PMHNPs (2)
  - GNUR 717 Management of Substance Abuse & Addiction (2)
  - GNUR 718 Management of Complex Trauma (2)
  - GNUR 740 Psychopharmacology Across the Lifespan (3)
  - GNUR 741 PMHNP 1 (2)
  - GNUR 742 PMHNP 2 (2)
  - GNUR 743 PMHNP 3 (2)
  - GNUR 744 PMHNP 4 (1)
  - GNUR 751 PMHNP 1 Seminar/Clinical (3)
  - GNUR 752 PMHNP 2 Seminar/Clinical (3)
  - GNUR 753 PMHNP 3 Seminar/Clinical (3)
  - GNUR 754 PMHNP 4 Seminar/Clinical (3)
  - GNUR 755 PMHNP 5 Seminar/Clinical (4)
  - GNUR 756 PMHNP 6 Seminar/Clinical (6)
  - ~~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 II: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan (7)~~
  - ~~NURS 655: PMHNP III: Psychotherapies Across the Lifespan (5)~~
  - ~~NURS 656: PMHNP IV: Psychotherapies Across the Lifespan (5)~~
  - ~~NURS 657: PMHNP Capstone (4)~~
  - ~~NURS 712: Trauma Informed Care (3)~~
  - ~~NURS 750: Primary Care Essentials for Psychiatric Mental Health Nurse Practitioners (2)~~

### **Post-Master's Doctor of Nursing Practice Degree for Advanced Practice Nurses**

The post-master's D.N.P. degree builds on the master's degree in advanced practice nursing (Nurse Practitioner, Certified Nurse Midwife, Clinical Nurse Specialist, Certified Registered Nurse Anesthetist). Students complete the D.N.P. Core and D.N.P. [Scholarly](#) Project coursework. A Gap Analysis is conducted to determine what previous coursework meets the D.N.P. competencies and which additional courses will be required for the PLU D.N.P. degree.



## Post-Master's Doctor of Nursing Practice Degree for Those Seeking a Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner Specialty

The post-master's D.N.P. for master's-prepared nurses who wish to complete the Family Nurse Practitioner (FNP) or Psychiatric Mental Health Nurse Practitioner (PMHNP) specialty builds on master's level coursework, with the student completing the FNP or PMHNP specialty core, the D.N.P. Core and the D.N.P. [Scholarly](#) Project coursework at PLU. A Gap Analysis is conducted to determine what previous coursework meets the D.N.P. competencies and which additional courses will be required for the PLU D.N.P. degree.

### ~~D.N.P. Family Nurse Practitioner Sample Curriculum (Full-Time)~~

~~36 months~~

~~80 semester hours~~

#### ~~○ First Year: Summer~~

- ~~● NURS 700: Advanced Practice Roles (2)~~
- ~~● NURS 701: Theoretical Foundations and Evidence Based Practice (3)~~
- ~~● NURS 702: Information Systems and Patient Care Technology (3)~~

#### ~~○ First Year: Fall~~

- ~~● NURS 703: Organizational and Systems Leadership (3)~~
- ~~● NURS 720: Analytical Methods (Research I) (3)~~
- ~~● NURS 721: Epidemiology and Biostatistics (3)~~

#### ~~○ First Year: J-term~~

- ~~▪ NURS 704: Policy and Politics: Implications for Health Care (3)~~

#### ~~○ First Year: Spring~~

- ~~● NURS 730: Advanced Pathophysiology (3)~~
- ~~● NURS 731: Advanced Pharmacotherapeutics (3)~~
- ~~● NURS 734: Evaluation and Outcomes (Research II) (3)~~

#### ~~○ Second Year: Summer~~

- ~~● NURS 732: Advanced Physical Assessment (4)~~
- ~~● NURS 733: Advanced Health Promotion (2)~~

#### ~~○ Second Year: Fall~~

- ~~● NURS 770: Primary Care Procedures and Diagnostics (3)~~
- ~~● NURS 771: Psych for Primary Care (2)~~
- ~~● NURS 772: FNP I: Diagnosis and Management of Common Episodic and/or Stable Chronic Illnesses (5)~~

#### ~~○ Second Year: J-term~~

- ~~▪ NURS 705: Clinical Resource Management (3)~~

#### ~~○ Second Year: Spring~~

- ~~● NURS 773: FNP II: Diagnosis and Management of Acute and Complex Health Problems (5)~~
- ~~● NURS 790: Translating Research (3)~~
- ~~● NURS 791: Proposal Seminar (1)~~

#### ~~○ Third Year: Summer~~

- ~~● NURS 774: Women and Children in Primary Care (4)~~

- ~~NURS 792: DNP Scholarly Project I (2)~~
- ~~Third Year: Fall~~
  - ~~NURS 775: FNP III: Diagnosis and Management of Chronic and Complex Health Problems (5)~~
  - ~~NURS 793: DNP Scholarly Project II (2)~~
- ~~Third Year: J-term~~
  - ~~NURS 794: DNP Scholarly Project III (2)~~
- ~~Third Year: Spring~~
  - ~~NURS 776: FNP IV: Diagnosis and Management of Complex Comorbid Patients (4)~~
  - ~~NURS 795: Transition to DNP Practice (1)~~
  - ~~NURS 799: DNP Scholarly Project IV (3)~~

~~\*An Individual Gap Analysis will be conducted to determine what courses the student will need to meet the AACN D.N.P. Essentials competencies if enrolled in an option other than BSN to DNP.~~

~~D.N.P. Psychiatric Mental Health Nurse Practitioner Sample Curriculum  
36 months  
84-90 semester hours~~

- ~~First Year: Summer~~
  - ~~NURS 700: Advanced Practice Roles (2)~~
  - ~~NURS 701: Theoretical Foundations and Evidence Based Practice (3)~~
  - ~~NURS 702: Information Systems and Patient Care Technology (3)~~
- ~~First Year: Fall~~
  - ~~NURS 703: Organizational and Systems Leadership (3)~~
  - ~~NURS 720: Analytical Methods (Research I) (3)~~
  - ~~NURS 721: Epidemiology and Biostatistics (3)~~
- ~~First Year: J-term~~
  - ~~NURS 704: Policy and Politics: Implications for Health Care (3)~~
- ~~First Year: Spring~~
  - ~~NURS 730: Advanced Pathophysiology (3)~~
  - ~~NURS 731: Advanced Pharmacotherapeutics (3)~~
  - ~~NURS 734: Evaluation and Outcomes (Research II) (3)~~
- ~~Second Year: Summer~~
  - ~~NURS 732: Advanced Physical Assessment (4)~~
  - ~~NURS 733: Advanced Health Promotion (2)~~
- ~~Second Year: Fall~~
  - ~~NURS 653 PMHNP I: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan (7)~~
  - ~~NURS 651: Psychopharmacology Across the Lifespan (3)~~
  - ~~NURS 652: Management of Substance-related and Addictive Disorders (2)~~
- ~~Second Year: J-Term~~
  - ~~NURS 705: Clinical Resource Management (3)~~
- ~~Second Year: Spring~~

- ~~NURS 654: PMHNP II: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan (7)~~
- ~~NURS 790: Translating Research (3)~~
- ~~NURS 791: Proposal Seminar (1)~~
- ~~Third Year: Summer~~
  - ~~NURS 655: PMHNP III: Psychotherapies Across the Lifespan (5)~~
  - ~~NURS 792: DNP Scholarly Project I (2)~~
- ~~Third Year: Fall~~
  - ~~NURS 656: PMHNP IV: Psychotherapies Across the Lifespan (4)~~
  - ~~NURS 712: Trauma Informed Care (3)~~
  - ~~NURS 793: DNP Scholarly Project II (2)~~
- ~~Third Year: J-Term~~
  - ~~NURS 750: Primary Care Essentials for Psychiatric-Mental Health Nurse Practitioners (2)~~
  - ~~NURS 794: DNP Scholarly Project III (2)~~
- ~~Third Year: Spring~~
  - ~~NURS 657: PMHNP Capstone (4)~~
  - ~~NURS 795: Transition to DNP Practice (1)~~
  - ~~NURS 799: DNP Scholarly Project IV (3)~~

~~\*An Individual Gap Analysis will be conducted to determine what courses the student will need to meet the AACN D.N.P. Essentials competencies if enrolled in an option other than B.S.N. to D.N.P.~~

~~Students enrolled in any D.N.P. or specialty program of study are able to take the following courses as needed to augment or enrich their program experience. Students must have coordinated with their Program Director and Advisor prior to enrollment.~~

- ~~NURS 796: D.N.P. Clinical Practicum (1-4)~~
- ~~NURS 691: Independent Study (1-4)~~

## **Post-Graduate Certificates**

The School of Nursing offers a Post-Graduate Certificate for the Family Nurse Practitioner, Psychiatric Mental Health Practitioner, or Emergency Nurse 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 (PMHNP) curriculum meets

eligibility requirements for national certification as a Psychiatric Mental Health Nurse Practitioner. The Emergency Nurse Practitioner (ENP) 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 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 program 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;

- 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 associate dean for graduate nursing programs for the School of Nursing typically completes initial advising and program planning with applicants and admitted students. Post-Master's 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.~~ **Initial advising and program planning will occur with all admitted students before the first semester classes begin.** Upon matriculation, all students are assigned a graduate faculty advisor.

## **Post-Graduate Certificate**

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. A gap analysis of previous graduate coursework will be conducted for all applicants.

## **Family Nurse Practitioner Certificate** **46 ~~40~~ semester hours**

The Family Nurse Practitioner (FNP) 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.~~

- **GNUR 710 Advanced Pathophysiology (3)**
- **GNUR 711 Advanced Pharmacotherapeutics (3)**
- **GNUR 712 Advanced Pharmacotherapeutics Discussion (1)**
- **GNUR 713 Advanced Physical Assessment (3)**
- **GNUR 714 Advanced Practice Clinical Diagnosis & Management (2)**
- **GNUR 715 Psych/Mental Health Essentials for Primary Care (2)**
- **GNUR 720 Primary Care Procedures & Diagnostics (3)**
- **GNUR 721 FNP 1 (2)**
- **GNUR 722 FNP 2 (2)**
- **GNUR 723 FNP 3 (2)**
- **GNUR 724 FNP 4 (1)**
- **GNUR 731 FNP 1 Seminar/Clinical (3)**
- **GNUR 732 FNP 2 Seminar/Clinical (3)**
- **GNUR 733 FNP 3 Seminar/Clinical (3)**
- **GNUR 734 FNP 4 Seminar/Clinical (3)**
- **GNUR 735 FNP 5 Seminar/Clinical (4)**
- **GNUR 736 FNP Capstone Seminar/Clinical (6)**
- ~~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)~~
- ~~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)~~

## **Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate**

50 semester hours

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 PMHNP 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.~~

- GNUR 710 Advanced Pathophysiology (3)
- GNUR 711 Advanced Pharmacotherapeutics (3)
- GNUR 712 Advanced Pharmacotherapeutics Discussion (1)
- GNUR 713 Advanced Physical Assessment (3)
- GNUR 714 Advanced Practice Clinical Diagnosis & Management (2)
- GNUR 716 Primary Care Essentials for PMHNPs (2)
- GNUR 717 Management of Substance Abuse & Addiction (2)
- GNUR 718 Management of Complex Trauma (2)
- GNUR 740 Psychopharmacology Across the Lifespan (3)
- GNUR 741 PMHNP 1 (2)
- GNUR 742 PMHNP 2 (2)
- GNUR 743 PMHNP 3 (2)
- GNUR 744 PMHNP 4 (1)
- GNUR 751 PMHNP 1 Seminar/Clinical (3)
- GNUR 752 PMHNP 2 Seminar/Clinical (3)
- GNUR 753 PMHNP 3 Seminar/Clinical (3)
- GNUR 754 PMHNP 4 Seminar/Clinical (3)

- GNUR 755 PMHNP 5 Seminar/Clinical (4)
- GNUR 756 PMHNP 6 Seminar/Clinical (6)
- ~~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)~~
- ~~NURS 655: PMHNP III: Psychotherapies Across the Lifespan (5) • NURS 656: PMHNP IV: Psychotherapies Across the Lifespan (5) • NURS 657: PMHNP Capstone (4)~~
- ~~NURS 712: Trauma Informed Care (3)~~
- ~~NURS 750: Primary Care Essentials for Psychiatric-Mental Health Nurse Practitioners (2)~~

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

*14 semester hours*

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 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

### **D.N.P. and Graduate Certificate 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). Students 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 covered. (4) (1 seminar, 3 clinical - 180 hours)

**GNUR 701: Foundations of Scholarly Writing & Communication**

Reinforces composition and writing skills for academic purposes. APA is stressed including writing, citations, and references. Written communication of ideas to inform and persuade a reader on a topic through a variety of dissemination methods. (2)

**GNUR 702: Advanced Practice Roles & Collaboration**

Focuses on the role of an advanced practice nurse and interprofessional collaboration, change management and systems thinking to improve outcomes. Includes an historical perspective of nursing roles as well as the evolution of advanced practice nursing. Students will explore advanced practice nursing roles through analysis of ethical, professional, social, and practice perspectives. (1)

**GNUR 703: Theoretical Foundations & Evidence Based Practice**

Advances student understanding of the foundational nursing, scientific and theoretical underpinnings of advanced practice. Provides a broad overview of evidence-based advanced practice nursing. Philosophical, conceptual, and theoretical perspectives as well as research methods are examined. (3)

**GNUR 704: Population Health, Policy, & Politics**

Provides theoretical foundation and a framework for examining health promotion, population health, health equity, and health policy that focus on advanced practice nursing and advocacy. The interdependence of policy and practice will be evaluated, with a focus on the challenges of engaging and influencing health policy locally, nationally and globally. Students will analyze the ethical, legal, economic, and sociocultural factors influencing policy development. Health policy frameworks are analyzed from governmental, organizational, and clinical practice perspectives. (2)

**GNUR 705: Information Systems & Patient Care Technology**

Focuses on nursing informatics knowledge and skills needed to assess, evaluate, and optimize health information systems and technology to support communication, the delivery of high-quality evidence-based care, and improvement of population health. Includes use of systems analysis, decision theory, consumer use of informatics for health care information, and consideration of ethical, regulatory, and legal issues. (2)

**GNUR 706: Biostatistics, Analytical Methods, & Epidemiology**

Prepares students to think quantitatively and assess data critically. Examines principles of statistical inference and their application to the analysis and interpretation for answering practice questions. Students gain experience in interpreting qualitative and quantitative data. (3)

**GNUR 707: Quality Improvement & Research Methods**

Explores the theoretical foundations and application of quality improvement methods, tools, and strategies needed to increase organizational effectiveness. Focuses on measurement and accountability in health care delivery systems through the examination and analysis of data, structures, processes, and outcomes. Students explore the development and use of relevant outcome measures to evaluate research, quality improvement, and programs in order to inform and use new knowledge to provide, change, and evaluate delivery of healthcare initiatives focused on client-centered, clinically demonstrable care. (3)

**GNUR 708: Advanced Practice Leadership & Resource Management**

Prepares students to ethically lead and practice in organizations that advance high reliability principles, patient safety, inter-professional teamwork, and continuous learning. Provides a comprehensive systems-thinking approach to include policy, economics, and financial principles to promote high quality health care delivery to individuals, families, and communities. Develops foundational financial cost and budgeting concepts integral to advanced practice nursing including entrepreneurship, management of resources, productivity, reimbursements, and cost effective care. (3)

**GNUR 710: Advanced Pathophysiology**

Focuses on normal physiologic and pathologic mechanisms of disease for the advanced practice student. It provides primary components of the foundation for clinical assessment, decision making and management of patients across the lifespan. (3)

**GNUR 711: Advanced Pharmacotherapeutics**

Prepares the advanced practice student for prescriptive authority and focuses on the pharmacokinetic basis for and pharmacotherapeutic management of simple and complex disease processes. Includes ethical, legal, and procedural aspects of prescriptive authority. (3)

**GNUR 712: Advanced Pharmacotherapeutics Discussion**

Discussion on pharmacology topics specific to population focus. Co-requisite: GNUR 711 Advanced Pharmacotherapeutics (1) (1 Seminar)

**GNUR 713: Advanced Physical Assessment**

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. Provides knowledge to complete a comprehensive history, physical and mental health exam leading to the development of a differential diagnosis. Incorporates assessing wellness, screening, and chief complaint. (3) (1 didactic, 2 lab)

**GNUR 714: Advanced Practice Clinical Diagnosis & Management**

A focus on the symptoms/health problem assessment and selection and interpretation of screening and diagnostic tests in order to formulate a differential diagnosis and treatment plan. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment with an understanding of population health and care of diverse populations. (2)

**GNUR 715: Psych/Mental Health Essentials for Primary Care**

Provides foundational knowledge and skills to facilitate recognition and management of mental health conditions in the primary care setting. Focuses on the evaluation and management of common mental health issues in primary care including mood disorders, anxiety, ADHD, substance use/abuse, suicidal intent, self-injurious behavior, etc. Assessment tools, primary care management and criteria for referral to be included. (2)

**GNUR 716: Primary Care Essentials for PMHNPs**

Provides the PMHNP student knowledge and skills to assist in the primary care management of co-morbid medical conditions commonly occurring in patients with psychiatric-mental health disorders. (2)

**GNUR 717: Management of Substance Abuse & Addiction**

Provides an integrated approach to the neurobiology, assessment, diagnosis, and clinical management of substance-related and addictive disorders across the lifespan. (2)

**GNUR 718: Management of Complex Trauma**

Focus on the principles and interprofessional practices of Trauma Informed Care. Includes an overview of the major theories of trauma assessment and treatment, including care for the patient and self-care for the practitioner. Evidence-based psychotherapies will be emphasized, and students will learn about the use of medications as adjuncts for psychiatric symptoms that are often comorbid with trauma. (2)

**GNUR 720: Primary Care Procedures & Diagnostics**

Provides the family nurse practitioner student with a range of office-based skills including the ability to understand, manage and perform common primary care procedures. (3) (1 didactic, 2 lab)

**GNUR 721: FNP 1**

Application of theory, research, and diagnostic reasoning related to health care conditions, and the management of individuals with common episodic and or stable chronic conditions across the lifespan with a focus on wellness including topics specific to women and children. (2)

**GNUR 722: FNP 2**

Application of theory, research, and diagnostic reasoning related to health care conditions, and the management of individuals with complex chronic conditions across the lifespan. (2)

**GNUR 723: FNP 3**

Application of theory, research, and diagnostic reasoning related to health care conditions, and the management of individuals with multiple complex chronic conditions across the lifespan. (2)

**GNUR 724: FNP 4**

Application of theory, research, and diagnostic reasoning related to health care conditions, and the management of individuals with complex comorbid patients across the lifespan. (1)

**GNUR 731: FNP 1 Seminar/Clinical**

Discussion of FNP 1 course concepts and real-life scenarios. Includes demonstration of clinical concepts including assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individuals with common conditions. (3) (1 seminar, 2 clinical) (120 hours)

**GNUR 732: FNP 2 Seminar/Clinical**

Discussion of FNP 2 course concepts and real-life scenarios. Includes demonstration of clinical concepts including assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individuals with multiple chronic conditions. (3) (1 seminar, 2 clinical) (120 hours)

**GNUR 733: FNP 3 Seminar/Clinical**

Discussion of FNP 3 course concepts and real-life scenarios. Includes demonstration of clinical concepts including assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop physical and mental health exam, differential diagnosis, diagnostic reasoning, and plan of care for individuals with multiple complex chronic conditions. (3) (1 seminar, 2 clinical) (120 hours)

**GNUR 734: FNP 4 Seminar/Clinical**

Discussion of FNP core concepts and real-life scenarios. Includes demonstration of clinical concepts including assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate independent physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individuals. (3) (1 seminar, 2 clinical) (120 hours)

**GNUR 735: FNP 5 Seminar/Clinical**

Discussion of advanced FNP core concepts and real-life scenarios. Includes demonstration of clinical concepts including assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate effective independent physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individuals. (4) (2 seminar, 2 clinical) (120 hours)

**GNUR 736: FNP Capstone Seminar/Clinical**

In this culminating clinical course students will demonstrate increased competency and accountability in the provision of comprehensive primary health care. Professional practice issues including contract negotiation and requirements for certification and licensure are included. Culminating clinical practice preceptorship to demonstrate independent, competent, appropriate care of individuals across the lifespan. (6) (2 seminar, 4 clinical) (240 hours)

**GNUR 740: 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. (3)

**GNUR 741: PMHNP 1**

An integrated approach to the assessment, diagnosis, and clinical management of psychopathology across the lifespan is covered in this course. An in-depth exploration of the neurobiological underpinnings of mental health problems and psychiatric disorders will serve as the framework of the course. (2)

**GNUR 742: PMHNP 2**

Provides an integrated approach to the assessment, diagnosis, and clinical management of complex psychopathology across the lifespan. (2)

**GNUR 743: PMHNP 3**

Provides an integrated approach to the assessment, diagnosis, and clinical management of complex psychopathology across the lifespan. (2)

**GNUR 744: PMHNP 4**

Examines methods and major conceptual frameworks of individual, group, and family psychotherapy. An overview of the major schools of family and personality theory, psychological development, and derived individual psychotherapy treatment modalities, to better understand the dynamics of the patient and the therapeutic relationship with children, adolescents, adults, elders, families, and groups. (1)

**GNUR 751: PMHNP 1 Seminar/Clinical**

Discussion of PMHNP 1 course concepts and real-life scenarios. Includes demonstration of clinical concepts including assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individuals with common mental health conditions. (3) (1 seminar, 2 clinical) (120 hours)

**GNUR 752: PMHNP 2 Seminar/Clinical**

Discussion of PMHNP 2 course concepts and real-life scenarios. Includes demonstration of clinical concepts including assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individuals with complex mental health conditions. (3) (1 seminar, 2 clinical) (120 hours)

**GNUR 753: PMHNP 3 Seminar/Clinical**

Discussion of PMHNP 3 course concepts and real-life scenarios. Includes demonstration of clinical concepts including assessment, differential diagnosis, and documentation. Clinical practice preceptorship to develop mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individuals and groups in psychotherapy. (3) (1 seminar, 2 clinical) (120 hours)

**GNUR 754: PMHNP 4 Seminar/Clinical**

Discussion of PMHNP 4 course concepts and real-life scenarios. Includes demonstration of clinical concepts including assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate progressively independent mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individuals. (3) (1 seminar, 2 clinical) (120 hours)

**GNUR 755: PMHNP 5 Seminar/Clinical**

Discussion of advanced PMHNP core concepts and real-life scenarios. Includes demonstration of clinical concepts including assessment, differential diagnosis, and documentation. Clinical practice preceptorship to demonstrate independent mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individuals. (4) (2 seminar, 2 clinical) (120 hours)

**GNUR 756: PMHNP Capstone Seminar/Clinical**

In this culminating clinical course students will demonstrate increased competency and accountability in the provision of comprehensive psychiatric-mental health care. Students will gain expertise by working with an identified population of choice and implementing selected psychotherapeutic and pharmacological interventions. Students will

develop an individual learning plan to address any gaps in the attainment of required Psychiatric Mental Health Nurse Practitioner competencies. Professional practice issues including contract negotiation and requirements for certification and licensure are included. Culminating clinical practice preceptorship to demonstrate independent, competent, appropriate care of individuals across the lifespan. (6) (2 seminar, 4 clinical, 240 hours)

**GNUR 791: Independent Study**

Opportunities for advanced study in selected topic related to student's area of interest. Consent of the Dean required. (1-4)

**GNUR 795: DNP Project Proposal**

Builds upon previous DNP courses and provides students a structured environment to begin the DNP project process including developing strategies for translating research findings into sustainable improvements in patient and clinical outcomes for a diverse population. The use of information technology and interprofessional collaboration will be emphasized. Models used to guide the process of implementing and evaluating evidence-based practice change will be examined. (1)

**GNUR 796: DNP Project Proposal Seminar**

Mentorship and guidance for successful proposal of DNP project. May be repeated for credit until project successfully proposed. (2)

**GNUR 797: DNP Project Seminar**

Student will plan, implement, evaluate, and disseminate the results of a DNP Project. This seminar course is repeated for credit every semester after DNP Project proposal is accepted until their final semester. Students will take the Final Seminar in their final semester. Each semester will focus on different aspects of the project including planning, implementation, and data analysis. (1)

**GNUR 798: DNP Project Clinical Hours**

Variable credit DNP Project Experience course for students to progress through the DNP Project sequence. Required number of clinical credits will be between 5 and 15 depending on their program. Required number of credits will be delineated by the APC at the beginning of the student's program. (1-5)

**GNUR 799: DNP Project Final Seminar**

Dissemination of results of the DNP Project through writing, presentation, and peer-review. May be repeated for credit until project successfully completed and disseminated. (2)



~~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)~~

~~NURS 652 : Management of Substance-related and Addictive Disorders~~

~~Provides an integrated approach to the neurobiology, assessment, diagnosis, and clinical management of substance-related and addictive disorders across the lifespan. Prerequisite: approval of course faculty. (2)~~

~~NURS 653 : PMHNP I: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan~~

~~Provides an integrated approach to the assessment, diagnosis, and clinical management of psychopathology across the lifespan. An in-depth exploration of the neurobiological underpinnings of mental health problems and psychiatric disorders will serve as the framework of the course. Students will apply principles of neurodevelopment to the assessment, diagnosis, and treatment of individuals across the lifespan with anxiety disorders; depressive disorders; obsessive-compulsive and related disorders; bipolar and related disorders; sleep-wake disorders; feeding and eating disorders; elimination disorders; and trauma—and stressor-related disorders. The role and scope of advanced psychiatric nursing practice including foundational legal and ethical issues are incorporated throughout the course. Prerequisites: NURS 730, 732. Corequisite: NURS 651 (7) (Didactic 3.5 credits, lab/seminar 0.5 credits, clinical 3 credits) (180 hours clinical)~~

~~NURS 654 : PMHNP II: Psychopathology, Assessment, Diagnosis and Management Across the Lifespan~~

~~Provides an integrated approach to the assessment, diagnosis, and clinical management of complex psychopathology across the lifespan. Students will apply concepts covered in PMHNP I to the assessment, diagnosis, and treatment of individuals across the lifespan with schizophrenia spectrum and other psychotic disorders; neurocognitive disorders; disruptive, impulse control and conduct disorders; personality disorders; dissociative disorders; somatic symptoms and related disorders; and sexual, gender, and paraphilic disorders. The role and scope of advanced psychiatric nursing practice is expanded from what is covered in PMHNP I to include forensic mental health care. Prerequisite: NURS 653. (7) (Didactic 3 credits, lab/seminar 1 credit, clinical 3 credits) (180 hours clinical)~~

~~NURS 655 : PMHNP III: Psychotherapies Across the Lifespan~~

~~Examines methods and major conceptual frameworks of group and family psychotherapy. Group dynamics, systems theory and group therapy models will be applied to the treatment of psychiatric disorders in a variety of settings. An overview and critical analysis of family theories and conceptual models will inform~~

~~psychotherapy with children, adolescents, adults, elders, and their families. Prerequisite: NURS 654. (5) (Didactic 2 credits, lab/seminar 1 credit, clinical 2 credits) (120 hours clinical)~~

~~NURS 656 : PMHNP IV: Psychotherapies Across the Lifespan~~

~~An overview of the major schools of personality theory, psychological development, and derived individual psychotherapy treatment modalities, to better understand the dynamics of the patient and the therapeutic 1:1 relationship. Students will engage in the therapy process with individuals across the lifespan by implementing selected psychotherapeutic techniques. Prerequisite: NURS 655. (5) (Didactic 2 credits, lab/seminar 1 credit, clinical 2 credits) (120 hours clinical)~~

~~NURS 657 : PMHNP Capstone~~

~~In this culminating clinical course students will demonstrate increased competency and accountability in the provision of comprehensive psychiatric mental health care. Students will gain expertise by working with an identified population of choice and implementing selected psychotherapeutic and pharmacological interventions. Students will develop an individual learning plan to address any gaps in the attainment of required Psychiatric Mental Health Nurse Practitioner competencies. Professional practice issues including contract negotiation and requirements for certification and licensure are included. Prerequisite: NURS 656. (4) (Seminar 1 credit, clinical 3 credits) (180 hours clinical)~~

~~NURS 684 : D.N.P. Scholarly Project: Evaluation and Dissemination~~

~~D.N.P. students will systematically organize and interpret data employing quantitative and/or qualitative methodologies to evaluate the project's impact on health outcomes. Students will disseminate their findings through an oral presentation to the key stakeholders and by submitting an abstract to a relevant professional organization. Students will complete 120 + clinical hours related to project evaluation and dissemination. Prerequisite: NURS 683. (4) [2 credits didactic and 2 credits clinical]~~

~~NURS 691 : Independent Study~~

~~Opportunities for advanced study in selected topic related to student's area of interest. Consent of the Dean required. (1-4)~~

~~NURS 700 : Advanced Practice Roles~~

~~This course is designed to provide the student a foundational understanding of the roles of the DNP prepared Advanced Practice Nurse and educator within healthcare. The student will explore advanced practice nursing roles through the analysis of ethical, professional, social and practice perspectives. (2)~~

~~NURS 701 : Theoretical Foundations and Evidence Based Practice~~

~~This course is designed to advance student understanding of the foundational nursing, scientific and theoretical underpinnings of advanced practice. Students in this course will explore, critique, integrate, and apply relevant theories from nursing~~

and other disciplines. These theories provide guiding perspectives for the provision of evidence-based, patient-centered, clinically measurable healthcare outcomes. (3)

~~NURS 702 : Information Systems and Patient Care Technology~~

~~This course is designed to provide the student with the knowledge and skills regarding the uses of information technology to support evidence-based nursing practice. The course focuses on the development of knowledge and technical skills to use data management systems and technological resources for decision-making, implementation of quality improvement initiatives, and evaluation of patient care technologies. The course includes use of systems analysis, decision theory, consumer use of informatics for health care information, and consideration of ethical, regulatory, and legal issues. (3)~~

~~NURS 703 : Organizational and Systems Leadership~~

~~This course is designed to provide the student with organizational and systems leadership knowledge. This course explores leadership and organizational structure, models, and principles within the context of healthcare delivery models and organizational, political, cultural, and economic policies and sustainability. Designed to prepare the student for provision of quality cost-effective care, participation in the design and implementation of care, assumption of the leadership role, and managing resources within a healthcare organizational setting. (3)~~

~~NURS 704 : Policy and Politics: Implications for Health Care~~

~~This course focuses on the principles of policy and the influence of the political process as a systematic approach to health care in the United States and internationally. The interdependence of policy and practice will be evaluated, with a focus on the challenges of engaging and influencing health policy locally, nationally, and globally. Students will analyze the ethical, legal, economic, and sociocultural factors influencing policy development. Health policy frameworks are analyzed from governmental, organizational, and clinical practice perspectives. (3)~~

~~NURS 705 : Clinical Resource Management~~

~~This course builds upon the resource management concepts first explored in Leadership and develops foundational financial cost and budgeting concepts necessary to enact an advance clinical practice role, including awareness of reimbursement and population health initiatives. (3)~~

~~NURS 712 : Trauma Informed Care~~

~~This course is designed to provide care providers an understanding of trauma informed care. (3)~~

~~NURS 720 : Analytical Methods (Research I)~~

~~Students will develop and demonstrate skills in the use of analytical methods required to distinguish research design and analytical methods (qualitative, quantitative, mixed) and quality improvement, and critique and evaluate validity and~~

~~applicability or research to guide evidence-based practice. Students locate, critically evaluate and synthesize evidence from research studies that support the improvement of outcomes in diverse populations. Students will identify practice questions and determine the appropriate method(s) to design and evaluate outcomes. Pre- or corequisite: NURS 721. (3)~~

~~NURS 721 : Epidemiology and Biostatistics-~~

~~This course develops the student's ability to analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation and evaluation of clinical prevention and population health. Students will analyze epidemiological, biostatistical, environmental, and other appropriate data related to infectious diseases, emergency/disaster, and individual, aggregate, and population health as it relates to local, regional, national, and international goals of improving global health. (3)~~

~~NURS 730 : Advanced Pathophysiology-~~

~~This course is designed for the advanced practice student and focuses on normal physiologic and pathologic mechanisms of disease. It provides primary components of the foundation for clinical assessment, decision-making and management of patients across the lifespan. (3)~~

~~NURS 731 : Advanced Pharmacotherapeutics-~~

~~This course prepares the advanced practice student for prescriptive authority and focuses on the pharmacokinetic basis for and pharmacotherapeutic management of simple and complex disease processes. Includes ethical, legal, and procedural aspects of prescriptive authority. Pre- or Corequisite: NURS 730. (3)~~

~~NURS 732 : Advanced Physical Assessment~~

~~Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. Prerequisite: Basic health assessment skills. (4) (Didactic 2 credits, lab/seminar 2 credits)~~

~~NURS 733 : Advanced Health Promotion-~~

~~This course is designed to focus on identification of health risks and protective strategies for diverse populations as an advanced practice nurse and clinician. (2)~~

~~NURS 734 : Evaluation and Outcomes (Research II)-~~

~~This course prepares the student with the knowledge and skills to measure and assess the impact of interventions on healthcare. Students explore the development and use of relevant outcome measures to evaluate research, quality improvement, and programs in order to inform and use new knowledge to provide, change, and evaluate delivery of healthcare initiatives focused on client-centered, clinically demonstrable care. Prerequisite: NURS 720. (3)~~

~~NURS 750 : Primary Care Essentials for Psychiatric-Mental Health Nurse Practitioners~~

~~Provides the PMHNP-DNP student knowledge and skills to assist in the primary care management of co-morbid medical conditions commonly occurring in patients with psychiatric-mental health disorders. This course builds on the foundations of advanced pathophysiology, advanced clinical pharmacotherapeutics, and advanced health assessment and focuses on the attainment of positive clinical outcomes for the major chronic illnesses of diabetes, chronic obstructive pulmonary disease, asthma, hypothyroidism, and congestive heart failure. (2)~~

~~NURS 770 : Primary Care Procedures and Diagnostics~~

~~Provide the family nurse practitioner student with a range of office-based skills including the ability to understand, manage and perform common primary care procedures. (3) (Didactic 1 credit, lab/seminar 2 credits)~~

~~NURS 771 : Psych for Primary Care~~

~~This course is designed to provide foundational knowledge and skills to facilitate recognition and management of mental health conditions in the primary care setting. Focuses on the evaluation and management of common mental health issues in primary care including mood disorders, anxiety, ADHD, substance use/abuse, suicidal intent, self-injurious behavior, etc. Assessment tools, primary care management and criteria for referral to be included. (2)~~

~~NURS 772 : FNP I: Diagnosis and Management of Common Episodic and/or Stable Chronic Illnesses~~

~~This course is the first of four courses designed to teach the application of theory and research, diagnostic reasoning related to health care conditions, and the management of health problems across the lifespan. (5) (Didactic 2 credits, lab/seminar 1 credit, clinical 2 credits)~~

~~NURS 773 : FNP II: Diagnosis and Management of Acute and Complex Health Problems~~

~~This course is the second of four designed to teach the application of theory and research, diagnostic reasoning related to health care conditions, and the management of health problems across the lifespan. Prerequisite: NURS 772 (5) (Didactic 2 credits, lab/seminar 1 credit, clinical 2 credits)~~

~~NURS 774 : Women and Children in Primary Care~~

~~This course covers common problems unique to women and children (pregnancy, postpartum care, gynecological conditions, perimenopausal, menopausal care, well child, adolescent care, preventive care), common behavioral and developmental problems in children & adolescents (developmental delay, learning disabilities, autism, school issues, etc.), and cultural variations in parenting. Family and role transitions across the lifespan are explored. Prerequisite: NURS 772, 773. (4) (Didactic 2 credits, clinical 2 credits)~~

~~NURS 775 : FNP III: Diagnosis and Management of Chronic and Complex Health Problems~~

~~This course is the third of four courses designed to teach the application of theory and research, diagnostic reasoning related to health care conditions, and the management of health problems across the lifespan. Prerequisite: NURS 773. (5) (Didactic 3 credits, clinical 2 credits)~~

~~NURS 776 : FNP IV: Diagnosis and Management of Complex Comorbid Patients~~

~~This course is the fourth of four courses designed to teach the application of theory and research, diagnostic reasoning related to health care conditions, and the management of health problems across the lifespan. It is designed as the culminating clinical course in the Family Nurse Practitioner program. Students will demonstrate the ability to provide novice-level primary care to chronic, complex patients with multiple co-morbidities. Prerequisite: NURS 774, 775. (4) (seminar 2 credits, clinical 2 credits)~~

~~NURS 790 : Translating Research (Research III)~~

~~This course is designed to build upon previous courses and provide students a structured environment to begin the DNP project proposal. Students will develop strategies for translating research findings into sustainable improvements in patient and clinical outcomes for a diverse population. The use of information technology and interprofessional collaboration will be emphasized. Models used to guide the process of implementing and evaluating evidence-based practice change will be examined. This course runs concurrently with DNP Scholarly Project I which serves to inform the translational research project proposal developed within this course. (3)~~

~~NURS 791 : Proposal Seminar~~

~~This is the proposal planning course for the DNP Scholarly Project series. This course is taken in conjunction with Translating Research (790). Students will identify their practice area and location. Throughout this sequence the DNP Student will plan, implement, evaluate, and disseminate the results of a DNP Scholarly Project. (1) (Didactic 0.5 credits, clinical 0.5 credits)~~

~~NURS 792 : DNP Scholarly Project I~~

~~This is the first course in the DNP Scholarly Project series. Throughout this sequence the DNP Student will plan, implement, evaluate, and disseminate the results of a DNP Scholarly Project. Prerequisite: NURS 791. (2) (Didactic 0.5 credits, clinical 1.5 credits)~~

~~NURS 793 : DNP Scholarly Project II~~

~~This is the second course in the DNP Scholarly Project series. Throughout this sequence the DNP Student will plan, implement, evaluate, and disseminate the results of a DNP Scholarly Project. Prerequisite: NURS 792. (2) (Didactic 0.5 credits, clinical 1.5 credits)~~

~~NURS 794 : DNP Scholarly Project III~~

~~This is the third course in the DNP Scholarly Project series. Throughout this sequence the DNP Student will plan, implement, evaluate, and disseminate the results of a DNP Scholarly Project. Prerequisite: NURS 793. (2) (Didactic 0.5 credits, clinical 1.5 credits)~~

~~NURS 795 : Transition to DNP Practice~~

~~Transition and socialization into the Doctorate of Nursing Practice (DNP) role is explored. Role transition includes the DNP's professional responsibility and accountability for advancing professional nursing practice. The DNP scholarship portfolio will be completed and evaluated. The portfolio will include reflection on evidence that demonstrates the student is a clinical scholar and documents competency in all domains of DNP practice as outlined in the American Association of Colleges of Nursing (AACN) Essentials of Doctoral education for Advanced Nurse Practice, the DNP Core Competencies by the National Association of Nurse Practitioner Faculties (NONPF) and PLU School of Nursing Doctoral Program Outcomes. Prerequisite: All other DNP coursework. Taken concurrently with NURS 775 and 799 for FNP students. Taken concurrently with NURS 657 and 799 for PMHNP students. (1)~~

~~NURS 796 : DNP Clinical Practicum~~

~~The DNP student will develop further practice or DNP competencies through clinical practicum experience. May be repeated up to 3 times. Pass/Fail grading. Consent of the dean and associate dean of graduate nursing programs. (1-4)~~

~~NURS 799 : DNP Scholarly Project IV~~

~~This is the final course in the DNP Scholarly Project series. Throughout this sequence the DNP Student will plan, implement, evaluate, and disseminate the results of a DNP Scholarly Project. A primary focus of this class will be dissemination of results including final scholarly paper, presentation of results to community organization, and creation of a manuscript for submission for publication in a peer-reviewed professional journal. Prerequisite: NURS 794. (3) (Didactic 1 credit, clinical 2 credits)~~

Catalog

**Peace Corps**

**Requirements for completion of the Peace Corps Prep Certificate**

Students must complete all requirements by the end of the term in which the degree is to be awarded.

**Work Sectors**

12 semester hours in **one** of the following six work sectors

**A. Education**

12 semester hours from **one** of the following areas

Biology  
Chemistry  
Computer Science  
Education  
English  
Geosciences  
Math  
Physics

**B. Health**

12 semester hours from any of the following

- Biology
  - BIOL 111: Biology and the Modern World
  - BIOL 201: Introductory Microbiology
  - BIOL 205: Human Anatomy and Physiology I
  - BIOL 206: Human Anatomy and Physiology II
  - BIOL 225: Molecules, Cells, and Organisms
  - BIOL 341: Developmental Biology
  - BIOL 342: Microbiology
  - BIOL 352: Comparative Anatomy
  - ~~BIOL 357: Histology~~
  - BIOL 444: Neurobiology
  - BIOL 448: Immunology
  - BIOL 449: Virology
  - BIOL 453: Mammalian Physiology
- Chemistry
  - CHEM 105: Chemistry of Life



- CHEM 403: Biochemistry I
- CHEM 405: Biochemistry II
- Kinesiology
  - KINS 277: Foundations of Kinesiology
  - ~~KINS 278: Injury Prevention and Therapeutic Care~~
  - **KINS 279: Teaching Physical Activity**
  - **KINS 280: Fitness and Recreation Programming and Delivery**
  - KINS 315: Body Image
  - KINS 320: Nutrition, Health, and Performance
  - KINS 324: Physical Activity and Lifespan
  - KINS 366: Health Psychology
  - KINS 384: Foundations of Health and Fitness Promotion
  - KINS 395: Comprehensive School Health
- Nursing (any NURS courses)
- Additional Courses
  - ~~ANTH 380: Sickness, Madness, and Health~~
  - ~~HIST 326: A History of Medicine: Antiquity to European Renaissance~~
  - **PSYC 388: Culture and Health**
  - SOCW 325: Social Educational and Health Services in Tobago

### C. Environment

*12 semester hours from any of the following*

- Biology
  - BIOL 116: Introductory Ecology
  - BIOL 226: Genes, Evolution, Diversity, and Ecology
  - Any course in the Ecology and Evolution track of the major
- Environmental Studies
  - Any ENVT course
  - ANTH 368: Edible Landscapes, The Foraging Spectrum
  - BIOL 116: Introductory Ecology
  - ~~BIOL 366: Comparative Ecology of Latin America~~
  - BIOL 367: Conservation Biology and Management
  - BIOL 368: Ecology
  - BIOL 369: Marine Biology
  - ~~BUSA 362: Sustainable Marketing~~
  - CHEM 104: Environmental Chemistry
  - **ECON 101: Principles of Microeconomics**
  - ~~ECON 111: Principles of Microeconomics: Global and Environmental~~
  - ~~ECON 311: Energy and Natural Resource Economics~~
  - ECON 313: Environmental Literature
  - ~~ECON 315: Investigating Environmental & Economic Change in Europe~~
  - ENGL 234: Environmental Literature
  - GEOS 104: Conservation of Natural Resources
  - GEOS 332: Geomorphology

- ~~GEOS 334: Hydrogeology~~
- HIST 370: Environmental History of the U.S.
- ~~NORD 363: Culture, Gender, and the Wild~~
- PHIL 226: Environmental Ethics
- PHIL 327: ~~Philosophy, Animals, and the Environment~~ **Environmental Philosophy**
- POLS 346: Environmental Politics and Policy
- RELI 239: Environment and Culture
- ~~RELI 247: Christian Theology (when topic is “Women, Nature, and the Sacred”)~~
- RELI 365: ~~Christian Moral Issues (when topic is “Christian Ecological Ethics”)~~ **Climate Justice**
- RELI 393: Topics in Comparative Religions (**when topic is “Native Traditions in PNW” only**)
- Geosciences
  - GEOS 103: Earthquakes, Volcanoes, and Geologic Hazards
  - ~~GEOS 107: Global Climate Changes~~
  - GEOS 201: Geologic Principles
  - ~~GEOS 340: Glacial Geology~~
- **Native American and Indigenous Studies**
  - **NAIS 244: Environmental Justice and Indigenous People**

#### D. Agriculture

12 semester hours from any of the following

- ANTH 368: Edible Landscapes, The Foraging Spectrum
- BIOL 116: Introductory Ecology
- BIOL 356: Economic and Cultural Botany
- BIOL 358: Plant Physiology
- BIOL 367: Conservation Biology and Management
- BIOL 368: Ecology
- BIOL 443: Plant Development and Genetic Engineering
- BIOL 462: Plant Diversity and Distribution
- **ECON 101: Principles of Microeconomics**
- ~~ECON 111: Principles of Microeconomics: Global and Environmental~~
- ~~ECON 311: Dynamic Modeling Natural Resources~~
- ENVT/GEOS 104: Conservation of Natural Resources

#### E. Youth in Development

12 semester hours from any of the following

- Education
  - Any course in Elementary Education or Secondary Education
- Gender, Sexuality, and Race Studies
  - Any course that counts for the major
- Global Studies

- Any course in the Development and Social Justice Concentration
- Kinesiology
  - Any course in Health and Fitness Education Concentration
- Additional Courses
  - ENGL 235: Children's Literature
  - ENGL 334: ~~Special Topics in Children's Literature~~ **Studies in Literature for Young Readers**
  - PSYC 101: Introduction to Psychology
  - SOCI 101: Introduction to Sociology
  - SOCI 226: Delinquency and Juvenile Justice
  - SOCI 240: Social Problems
  - SOCI 330: The Family
  - SOCW 320: Child Welfare, A Global Perspective
  - SOCW 375: Social Services in the Community
  - SOCW 460: Social Work Practice II: Families and Groups

## **F. Community Economic Development**

*12 semester hours from any of the following areas*

- Business
- Communication
- Computer Science
- Economics
- Global Studies: *Any course in the Development and Social Justice Concentration*
- Studio Arts: *Any course in Graphic Design*
- ~~Additional Course: PSYC 345: Community Psychology~~

## **Additional Requirements**

### Hands-on Experience

Completion of 50 semester hours of approved hands-on experience (internship, work experience, and/or volunteer project) in the same work sector as used to satisfy the Work Sector requirements, as certified by the program coordinator.

### Foreign Language

Four semester hours in a foreign language or equivalent demonstrated proficiency. Note: Students wanting to serve in Spanish-speaking countries in Latin America must apply to the Peace Corps with strong intermediate proficiency (at least HISP 202 or equivalent). Students wanting to serve in French-speaking African countries should be proficient in French (FREN 201 or equivalent) or in some cases in another Romance language.

## Intercultural Competence

Twelve semester hours in intercultural Competence, as follows:

- 4 semester hours from:
  - ANTH 102: Human Cultural Diversity
  - COMA 304: Intercultural Communication
  - ECON 333: Economic Development: Comparative Third-World Strategies
  - ~~ENGL 233: Post-Colonial Literature~~
  - ~~GLST 210: Global Perspectives~~ **Contemporary Global Issues: Migration, Poverty and Conflict**
  - **HIST 103: Conflicts and Convergences in the Modern World**
  - ~~HIST 215: Modern World History~~
  - RELI 230: Religion and Culture
  
- 8 other semester hours ~~that fulfill the Cross-Cultural (C) element of the General Education Program from any of the following list of courses.~~  
Approved, semester-long study away programs may be substituted for some or all of these hours.
  - **ANTH 102: Introduction to Human Cultural Diversity**
  - **ANTH 203: Great Discoveries in Archaeology**
  - **ANTH 335: The Aztecs, Mayans, and Their Predecessors**
  - **ANTH 343: East Asian Cultures**
  - **ANTH 368: Edible Landscapes, The Foraging Spectrum**
  - **ANTH 370: The Archaeology of Ancient Empires**
  - **CHIN 371: Chinese Literature in Translation**
  - **COMA 304: Intercultural Communication**
  - **DANC 301: Dance and Culture**
  - **ECON 333: Economic Development**
  - **EDUC 385: Comparative Education**
  - **ENGL 216: Topics in Literature: Emphasis on Cross Cultural Perspectives**
  - **ENGL 380: Studies in Global Anglophone Literature (when offered as 380C)**
  - **ENGL 395: Studies in Literature, Gender, and Sexuality (when offered as cross-cultural)**
  - **ENGL 396: Studies in Literature, Race, and Ethnicity (when offered as 396C)**
  - **ENGL 397: Literatures of Genocide and the Holocaust (when offered as 397C)**
  - **ENGL 398: Studies in Literature and the Body (when offered as 398C)**
  - **FREN 204: Postcolonial Francophone Fictions and Criticism**
  - **FREN 211: Francophone Africa in Global Context**
  - **FREN 305: French/Francophone Film (when topic is Francophone African Cinema)**
  - **FREN 311: Francophone Africa in Global Context**
  - **FREN 404: Postcolonial Francophone Fictions and Criticism**

- FREN 305: French/Francophone Film (when topic is Francophone African Cinema)
- GLST 210: Contemporary Global Issues: Migration, Poverty, and Conflict
- GLST 357: Global Development
- HISP 231: Intensive Spanish in Latin America
- HISP 301: Hispanic Voices for Social Change
- HISP 322: Latin American Cultural Studies
- HISP 325: Introduction to Hispanic Literary Studies
- HISP 331: Intensive Spanish in Latin America
- HISP 401: Introduction to Hispanic Linguistics
- HIST 102: The Pre-Modern World: Explorations & Encounters
- HIST 103: Conflicts and Convergences in the Modern World
- HIST 109: East Asian Societies
- HIST 210: Contemporary Global Issues: Migration, Poverty, and Conflict
- HIST 218: Women and Gender in World History
- HIST 220: Modern Latin American History
- HIST 335: Slavery, Pirates, and Dictatorships: The History of the Caribbean
- HIST 337: The History of Mexico
- MUSI 105: The Arts of China
- NAIS 230: Indigenous Creation Narratives of the Americas and their Resonance
- NAIS 361: Storied Survivance: Seminar on Indigenous Literatures
- PHIL 229: Human Rights
- PSYC 335: Cultural Psychology
- PSYC 388: Culture and Health
- RELI 131: The Religions of South Asia
- RELI 232: The Buddhist Tradition
- RELI 233: The Religions of China
- RELI 235: Islamic Traditions
- RELI 238: The Religions of Korea and Japan
- RELI 245: Global Christian Theologies

### **Professional Resume**

Completion of a professional resume review with the Career Connections office, as certified by the program coordinator.

### **Interview Skills**

Completion of a class or workshop on interview skills with the Career Connections office, as certified by the program coordinator.

## Leadership Experience

Creation and completion of an approved, significant leadership experience, as certified by the program coordinator.

## PHILOSOPHY

Fall 2023

Type 2 – change catalog description, delete GenEd course

### Courses

#### PHIL 223 : ~~Biomedical Ethics~~ **Bioethics - VW**

~~An examination of significant controversies in contemporary biomedical ethics, of major moral philosophies, and of their interrelationships.~~ **An inquiry into the ethical issues surrounding birth, health, and death. Specific topics may include the ethics of conception and genetic manipulation, domestic and international healthcare policy, abortion and euthanasia, as well as the nature of human flourishing.** (4)

#### PHIL 225 : Business Ethics - **VW**

~~Application of moral theories and perspectives of relevance to business practices. Examination of underlying values and assumptions in specific business cases involving, e.g., employer-employee relations, advertising, workplace conflict, and environmental and social responsibilities.~~ **An inquiry into the ethics of the marketplace and the activities that take place within its context. Specific topics may include the ethics of anticompetitive practices, corporate subsidies and bailouts, pollution, exploitation, and fraud as they relate to specific industries.** Pass/fail options do not apply to business majors either declared or intending to declare. (4)

#### PHIL 233 : Formal Logic

~~Principles of sound reasoning and argument. Development and practical use of formal logical systems, with a focus on symbolic logic. Includes an introduction to inductive and abductive reasoning. Not for philosophy core requirement; counts toward Option III of the Bachelor of Arts and Bachelor of Science (BA/BS) requirement.~~ (4)

#### PHIL 235 : Philosophy, Art, and Nature - **PH**

~~An examination of philosophical theories of art, nature, and our relationship with both. Topics include aesthetic appreciation and value, the beautiful and the sublime, the definition of art, natural and unnatural environments, environmental art and moral vs. aesthetic attitudes regarding art and nature.~~ (4)

~~PHIL 251 : Faith Meets Reason - PH~~

~~This introduction to the philosophy of religion focuses on monotheistic religious traditions in examining questions about the nature of religious faith and the relationship between faith and reason. Can there be good reasons for thinking there is, or is not, a God? Is the reasonableness of theism negatively affected by an awareness of religious diversity? And what about science and religion: are they in a duel, or more of a duet? (4)~~

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~~PHIL 253 : Creation and Evolution - PH~~

~~Examination of the controversy surrounding the origin of life. Includes a historical introduction to the controversy; investigation into the nature of science, faith, evidence, and facts; and critical evaluation of three major origin theories: creationism, theistic evolution, and non-theistic evolution. (4)~~

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**REGISTRAR**

*Summer 2023*

Type 2 - revise repeat policy for transfer courses

Catalog

**Repeating Courses**

An undergraduate may repeat any course two times (including withdrawals); however, an academic unit may require permission to repeat a course within the major or minor. The student's cumulative grade point average is computed using the highest of the grades earned. ~~Credit for a course at another institution is acceptable in transfer; however, only the grade earned at PLU is computed into the student's grade point average.~~ Credit toward graduation is allowed only once. Students should be aware that repeated courses are covered by financial aid funding only once. Credits for repeating a course a second time will not be counted as part of the student's enrollment for financial aid purposes and may result in a reduction or cancellation of aid. Students should consult the Office of Student Financial Services before repeating any course.

**PLU GPA Restriction:**

~~The Pacific Lutheran University grade point average reflects only PLU work. A student's grade point average cannot be improved by repeating a course elsewhere.~~

## 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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### EDUCATIONAL POLICIES COMMITTEE

Fall 2023

ENGL	231	Topics in European Lit
ENGL	233	Post-Colonial Literature
ENGL	324	Free-Lance Writing
ENGL	343	Post-Colonial Lit/Theory
ENGL	345	ST: Literature & Difference
ENGL	398	Studies Lit / Body
ENGL	451	Seminar: Major Authors SR
NURS	561	Mgmt Mental Hlth Primary Care
NURS	584	Family Nurse Practitioner I
NURS	796	DNP Clinical Practicum
PHIL	235	Philosophy, Art, & Nature VW
PHIL	251	Faith Meets Reason VW
PHIL	493	Honors Research Project
PSYC	370	Gender and Sexuality
RELI	341	Church History Studies C, RC
RELI	343	Orthodox Christian History IT
RELI	344	Theological Studies C, RC
RELI	351	Church History Studies A, RC
RELI	354	Theological Studies A, RC
RELI	363	Religion & U.S. Politics VW

### GRADUATE PROGRAMS & CONTINUING EDUCATION

Continuing Education courses that are not part of PLU's degree-granting curriculum (those with 800 and 900-level course numbers) are listed in this memo on a "for your information" basis only. The courses have been vetted by one or more academic departments and the Center for Graduate and Continuing Education in compliance with regional and/or industry accreditation standards, as well as best practices for teaching adult learners. Any questions about these offerings can be directed to Continuing Education at [ce@plu.edu](mailto:ce@plu.edu) or 253-535-7722.

Type 1 - add continuing education course offerings (through Learner's Edge)

**EDUC 970AG: Future-Ready Fluencies for 21st Century Learners**

**EDUC 970AV: Teaching for Equity in the Music Classroom (5214)**

**EDUC 970AW: Technology for Littles (PreK-2<sup>nd</sup> Grade) (5232)**

**EDUC 970AX: Help Students Change the Work with Civic Engagement (5243)**

**EDUC 970AY: Engaging Learners Through Productive Struggle (5244)**



**EDUC 970AZ: Educational Innovation with Arts Integration (5245)**  
**EDUC 970BA: Finding Funds for Student Fulfillment (5246)**  
**EDUC 970BB: Developing Your Leadership Story (5248)**  
**EDUC 970BC: Support for Students in Behavioral Crises (5249)**  
**EDUC 970BD: Inclusion and Access for Students with Disabilities (5250)**  
**EDUC 970BE: Tech Tools for Time Management (5251)**  
**EDUC 970BF: Using Universal Design for Learning (UDL) to Create Inclusive and Equitable Classrooms (5253)**  
**EDUC 970BG: Hybrid-Blended: Living Your Happiest Life, Inside & Outside the Classroom (5705)**  
**EDUC 970BH: Hybrid-Blended: Be the Teacher You Want to Be (5708)**  
**EDUC 970BI: Hybrid-Blended: Time Management Strategies for Educators (5742)**  
**EDUC 970BJ: Hybrid-Blended: Raise the Bar: Positive Interventions for Students Who Challenge Us (5749)**  
**EDUC 970BK: Unlocking World Languages through Comprehensible Input (5256)**  
**EDUC 970BL: Harness the Power of Screen Time in Your Classroom (5257)**  
**EDUC 970BM: Inclusive Support for Students with Severe and Multiple Impairments (SMI) (5258)**  
**EDUC 970BN: Full STEAM Ahead with Arts in STEM Education (5266)**  
**EDUC 970BO: Mental Health Matters (5267)**  
**EDUC 970BP: Spark Deeper Learning with Thinking Routines (5268)**  
**EDUC 970BQ: Building Comprehension with the Science of Reading (5269)**  
**EDUC 970BR: Reclaiming Your Passion for Teaching with Balance and Bandwidth (5271)**

Type 1 - add continuing education course offerings (through The Connecting Link)

**EDUC 961Q: Autism Mindsets for Educators**  
**EDUC 961R: Cultivating Mathematical Mindsets and Reducing Math Anxiety**  
**EDUC 961S: Embracing Digital Transformation to Increase Student Engagement and Support All Learners**  
**EDUC 961T: Leveraging Teachable Moments to Develop Soft Skills for K-12 Students**  
**EDUC 961U: Rethinking Student Thinking to Improve Student Learning**

Type 1 – add continuing education course offerings (Kinesiology)

**Mental Health Wellness: Creating a Mental Health Toolkit for Mentors**  
**Effective Coaching Certificate Series**

Type 1 - add continuing education course offerings (through Center for Continuing Nursing Learning Education)

**RN Refresher**  
**Primary Care Education on LGBTQ+ Health**  
**HOAP- Holistic Opioid Addiction Prevention**

Faith Community Nursing and Lay Health Ministry  
GPCE, MFT, SOCW: Keeping the Kids in the Classroom series: Workshops  
Keeping the Kids in the Classroom, Adolescent Birth Control, Adolescent  
Trans Gender Sexual Health  
DNP project- Primary Care Education on LGBTQ+ Health  
ESA Intro to School of Nursing  
HOAP-Holistic Opioid Addiction Prevention  
PLU DNP no grant "Breast feeding, What you don't know can hurt your  
patient"  
CSPN Cardio-Oncology Updates to Guide Best Practice for Survivorship Care  
ARNP United partnership with radiology group Breast Imaging  
SU DNP Discontinuation of Oxytocin in the Active Phase of Labor, A Viable  
Option for Induction of Labor  
"Changing Practice Patterns of PCPs on the Management of Atrial Fibrillation  
Through Education" DNP SU  
Pharmacology update for providers  
School of Nursing Scholarship Day (previously called Research Day)  
CSPN-The Role of Dental Medicine in Head and Neck Cancer Treatment and  
Survivorship

Type 1 – add continuing education course offering through ARNP's United of WA State  
**Breast Imaging**

Type 1 – add continuing education course offering through Rainier Olympic Nurses  
Association (formerly Pierce Co Nurses Association)  
**Generational Diversity and Coping Strategies: a foundation for nursing  
preceptors**

## **HISPANIC & LATINO STUDIES**

*FALL 2023 or SPRING 2024*

Type 1 – add GenEd element to existing course

HISP 387: Spanish Conversation - **VW**

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)