

EPC 14-Day Clock Memo

TO: All Faculty
FROM: Educational Policies Committee
SUBJECT: Notice of Curriculum Changes
DATE: November 21, 2025

The 14-day review period begins November 21, 2025 and ends December 6, 2025

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 within 14 days from the date listed on the 14-Day Notice of Curriculum Changes distributed by the EPC. Objections received within this 14-day period will suspend approval, pending resolution of the objections. In the event a dispute cannot be resolved, 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 Erik Hammerstrom, Chair of the Educational Policies Committee for the 2025-26 academic year.

Curriculum Changes for Review – Summary

- **Business** – add new concentrations*
- **Education** – new degree*
- **Kinesiology** – new minor, new concentration*

*Type 3 proposal requiring a vote at Faculty Assembly

Curriculum Changes for Information Only – Summary

- **Business** – catalog editorial change
- **Chemistry** – reactivation of formerly offered course
- **Registrar** – catalog editorial change
- **Religion** – reactivation of formerly offered course

Curriculum Changes for Review

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

BUSINESS

Fall 2026

Type 3 – add new concentrations*

*Type 3 proposal requiring a vote at Faculty Assembly

[Link to proposal – new concentrations](#)

Catalog

Master of Business Administration Degree (M.B.A.)

M.B.A. (Business Administration) Degree Requirements

36 semester hours; 44 semester hours with ~~emphasis~~ **concentration**

Students are not required to have an area of ~~emphasis~~ **concentration**.

- **M.B.A.**

36 semester hours

- BMBA 509: Global Business Perspectives (4)
- BMBA 510: Legal, Ethical and Social Responsibilities of Business (4)
- BMBA 511: Accounting for Decision Making (4)
- BMBA 513: Marketing Management (4)
- BMBA 515: Organizations, Leadership and Change Management (4)
- BMBA 517: Understanding & Managing Financial Resources (4)
- BMBA 521: Supply Chain and Information Management (4)
- BMBA 522: Quantitative and Managerial Decision Analysis (4)
- BMBA 523: Business Strategy and Innovation Management (4)

M.B.A. (Management Science & Quantitative Methods) Degree Requirements

44 semester hours

- BMBA 504: Quantitative Methods for Decision Making (4)
- BMBA 509: Global Business Perspectives (4)
- BMBA 510: Legal, Ethical and Social Responsibilities of Business (4)
- BMBA 511: Accounting for Decision Making (4)
- BMBA 513: Marketing Management (4)

- BMBA 515: Organizations, Leadership and Change Management (4)
- BMBA 517: Understanding & Managing Financial Resources (4)
- BMBA 521: Supply Chain and Information Management (4)
- BMBA 522: Quantitative and Managerial Decision Analysis (4)
- BMBA 523: Business Strategy and Innovation Management (4)
- BMBA 526: Big Data and Decision Analytics (4)

M.B.A. Emphasis Concentration Areas

Artificial Intelligence Concentration

9 semester hours

- **BMBA 555R Generative AI for Managers (3)**
- **BMBA 556R Business Use Cases for AI (3)**
- **And three credits from the following:**
 - **BMBA 557R AI Governance and Ethics (3)**
 - **BMBA 559R Managing AI Projects (3)**
- **Business Analytics Concentration**
- **9 semester hours**
- **BMBA 540R Storytelling with Data (3)**
- **BMBA 541R Spreadsheet Modeling for Decision-Making (3)**
- **And three credits from the following:**
 - **BMBA 542R Python for Business Analytics (3)**
 - **BMBA 559R Managing AI Projects (3)**

Cybersecurity Management Concentration

9 semester hours

- **BMBA 564R Information Governance, Risk Management, and Compliance (3)**
- **BMBA 565R Network Architectures for Cyber Managers (3)**
- **And three credits from the following:**
 - **BMBA 566R Cyber Risk Management and Strategy (3)**
 - **BMBA 567R Executive Cyber Defense (3)**

Finance Concentration
9 semester hours

- **BMBA 572R Managerial Finance (3)**
- **BMBA 573R Capital Markets and Investing (3)**
- **And three credits from the following:**
 - **BMBA 574R Financial Statements Analysis and Valuation (3)**
 - **BMBA 575R Frontiers of Finance (3)**

Healthcare Administration Concentration
9 semester hours

- **BMBA 545R Structure and Economics of the US Healthcare System (3)**
- **BMBA 548R Management of Healthcare Organizations (3)**
- **And three credits from the following:**
 - **BMBA 546R Data Analysis for Healthcare Management (3)**
 - **BMBA 547R Healthcare Finance (3)**

Healthcare Management ~~Emphasis~~ Concentration
8 semester hours

- **BMBA 560: Managing Health Care Enterprises (4)**
- **And 4 semester hours from the following:**
 - **BMBA 577: Project Management (4)**
 - **Approved BMBA 587/588/589: Special Topics (1 to 4)**
 - **BMBA 596: Internship (1 to 4)**

Entrepreneurship and Closely-Held Enterprises ~~Emphasis~~ Concentration
8 semester hours

- **BMBA 550: Leading Family and Closely-Held Enterprises (4)**
- **And 4 semester hours from the following:**
 - **BMBA 577: Project Management (4)**
 - **Approved BMBA 587/588/589: Special Topics (1 to 4)**
 - **BMBA 595: Internship (1 to 4)**

Technology and Innovation Management ~~Emphasis Concentration (TIM)~~
8 semester hours

- BMBA 570: Management and Marketing of Technology (4)
- And 4 semester hours from the following:
 - BMBA 577: Project Management (4)
 - Approved BMBA 587/588/589: Special Topics (1 to 4)
 - BMBA 595: Internship (1 to 4)

Supply Chain Management ~~Emphasis Concentration~~
8 semester hours

- BMBA 561: Advanced Supply Chain Management (4)
- And 4 semester hours from the following:
 - BMBA 577: Project Management (4)
 - Approved BMBA 587/588/589 Special Topics (1 to 4)
 - BMBA 595: Internship (1 to 4)

Certificates

Certificate in Technology and Innovation Management (TIM)
8 semester hours

Individuals holding a bachelor's degree in a business or technology related field from an accredited institution may pursue a Certificate in Technology and Innovation Management (TIM). Holders of bachelor's degrees in other fields with relevant industry experience are also considered.

- BMBA 570: Management and Marketing of Technology (4)
- BMBA 577: Project Management (4)
- Approved BMBA 587/588/589: Special Topics (1 to 4)

Certificate in Healthcare Management
8 semester hours

Individuals holding a bachelor's degree in a business or healthcare related field from an accredited institution may pursue a Certificate in Healthcare Management. Holders of bachelor's degrees in other fields with relevant industry experience are also considered.

- BMBA 560: Managing Health Care Enterprises (4)
- And 4 semester hours from the following:
 - BMBA 562: Health Care Regulation, Law & Ethics (4)

- BMBA 577: Project Management (4)
- Approved BMBA 587/588/589: Special Topics (1 to 4)

Certificate in Entrepreneurship and Closely-Held Enterprises

8 semester hours

Individuals holding a bachelor's degree in a business or related field from an accredited institution may pursue a Certificate in Entrepreneurship and Closely-Held Enterprises. Holders of bachelor's degrees in other fields with relevant industry experience are also considered.

- BMBA 550: Leading Family and Closely-Held Enterprises (4)
- And 4 semester hours from the following:
 - BMBA 577: Project Management (4)
 - Approved BMBA 587/588/589: Special Topics (1 to 4)

Certificate in Supply Chain Management

8 semester hours

Individuals holding a bachelor's degree in a business or related field from an accredited institution may pursue a Certificate in Supply Chain Management. Holders of bachelor's degrees in other fields with relevant industry experience are also considered.

- BMBA 561: Advanced Supply Chain Management (4)
- And 4 semester hours from the following:
 - BMBA 577: Project Management (4)
 - Approved BMBA 587/588/589: Special Topics (1 to 4)

Courses

Master of Business Administration (M.B.A.) - Graduate Courses

BMBA 504 : Quantitative Methods for Decision Making

Methods and techniques of quantitative research. Emphasis on research design, data collection, basic data analysis; including, chi-square, correlation, ANOVA and regression, as well as interpretation and presentation of results. Students will work in groups to provide a custom research project for a business or non-profit client. (4)

BMBA 509 : Global Business Perspectives

Evaluate cultural, economic, political and environmental contexts for global business. Develop value-adding strategies, organizational capabilities and

personal competencies for business success across borders and cultures. On-campus course with embedded international experience. (4)

BMBA 510 : Legal, Ethical and Social Responsibilities of Business

A survey of legal topics essential to effective managerial decision making. Explore the legal, ethical, and social implications of legal strategies and practices. This course also examines the sources and development of conflict and develops negotiation as a tool for managing conflict situations. (4)

BMBA 511 : Accounting for Decision Making

An examination of financial and managerial accounting topics, including financial reporting, budgeting, and cost behavior. The focus is on using accounting to support business decision making. (4)

BMBA 513 : Marketing Management

A practical approach to understanding and applying customer-directed marketing strategies for achieving organizational goals. Students will examine theoretical concepts and apply contemporary approaches to the marketing of services, products and ideas in business, public, and nonprofit organizations. (4)

MBA 515 : Organizations, Leadership, and Change Management

The leader's role in creating organizational designs, processes and cultures. Leader competencies and practices for developing and managing people to meet performance requirements and organization cultural fit, and analyzing needs for organizational change. (4)

BMBA 517 : Understanding and Managing Financial Resources

Corporate finance topics including cash flow forecasting, planning, budgeting, valuation models, cost of capital, leverage, and risk and return. Additional topics include ratio analysis, computer simulation, financial feasibility assessment, balance sheet analysis, determinants of interest rates, and the impact of business cycle fluctuations on shareholder value. (4)

BMBA 521 : Supply Chain and Information Management

Develops a managerial perspective on the role of manufacturing and service operations within the enterprise and in supply chains. Examine the strategic role of information technology and systems in enabling decision making for global competitive advantage. (4)

BMBA 522 : Quantitative and Managerial Decision Analysis

Provide an intensive introduction to quantitative methods for business applications. Examination of the context within which individual firm decisions must be made. Demand, cost, pricing decisions, and the economic and regulatory environment of the firm are emphasized. (4)

BMBA 523 : Business Strategy and Innovation Management

Apply a multidisciplinary approach to explore execution of business- and corporate-level strategies, such as differentiation, cost-leadership, diversification, alliances, and M&As, and managing innovation to generate sustainable competitive advantage in a global context. (4)

BMBA 526 : Big Data and Decision Analytics

This course provides a broad overview of analytic strategies for (structured and unstructured) data collected in interactive channels. Topics covered include: big data, key performance indicators, and how to optimize digital experiences by incorporating testing and experimentation. Prerequisites: BMBA 513. (4)

BMBA 540R : Storytelling with Data

Storytelling is one of the oldest and most powerful tools for action, and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation. (3)

BMBA 541R : Spreadsheet Modeling for Decision-Making

Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data—and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts. (3)

BMBA 542R : Python for Business Analytics

Managers who hope to stay competitive in business analytics need to be able to scale their analytics—and Python provides that solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries—NumPy for numerical data, Pandas for data manipulation, and Matplotlib for data visualization—to use data to solve complex business problems. (3)

BMBA 545R : Structure and Economics of the US Healthcare System

Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and

tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids. (3)

BMBA 546R : Data Analysis for Healthcare Management

Healthcare managers that can leverage data analysis make more informed decisions that lead to better outcomes. Data in a healthcare context brings solutions, but also unique challenges that managers must navigate to harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems. (3)

BMBA 547R : Healthcare Finance

In health services organizations, bad financial management can cost more than money—it can cost lives, making financial acumen crucial for quality patient care. This course covers financial statement analysis, cost accounting, capital budgeting, and financial modeling, equipping future managers to make informed decisions around challenges such as evaluating insurance designs, assessing service line impacts, and analyzing new drug costs. (3)

BMBA 548R : Management of Healthcare Organizations

Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems—all with an emphasis on ethical leadership, collaboration, and quality assurance. (3)

BMBA 550 : Leading Family and Closely-Held Enterprises

Explores issues unique to managing, working within, or advising closely held businesses. Role of closely held firms in global economy; control, fairness, and equity issues; succession; unique aspects of family firms including family dynamics inside and outside of the business. Prerequisite: BMBA 515. (4)

BMBA 555R : Generative AI for Managers

Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends. (3)

BMBA 556R : Business Use Cases for AI

Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. (3)

BMBA 557R : AI Governance and Ethics

Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders. (3)

BMBA 559R : Managing AI Projects

AI project can help predict trends and optimizes operations, allowing businesses to understand not just what has happened but what will happen—and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders. (3)

BMBA 560 : Managing Health Care Enterprises

Surveys policy and operational issues facing managers in the rapidly changing health care environment. Explores challenges of managing in health care settings, including hospitals, medical practice organizations, long-term care facilities and clinics. Discusses health care related organizations such as health insurance companies, consulting firms, managed care organizations, pharmaceutical companies, and other organizations that support the health care industry. Prerequisite: BMBA 515. (4)

BMBA 561 : Advanced Supply Chain Management

This course presents a range of advanced topics in integrated operations and supply chain management. Topics include strategic sourcing and procurement strategies, demand-driven performance, mitigation of supply chain risk, management of third party logistics, and management of supply chain security and risk. Critical to understanding supply chain operations is a review of conventional operations practices and the challenges of flow vs unit costs and the specific challenges of complex supply chains and complex technical systems. Prerequisite: BMBA 521. (4)

BMBA 564R : Information Governance, Risk Management, and Compliance
Companies storing information are responsible for keeping it safe—and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly, and by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity. (3)

BMBA 565R : Network Architectures for Cyber Managers
In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk. (3)

BMBA 566R : Cyber Risk Management and Strategy
Cyberattacks today are inevitable—but the extent of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.' (3)

BMBA 567R : Executive Cyber Defense
To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives. (3)

BMBA 570 : Management and Marketing of Technology
Examines the critical role that technology plays in achieving organizational effectiveness and competitive advantages. Topics include planning, developing, sourcing, and controls of technology and systems, technology transfer and commercialization, technology road mapping, technology integration, marketing of technology, science and technology policy, and global issues in technology management. Prerequisite: BMBA 521. (4)

BMBA 572R : Managerial Finance
All businesses need to take risks, but managerial finance experts do so without risking it all. This course focuses on present value analysis, capital markets and budgeting, and corporate capital structure. You'll learn to

assess company value, understand debt vs. equity financing, and forecast financial performance while gaining skills in budget management and decision-making that allow you to drive value creation in every aspect of the corporate world. (3)

BMBA 573R : Capital Markets and Investing

Investing involves risk—but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and sustainable financial growth. (3)

BMBA 574R : Financial Statements Analysis and Valuation

Financial statements are a gold mine that, when analyzed correctly, can reveal a company's financial health and potential for future profitability. And valuing a company is a critical skill in finance that both influences investment decisions and drives financial success. Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions. (3)

BMBA 575R : Frontiers of Finance

Finance isn't a static field, and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralized finance (DeFi) platforms. By course end, students will be ready to explore blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies. (3)

BMBA 577 : Project Management

Study of project management principles and techniques including planning, network building, project control, reporting and closing to address the unique conditions and challenges associated with designing and managing major non-repetitive undertakings. May not be counted toward more than one concentration or certificate. Prerequisite: BMBA 515. (4)

BMBA 587 : Special Topics in Business Administration

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

BMBA 588 : Special Topics in Business Administration

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

BMBA 589 : Special Topics in Business Administration

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

BMBA 591 : Independent Study

Individualized reading and studies. Minimum supervision after initial planning of student's work. Rarely granted and requires prior approval of M.B.A. director and consent of instructor. (1 to 4)

EDUCATION*Fall 2026*

Type 3 – new degree*

*Type 3 proposal requiring a vote at Faculty Assembly

[Link to proposal – new degree: Master of Education \(M.Ed.\)](#)

Catalog

The following catalog language includes the new concentration courses (20 credits) as well as the necessary catalog and course language to create the 500 level version of existing continuing education courses that fulfill the Special Education, English Language Learner, Applied Behavior Analyst, and Educational Leadership courses. 500 level courses already exist for the Elementary Education concentration.

Master of Education ([M.Ed.](#))**Master of Education in Advanced Pedagogy and Practice**

The Master of Education degree provides current educators and related professionals the opportunity to advance their knowledge and skills in critical areas to meet the needs of children and students in our region. Candidates will focus their studies in a chosen concentration to go more

deeply into an area of interest. With completion of additional continuing education coursework, candidates may complete and add-on teaching endorsement, administrator certification, or sit for the BCBA exam.

Concentration options are as follows:

- Applied Behavior Analysis
- Educational Leadership
- Elementary Education
- English Language Learners
- Special Education

MEd Application Priority Deadlines

MEd candidates may apply for admission at any time during the year. However, application by the priority deadlines will enhance the applicant's potential for admission. Guaranteed Graduate Admission is available for alumni of the BAE, BAK with certification, and BME programs who have graduated within the last 10 years or upon graduation in the future.

- Priority Date #1: December 1
- Priority Date #2: February 1

Admissions Criteria

- PLU Online Application
- Application Fee
- Official Transcripts for all college level coursework or degrees
- Statement of professional goals
- 2 Letters of Recommendation
- Current Resume
- Additional requirements for individuals planning to earn one of the stacked credentials:
 - To earn the Elementary Education, Special Education, or English Language Learners endorsement, the candidate must hold a valid Washington Teaching Certificate
 - To complete the Principal Certification program the candidate must have three years of certified experience, a valid Washington State Teaching or ESA Certificate, PLU Form of District support, and OSPI forms 4001F and 4201

M.Ed. Advanced Pedagogy and Practice Degree Requirements
32 Semester Hours

Candidates will complete a common required Core and Capstone and complete one concentration selected from those listed below.

Core and Capstone Courses-20 semester hours

- EDUC 557: Interdisciplinary Pedagogy (4)
- EPSY 593: Community and Justice in Practice (4)
- EDUC 567: Current Issues in Education (4)
- EDUC 592: Advanced Data-based Decision Making (4)
- EDUC 594: Capstone (4)

Concentration Courses

Elementary Education-12 Semester Hours

- EDUC 510: Teaching Reading and Language Arts (3)
- EDUC 565: Elementary Reading, Language Arts, and Social Studies (2)
- EDUC 566: Elementary Math and Science (2)
- EDUC 528: Reading and Writing Across the K-8 Curriculum (2)
- EDUC 564: The Arts, Mind, and Body (2)
- EDUC 901: Pacific Northwest and Its Indigenous Inhabitants (1)

Special Education-12 Semester Hours

- SPED 500: Foundations in Special Education (1)
- SPED 509: Current Topics in Serving Student with Disabilities (1)
- SPED 511: Students with Developmental Disabilities (2)
- SPED 514: Students with High Incidence Disabilities (3)
- SPED 515: Students with Emotional/Behavioral Disabilities (3)
- SPED 516: Students with Autism Spectrum Disorders (2)

English Language Learners-12 Semester Hours

- EDUC 540: Introduction to Bilingual/ESL Education (3)
- EDUC 541: Program Models for Culturally & Linguistically Diverse Students (3)
- EDUC 542: Culturally and Linguistically Relevant Pedagogy (3)
- EDUC 543: Language Acquisition and Linguistic Foundations (3)

Educational Leadership-12 Semester Hours

- EDUC 582: Instructional Leadership I: Introduction to Curriculum & Instruction (3)
- EDUC 576: Personnel/Policy for Educational Leaders (3)
- EDUC 578: School Law (3)
- EDUC 569 Current Issues in Inclusive Differentiation (3)

Applied Behavior Analyst-12 Semester Hours

- **SPED 540: Theory and Philosophy in Behavior Analysis (3)**
- **SPED 541: Basic Principles of Behavior (3)**
- **SPED 542: Measurement and Experimental Design (3)**
- **SPED 545: Ethics in Behavior Analysis (3)**

A maximum of four credits of continuing education may be used towards the degree. Beyond these four credits, prior courses or credits completed via continuing education cannot be used toward completion of this degree.

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.

Continuation Requirements

To continue in the program, a candidate must maintain a 3.0 GPA, demonstrate dispositions in line with the TPEP criteria and those published by the Education Department, and earn a B- or better in each course.

~~M.A.E. Instructional Leadership Program
32 semester hours (for the preparation of teacher leaders)~~

~~The Instructional Leadership Program is not being offered at this time. Please contact the School of Education at 253.535.7272 for more information.~~

~~Concentration Objective~~

~~Recognizing that all educators in today's schools, both teachers and administrators, must work together as education leaders, PLU faculty have designed an innovative program to enhance the skills of 21st Century educators with a focus on leadership. This program is for practicing educators who are committed to enhancing their leadership and instructional roles. It prepares accomplished teachers to become instructional facilitators, mentors and coaches in their respective schools and districts. The program provides opportunities for candidates to both deepen their understanding of effective P-12 instruction and to acquire the knowledge and skills necessary for successful teacher leadership within the context of standards-based educational reform. The program develops the capacity of teacher leaders to guide and support others in the collection and analysis of evidence of student learning. It prepares teachers to provide passionate, informed, and ethical leadership for improvement at the school, district, and state levels. Candidates learn proven strategies to build professional~~

~~learning communities aimed at developing meaningful and engaging partnerships with families and community stakeholders.~~

~~Prerequisites~~

~~Beyond the general prerequisites, applicants must hold a valid Washington State Professional Teaching Certificate or equivalent, and should ordinarily have successfully completed three years of teaching or related professional experience. A grade point average of at least 3.00 is required. Students not meeting these requirements may be granted provisional status on a case-by-case basis.~~

~~Required Courses~~

~~For teachers who do not hold a professional certificate:~~

~~EDUC 580: Instructional Theory and Practice I: Culture, Context and Community (4)~~

~~EDUC 581: Instructional Theory and Practice II: Thinking, Doing and Knowing (4)~~

~~All candidates must take:~~

~~EDUC 555B: Family and Community Engagement (1)~~

~~EDUC 558: Reflective Seminar in Teacher Leadership (4)~~

~~EDUC 582: Instructional Leadership I: Standards-based Teaching, Learning and Assessment (4)~~

~~EDUC 583: Instructional Leadership II: Teacher Development and the School Improvement Process (4)~~

~~EDUC 584: Schools and Districts as Learning Organizations (2)~~

~~EPSY 541A: Assessing Student and Staff Instructional Needs (1)~~

~~EPSY 541B: Assessing Student and Staff Instructional Needs (1)~~

~~EPSY 542: Group Dynamics and Instructional Leadership (2)~~

~~SPED 583: Current Issues in Exceptionality (2)~~

~~Entering candidates who demonstrate competencies aligned with Washington State Professional Certificate standards may be awarded up to ten tuition-free credits toward the 32-semester hour degree. Candidates must submit a portfolio for juried review. Guidelines for portfolio submission are available online and in the School of Education.~~

~~M.A.E. Principal and Administrator Program~~

~~32 semester credits~~

~~This program is currently offering certification only. Applicants must have a master's degree. The Principal and Program Administrator Program educates creative, energetic, reform-minded administrators for the leadership positions in Washington schools. To achieve this, the program aims to develop leaders that:~~

~~Respond to the diversity of their community~~

~~Engage community support systems~~

~~Understand the purpose and use of accountability measures~~

Create an environment of instructional leadership
Model a deep understanding of the ethical issues in schooling and leadership

Admission/Application For M.A.E. Program, please visit:
<https://www.plu.edu/education/programs/master-of-arts-in-education/>
For Certification Only Program, please visit:
www.plu.edu/education/programs/principal-preparation-program/
Required Courses by Track Option

~~M.A.E. with Principal or Program Administrator Certification Curriculum
32 semester hours~~

~~EDUC 555B: Family and Community Engagement (1)
EDUC 576: Personnel Development (3)
EDUC 577: School Finance (2)
EDUC 578: School Law (3)
EDUC 582: Instructional Leadership I: Standards Based Teaching, Learning and
Assessment (4)
EDUC 583: Instructional Leadership II: Teacher Development and the School
Improvement Process (4)
EDUC 595: Internship in Educational Administration (2, 2)
EDUC 596: Reflective Seminar (1, 1)
EDUC 593: Culminating Professional Portfolio (2)
EPSY 541A: Assessing Student and Staff Instructional Needs (1)
EPSY 541B: Assessing Student and Staff Instructional Needs (1)
EPSY 542: Group Dynamics and Instructional Leadership (2)
SPED 583: Current Issues in Exceptionality (2)~~

~~Principal or Program Administrator Certification Only Curriculum
16 semester hours~~

~~All Candidates required to take:
EDUC 576: Personnel Development (3)
EDUC 577: School Finance (2)
EDUC 578: School Law (3)
EDUC 595: Internship in Educational Administration (2, 2)
EDUC 596: Reflective Seminar (1, 1)
EDUC 593: Culminating Professional Portfolio (2)~~

~~Candidates in the Certificate Only program may have equivalencies from their
master's program for the courses listed below (16 semester hours). If they do not
have equivalencies, they may need to take these courses as a part of their
program in addition to the courses listed above.~~

~~EDUC 555B: Family and Community Engagement (1)~~

~~EDUC 582: Instructional Leadership I: Standards Based Teaching, Learning and Assessment (4)~~
~~EDUC 583: Instructional Leadership II: Teaching Development and the School Improvement Process (4)~~
~~EPSY 541A: Assessing Student and Staff Instructional Needs (1)~~
~~EPSY 541B: Assessing Student and Staff Instructional Needs (1)~~
~~EPSY 542: Group Dynamics and Instructional Leadership (2)~~
~~SPED 583: Current Issues in Exceptionality (2)~~

Courses

M.Ed. Courses

EDUC 540: Introduction to Bilingual/ESL Education

This course builds a foundational understanding of the legal and policy development of Bilingual/ESL education through the rich history of state and federal litigation and current legal challenges faced in American public K-12 schools. The course assesses how differences in race/ethnicity, class, gender, and power affect education for culturally and linguistically diverse students in American public schools. Examines legal requirements for program identification and placements, as well as promotes critical uses, effectiveness, validity, and fairness in the testing of linguistically diverse populations. Provides first-hand experiences developing, selecting, reviewing, and adapting test materials as critical to making informed teaching decisions. (3)

EDUC 541: Program Models for Culturally & Linguistically Diverse Students

This course examines current research on the academic effectiveness of various program models, philosophies and theoretical underpinnings of bilingual education. It includes the role of emerging research findings of asset-based models that support the academic, cognitive, linguistic and sociocultural aspects that lead to student success. Overview of federal and state mandates and resources related to program models will be addressed. (3)

EDUC 542: Culturally and Linguistically Relevant Pedagogy

This course prepares educators to serve as leaders in culturally and linguistically diverse settings. Topics include strategies for creating inclusive learning environments in the school setting, issues of identity, power, and privilege with an emphasis on English Learners. (3)

EDUC 543: Language Acquisition and Linguistic Foundations

Explores the orientations, theories, debates, and research findings in the areas of first, second, and bilingual language acquisition in addition to

connecting the nature of linguistic development and performance to teaching and learning in the classroom. Topics include theory and research of language development, transference, language identity, translanguaging, and strategies to promote language acquisition and proficiency. Analysis of language proficiency standards, language domains and language acquisition stages will be examined with emphasis on application to classroom instruction. (3)

EDUC 557: Interdisciplinary Pedagogy

This course explores the theoretical foundations and practical applications of teaching across disciplinary boundaries. Students will examine various models for integrating subject matter, focusing on how interdisciplinary approaches can foster deeper critical thinking, problem-solving skills, and a more holistic understanding of complex issues among diverse learners. The course emphasizes designing and implementing cohesive, standards-aligned interdisciplinary curricula and units of study appropriate for various educational settings. Participants will develop the skills necessary to collaboratively plan and assess learning experiences that connect traditionally separate fields of study. (4)

EDUC 567: Current Issues in Education

This course provides a rigorous examination of contemporary challenges shaping national and state educational systems. Students will analyze complex, high-impact topics such as the intersection of Artificial Intelligence (AI) and pedagogy, the politics of funding and equity, and teacher retention and preparation, among other topics. The course emphasizes critical analysis of recent policy changes, relevant research, and journalistic coverage to develop informed perspectives and innovative solutions for the future of learning. (4)

EDUC 569 Current Issues in Inclusive Differentiation

This course is designed to assist candidates in becoming familiar with differentiation from a school leadership perspective. Using implementation science with a focus on all students, school leaders are prepared to be system leaders, fostering strong core instruction as an essential component of implementing multi-tiered systems of support (MTSS). (3)

EDUC 592: Advanced Data-based Decision Making

This course provides a rigorous examination of the methodological and ethical issues involved in using educational data to drive policy and instructional practice. The primary focus is on critically evaluating data quality and translating the findings into equitable and actionable recommendations for supporting student, teacher, and school improvement. (4)

EPSY 593: Community and Justice in Practice

This course provides educators with the theoretical knowledge and practical skills necessary to effectively implement and evaluate SEL programs in diverse PreK-12 settings. Students will deeply explore the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, focusing on the five core competencies and their integration into both academic instruction and school culture. The course emphasizes evidence-based strategies for teaching SEL directly, embedding it into subject matter, and using data to assess student growth and program impact on overall well-being and academic success. (4)

EDUC 594: Capstone

This course focuses on creating a culminating project that serves as a "capstone" to a student's academic journey in their chosen education concentration in the M.Ed. program at Pacific Lutheran University. It is a demonstration of their readiness for future endeavors in their chosen concentration. (4)

SPED 500: Foundations in Special Education

This is a foundational course designed to provide students with a baseline knowledge set of special education. The field of special education is founded on basic principles as well as legal mandates. This course will explore these and provide students with a deeper understanding of the IEP (Individualized Education Plan). (1)

SPED 509: Current Topics in Serving Student with Disabilities

This course is designed to look at some of the current topics, issues, "problems of practice" and most recent trends in special education and advance solutions and evidence-based practices, such as Universal Design for Learning (UDL), collaboration, inclusion, trauma informed practices, and culturally responsive teaching. (1)

SPED 511: Students with Developmental Disabilities

This course is designed to develop baseline knowledge of various issues related to special education. You will learn about the children and young adults who are placed in related IDEA categories and the various strengths and challenges they bring to the educational table. The course explores the term "Developmental Disability" means (there are multiple meanings), variation among those with a disability, how to create access while teaching important skills, and collaboration to implement the least restrictive environment. This course addresses terminology that you will need to know in Special Education, including acronyms and process-related knowledge. (2)

SPED 514: Students with High Incidence Disabilities

High-incidence disabilities make up 80% of the population of students with disabilities and are disabilities that are more commonly served in general education classrooms. This course focuses on developing understanding of perspectives on the learning, school, and classroom experiences of learners with high incidence disabilities. Topics include characteristics of students with high incidence disabilities such as specific learning disability, attention deficit/hyperactivity, mild intellectual disability, speech and language impairments, and emotional behavioral disorders, the development and implementation of individualized educational plans, instructional strategies and accommodations. (3)

SPED 515: Students with Emotional/Behavioral Disabilities

This course is designed to provide students with an overview of working with students who have significant support needs surrounding emotional regulation and challenging behavior. In Washington State, the Emotional Disturbance category is referred to as Emotional Behavioral Disability (EBD). This course will address foundational strategies for supporting children with EBD, including behavior analytic approaches to increasing pro-social behaviors in school. (3)

SPED 516: Students with Autism Spectrum Disorders

This course is designed to assist you to become familiar with the various issues related to special education. You will learn about the children and young adults who are placed in this IDEA category and the various strengths and challenges they bring to the educational table. You will leave with a much better understanding of special education, this particular population and all of its inherent variability, and its nature as a part of education rather than a separate entity. (2)

SPED 540: Theory and Philosophy in Behavior Analysis

This course is designed to provide students with an overview of working with students who have significant support needs surrounding emotional regulation and challenging behavior. In Washington State, the Emotional Disturbance category is referred to as Emotional Behavioral Disability (EBD). This course will address foundational strategies for supporting children with EBD, including behavior analytic approaches to increasing pro-social behaviors in school. (3)

SPED 541: Basic Principles of Behavior

This course is the first in a series of two that covers the Concepts and Principles section of the BACB Test Content Outline. (3)

SPED 542: Measurement and Experimental Design

This course provides a complete and comprehensive overview of the measurement practices and principles used most in ABA. This course addresses the Test Content Standards 6th Edition. (3)

SPED 545: Ethics in Behavior Analysis

This course is the first of two in a series designed to meet the VCS requirements for Ethics and Professionalism in ABA. This course will overview ethical behavior and requirements for BCBAs as well as how to conduct their practice as professionals. In particular, this course will address the four core principles of the BACB Ethics Code. (3)

KINESIOLOGY*Fall 2026*

Type 3 – new minor, new concentration*

*Type 3 proposal requiring a vote at Faculty Assembly

[Link to proposal – new minor: Nutrition Education; new concentration: Public Health Education](#)

Catalog

Kinesiology

The primary mission of the Department of Kinesiology is to provide quality academic professional preparation for undergraduate students in areas related to the study of human movement, especially as it supports the pursuit of lifelong physical activity and well being (i.e., health & fitness education, recreation, exercise science, pre-physical therapy, preathletic training and health & fitness management). We strive to prepare future leaders who will positively impact the health behaviors of individuals and of society through the education and promotion of life-sustaining and life-enhancing pursuits.

The successful completion of our majors demands a strong integration of the liberal arts and sciences with thorough professional preparation in light of respective state and national standards, accrediting bodies and certification programs. Internship experiences are an integral element of all majors in the department and allow for students to further develop and apply their education and training in real world, professional settings. In addition, we provide a diverse array of physical activity instruction for students as part of the General Education Program Element (GenEd) Requirements of the University.

The goals of these classes are to: (a) develop in each student a fundamental respect for the role of physical activity in living, including the assessment of physical condition and the development of personally designed, safe, effective and functional fitness programs with attention to lifetime activities, and (b) to expose students to a diversity of physical activities and experiences in a manner which enhances understanding of their educational, social, spiritual, ethical and moral relevance. Our programs provide opportunities for all participants to develop and apply a knowledge base regarding physical activity and psychomotor and behavioral skills, which encourages the development of lifelong health and wellness.

The department offers two degree programs: the Bachelor of Arts Degree in Kinesiology (B.A.K.) with **two three** different preprofessional concentrations: health and fitness education (with teacher certification), **and** health and fitness promotion, **and public health education**; and, the Bachelor of Science Degree in Kinesiology (B.S.K.) which offers two different pre-professional concentrations: exercise science and pre-physical therapy. Students completing these degrees often go on for further graduate study in physical therapy, sport psychology, athletic training, exercise science, recreation, public health etc., or enter into professions such as teaching, personal training, promotions and management, youth programming, coaching and other areas and do so in diverse settings such as schools, private health clubs, nonprofit agencies, corporations, professional sport teams, youth clubs, hospitals, parks and recreation departments and health departments, among others.

In addition, the department supports **two three** distinct minors. The Exercise and Sport Psychology **and Nutrition Education** minors **is are** available to both Kinesiology majors and non-majors. The Kinesiology (general studies) minor is open to non-majors only.

Residency Requirements

At least 32 credits of all majors must be taken in residency at PLU, and at least 16 of those must be taken from within the Department of Kinesiology.

- At least eight semester hours for all minors must be taken in residency at PLU and within the Department of Kinesiology.
- At least eight semester hours applied toward a kinesiology minor must be earned independently from the kinesiology major requirements.

Bachelor of Arts in Kinesiology Degree (B.A.K.)

Major in Kinesiology

- **Health and Fitness Education Concentration**
56 semester hours

Students are required to complete BIOL 205 and 206 as prerequisites to KINS 380, 490, and 495

- Kinesiology Core
 - KINS 201: Introduction to Kinesiology I (4)
 - KINS 202: Introduction to Kinesiology II (4)
 - KINS 495: Internship (4)
- KINS 279: Teaching Physical Activity (2)
- KINS 301: Fitness and Recreation, Programming and Delivery (4)
- KINS 302: Sport Programming and Delivery (4)
- KINS 320: Nutrition, Health and Performance (4)
- KINS 322: Physical Education in the Elementary School (2)
- KINS 326: Adaptive Physical Activity (4)
- KINS 360: Professional Practicum (4)
- KINS 366: Health Psychology (4)
- KINS 380: Exercise Physiology (4)
- KINS 386: Social Psychology of Sport and Physical Activity (4)
- KINS 395: Health Programming and Delivery (4)
- KINS 478: Motor Learning and Human Performance (4)
- KINS 486: Applied Biomechanics and Kinesiology (4)

▪ **Health and Fitness Education Concentration (with K-12 Certification)**
84 semester hours

Students are required to complete BIOL 205 and 206 as prerequisites to KINS 380, 490, and 495

- Kinesiology Core
 - KINS 201: Introduction to Kinesiology I (4)
 - KINS 202: Introduction to Kinesiology II (4)
 - EDUC 468: Student Teaching – Secondary (10)
- KINS 279: Teaching Physical Activity (2)
- KINS 301: Fitness and Recreation Programming and Delivery (4)
- KINS 302: Sport Programming and Delivery (4)
- KINS 320: Nutrition, Health and Performance (4)
- KINS 322: Physical Education in the Elementary School (2)
- KINS 326: Adaptive Physical Activity (4)
- KINS 360: Professional Practicum (4)
- KINS 366: Health Psychology (4)
- KINS 380: Exercise Physiology (4)
- KINS 386: Social Psychology of Sport and Physical Activity (4)
- KINS 395: Health Programming and Delivery (4)
- KINS 478: Motor Learning and Human Performance (4)
- KINS 486: Applied Biomechanics and Kinesiology (4)
- KINS 490: Curriculum, Assessment, and Instruction (4)
- EDUC 320: Issues in Child Abuse and Neglect (1)

- EDUC 391: Foundations of Learning (3)
- EDUC 450: Inquiry into Learning and Teaching: Reflective Practice Seminar (2)
- PSYC 101: Introduction to Psychology (4)
- FYEP 101: Writing Seminar (4)
- Valid First Aid Card

- **Health and Fitness Promotion Concentration**

52 semester hours

Students are required to complete BIOL 205 and 206 as prerequisites to KINS 380, 490, and 495

- Kinesiology Core
 - KINS 201: Introduction to Kinesiology I (4)
 - KINS 202: Introduction to Kinesiology II (4)
 - KINS 495: Internship (4)
- 8 semester hours in Health and Well-being Courses:
 - KINS 315: Body Image (4)
 - KINS 320: Nutrition, Health, and Performance (4)
 - KINS 324: Physical Activity and Lifespan (4)
 - KINS 384: Foundations of Health and Fitness Promotion (4)
 - KINS 387: Special Topics in Kinesiology (4)
 - KINS 395: Health Programming and Delivery (4)
- 8 semester hours in Leadership and Application courses:
 - KINS 279: Teaching Physical Activity (2)
 - KINS 301: Fitness and Recreation Program and Delivery (4)
 - KINS 302: Sport Programming and Delivery (4)
 - KINS 314: Team Building for High Performance Teams (4)
 - KINS 326: Adaptive Physical Activity (4)
 - KINS 334: Applied Training and Conditioning (4)
 - KINS 388: Special Topics in Kinesiology (4)
 - KINS 411: Coaching Effectiveness (4)
 - Students may take up to two additional FTWL courses (2)
- 8 semester hours in Biophysical courses:
 - KINS 380: Exercise Physiology (4)
 - KINS 383: Exercise Testing and Prescription (4)
 - KINS 478: Motor Learning and Human Performance (4)
 - KINS 483: Clinical Management for Special Populations (4)
 - KINS 486: Applied Biomechanics and Kinesiology (4)
 - KINS 487: Special Topics in Kinesiology (4)
- 8 semester hours in Psychosocial courses:
 - KINS 366: Health Psychology (4)
 - KINS 386: Social Psychology of Sport and Physical Activity (4)
 - KINS 390: Applied Exercise and Sports Psychology (4)
 - KINS 488: Special Topics in Kinesiology (4)

- Elective: 8 semester hours in KINS 300-400 level courses
- **Public Health Education Concentration**
48 semester hours

Courses with an “R” designation are offered in partnership with Rize Education.

Students may not enroll in more than 9 Rize credits in any given term.

Students are required to complete BIOL 205 and 206 as prerequisites to KINS 380, 490, and 495.

- **Kinesiology Core**
 - KINS 201 (4)
 - KINS 202 (4)
 - KINS 495 (4)
- **12 semester hours in Public Health Courses:**
 - KINS 274R History of Public Health (3)
 - KINS 352R Health Services (3)
 - KINS 355R Public Health Studies I: Current Topics & Politics (3)
 - KINS 357R Public Health Studies II: Demographics, Geo-Spatial Mapping, & Qualitative Research (3) OR KINS 415R Epidemiology (3)
- **16 semester hours in Health Promotion and Delivery Courses:**
 - KINS 384: Foundations of Health and Fitness Promotion (4) *and*
 - Three courses from:
 - KINS 320: Nutrition, Health, and Performance (4)
 - KINS 324: Physical Activity and Lifespan (4)
 - KINS 326: Adaptive Physical Activity (4)
 - KINS 366: Health Psychology (4)
 - KINS 386: Social Psychology of Sport and Physical Activity (4)
 - KINS 395: Health Programming and Delivery (4)
- **Elective: 8 semester hours in KINS 300-400 level courses**

Bachelor of Science in Kinesiology Degree (B.S.K.)

- Major in Kinesiology
56 or 78 semester hours
 - Kinesiology Core
 - KINS 201: Introduction to Kinesiology I (4)

- KINS 202: Introduction to Kinesiology II (4)
- KINS 495: Internship (4)
- **B.S.K. Core**
 - BIOL 205: Human Anatomy and Physiology I (4)
 - BIOL 206: Human Anatomy and Physiology II (4)
 - STAT 231: Introductory Statistics (4) **OR** STAT 232: Introductory Statistics for Psychology Majors (4)
 - KINS 380: Exercise Physiology (4)
 - KINS 478: Motor Learning and Human Performance (4)
- **AND** select one concentration in either Exercise Science or Pre-Physical Therapy
- **Exercise Science Concentration**
 - Two courses from:
 - KINS 366: Health Psychology (4)
 - KINS 383: Exercise Testing and Prescription (4)
 - KINS 386: Social Psychology of Sport and Physical Activity (4)
 - KINS 390: Applied Exercise and Sports Psychology (4)
 - KINS 483: Clinical Management for Special Populations (4)
 - KINS 486: Applied Biomechanics and Kinesiology (4)
 - KINS 487: Special Topics in Kinesiology (4)
 - KINS 488: Special Topics in Kinesiology (4)
 - Elective: 8 semester hours in KINS 300-400 level courses
- **Pre-Physical Therapy Concentration**
 - BIOL 225: Molecules, Cells, and Organisms (4)
 - BIOL 226: Genes, Evolution, Diversity, and Ecology (4)
 - CHEM 115: General Chemistry I (4)
 - CHEM 116: General Chemistry II (4)
 - PHYS 125: College Physics I (4) and PHYS 135: College Physics Lab I (1)
 - PHYS 126: College Physics II (4) and PHYS 136 College Physics Lab II (1)
 - PSYC 101: Introduction to Psychology (4)
 - PSYC 320: Development Across the Lifespan (4) **OR** PSYC 315: Clinical Psychology I: Mental Health and Psychological Disorders (4)
 - One course from:
 - KINS 383: Exercise Testing and Prescription (4)
 - KINS 483: Clinical Management for Special Populations (4)
 - KINS 486: Applied Biomechanics and Kinesiology (4)
 - KINS 487: Special Topics in Kinesiology (4)
 - One course from:
 - KINS 366: Health Psychology (4)
 - KINS 386: Social Psychology of Sport and Physical Activity (4)
 - KINS 390: Applied Exercise and Sports Psychology (4)
 - KINS 488: Special Topics in Kinesiology (4)

- Elective: 4 semester hours from KINS 300-400 level courses

Minors

- Exercise and Sport Psychology
20 semester hours
 - KINS 366: Health Psychology (4)
 - KINS 386: Social Psychology of Sport and Physical Activity (4)
 - KINS 390: Applied Exercise and Sport Psychology (4)
 - 4 semester hours from:
 - KINS 314: Team Building for High Performance Teams (4)
 - KINS 315: Body Image (4)
 - KINS 324: Physical Activity and Lifespan (4)
 - KINS 411: Coaching Effectiveness (4)
 - BIOL 444: Neurobiology (4)
 - 4 semester hours from:
 - PSYC 310: Personality Theories (4)
 - PSYC 320: Development Across the Lifespan (4)
 - PSYC 330: Social Psychology (4)
- Nutrition Education
20 semester hours

Courses with an “R” designation are offered in partnership with Rize Education.

Students may not enroll in more than 9 Rize credits in any given term.

- KINS 290R: Food Science (3)
- KINS 320: Nutrition, Health, and Performance (4)
- KINS 321R: Lifecycle Nutrition I (3)
- KINS 323R: Lifecycle Nutrition II (3)
- KINS 384: Foundations of Health and Fitness Promotion (4) **OR** KINS 395: Health Programming and Delivery (4)
- KINS 230R: Food Economics (3) **OR** KINS 430R: Medical Nutrition Therapy (3)

- Kinesiology (General Studies)
16 semester hours of FTWL/KINS coursework

A maximum of six FTWL activity course hours (FT) may count toward the kinesiology minor and at least four semester hours in the minor must be earned in KINS courses at the 300-400 level. KINS 360, 361, 490, **and** 495, ~~and 499~~ may not be taken toward the general studies minor. Students with majors in the Department of Kinesiology are not eligible to earn the kinesiology general studies minor.

Courses

Kinesiology (KINS) - Undergraduate Courses

KINS 201 : Introduction to Kinesiology I

An introduction to the historical, biological, sociological, psychological, and mechanical concepts underlying human movement and the exploration of kinesiology as a field of study. Ethical decision-making, liability, and risk management topics, specific to the field of Kinesiology, will be examined. Opportunities to develop foundational skills in communication and leadership will be provided. Should be the initial professional course taken in the Department of Kinesiology. (4)

KINS 202 : Introduction to Kinesiology II

An introductory course on diversity, equity, access, and inclusion issues in the field of Kinesiology. Topics will include: historical inequities and barriers to access in physical activity settings, the meaning and experiences of diversity within the field of Kinesiology, media and source literacy. Designed to promote diverse, inclusive, evidence-based perspectives related to core issues in the field of Kinesiology and to develop important, foundational inclusive leadership skills. (4)

KINS 230R Food Economics

Food Economics isn't just about numbers—it's about people. Inequalities in our global food system often mirror the broader disparities in society. By understanding these systems, we can bring about transformative change. This course tackles the essentials: preventing food-borne illnesses, mastering procurement, and ensuring production quality. You'll learn the real-world calculations behind food costs and discover how food systems can save lives. (3)

KINS 274R History of Public Health

The domain of public health includes many critical issues, including mental health, obesity, and gun violence. From the first quarantines to the modern movement towards universal health care, public health has fundamentally shaped societies. In this course, you'll learn the role of the state in public

health, the importance of public health, and how it's provided and practiced. (3)

KINS 279 : Teaching Physical Activity

Generic teaching and management strategies, design of instructional materials and techniques for implementing them, and strategies for working with diverse learners in physical activity settings. This course is a prerequisite for all teaching methods courses. (2)

KINS 287 : Special Topics in Kinesiology

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)

KINS 288 : Special Topics in Kinesiology

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)

KINS 289 : Special Topics in Kinesiology

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)

KINS 290R Food Science

Food Science lives at the intersection of culture, health, and innovation. By understanding the composition of foods, we can determine the best methods for their preparation, and how different cooking and preservation techniques affect food quality, safety, and nutritional value. Learn about food categories, such as the role of lactose and casein in dairy, and the science behind various preparation methods. (3)

KINS 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)

KINS 301 : Fitness and Recreation Programming and Delivery

Focused on the planning, organization, delivery and evaluation of a variety of fitness and recreation activities in school and community settings. Topics and skills addressed include aerobic dance, step aerobics, drumming and creative rhythms,

circuit training, core training, and selected recreational activities. Course content aligns to ACSM Group Exercise Instructor certification standards. (4)

KINS 302 : Sport Programming & Delivery

Addresses sport skill development, instructional skill development, and programming considerations in a variety of individual, dual, and team sport activities. Topics and skills addressed include net games such as badminton, tennis, pickleball and/or Spikeball invasion games such as lacrosse, ultimate frisbee, flag rugby, and/or tchoukball; and target/fielding activities such as softball, Dotball 360, golf, and/or archery. (4)

KINS 314 : Team Building for High Performance Teams

Activities designed to facilitate the development of team camaraderie and effectiveness. Creative, fun, challenging, and applied team building activities, combined with traditional training tools to help create learning experiences for students to actively enhance team cohesion and group productivity. (4)

KINS 315 : Body Image - GE

Topics include: the connection between women and food, cultural definitions of beauty, eating disorders, nutrition, and biosocial factors affecting weight. (4)

KINS 320 : Nutrition, Health and Performance

An examination of the role of dietary choices in the maintenance of health, the prevention of disease and the optimizing of physical performance. Topics covered include: consumer nutrition skills, basic nutrients and nutritional science, energy balance, sport and performance nutrition including the use of supplements and ergogenic aids, lifespan nutrition, global nutrition and food safety. (4)

KINS 321R Lifecycle Nutrition I

From preconception to adolescence, nutrition shapes our health trajectories. This course explores how early choices, like breastfeeding or formula feeding, impact a child's development milestones and potential food allergies. As children grow, we'll examine how dietary needs and relationships with food evolve, especially during adolescence. Learn about the pivotal role of nutrition during early life and how it can mold health and self-perception. Prerequisite: KINS 290R (3)

KINS 322 : Physical Education in the Elementary School

Organization and administration of a developmental program for grades K-6; sequential and progressive programming; large repertoire of activities. Observation and/or practicum in public schools is required. (2)

KINS 323R Lifecycle Nutrition II

In adulthood, nutritional habits solidify. We'll explore how early adulthood sets foundational food choices, and middle adulthood introduces complexities with work, family, and the onset of chronic diseases. Lastly,

we'll explore the challenges faced in geriatric nutrition, including the impacts of polypharmacy. Throughout, a recurring theme will be weight management, emphasizing its role in promoting sustained health and activity. Prerequisite: KINS 290R (3)

KINS 324 : Physical Activity and Lifespan

The emphasis in this course will be on the role that physical activity plays in successful aging. An understanding of the influence of social learning on physical activity behavior through the lifespan and effective strategies for health promotion and activity programming with adult populations will be addressed. (4)

KINS 326 : Adapted Physical Activity

Emphasizes the theory and practice of adaptation in teaching strategies, curriculum, and service delivery for all persons with psychomotor problems, not just those labeled "disabled." (4)

KINS 334 : Applied Training and Conditioning

This course presents physiological and kinesiological applications to physical training and addresses fundamental training principles as they relate to physical fitness in the areas of cardiovascular fitness, muscular strength and endurance, flexibility and body composition. Focus is on training for safe and effective physical performance for both genders of all ages and activity interests. (4)

KINS 352R Health Services

Health Services - the means by which healthcare is provided - is a critical concept in Public Health that impacts all of us. This course will introduce you to the modern history of healthcare in high, middle, and low income countries and explore the evolution of health services. Students will evaluate the strengths and weaknesses of particular systems and policies and examine their ideal version of a health service in the context of current events. Prerequisite: KINS 274R (3)

KINS 355R Public Health Studies I: Current Topics and Politics

This course is intended to provide students with a means of evaluating the health impact of political decisions and a broad knowledge base about the practice of Public Health today. Students will explore a range of current topics in public health. Students will also look at the impact of US politics on global public health, examine the disastrous circumstances that can arise when Public Health Policies fail, and explore the conflict between data and political will that drives so much of Public Health policy decision making. Prerequisite: KINS 274R (3)

KINS 357R Public Health Studies II - Demographics, Geo-Spatial Mapping, and Qualitative Research

This course provides students with a variety of tools for understanding the impact that disease or other Public Health concerns may have on a

population. Students will learn how to design effective surveys, analyze geographic data, and use qualitative information with the ultimate goal of gaining a better understanding of how events may affect the health of a particular population. This course will also require students to participate map development in order to help them build understanding of how geographic data is used in the practice of Public Health. Prerequisite: KINS 274R (3)

KINS 358R Health Economics

The field of public health is driven by economics as much as it is by epidemiology. This course will teach you about health economics, which is the application of economic principles and techniques of analysis to health care in support of the public good. By the end of this course you will learn how to analyze the effectiveness of health policy outcomes through an economic lens, and how to use available resources to improve the quality of healthcare. Prerequisite: KINS 274R (3)

KINS 360 : Professional Practicum

Students work under the supervision of a coach, teacher, recreation supervisor, or health care provider. Prerequisite: departmental approval. Can be repeated up to four semester hours. (1 or 2)

KINS 361 : Coaching Practicum

Students work under the supervision of a coach. Prerequisite: departmental approval. (1 or 2)

KINS 366 : Health Psychology

This course examines how human physiology and psychology interact and influence personal health choices and behavior change. Topics surveyed include behavior change models; nicotine, alcohol and drug use and abuse; stress and stress management; psychological factors in the prevention, development and treatment of chronic disease; death and dying. (4)

KINS 380 : Exercise Physiology

Scientific basis for training and physiological effect of exercise on the human body. Lab is required. Prerequisite: BIOL 205 and 206 or consent of instructor. (4)

KINS 383 : Exercise Testing and Prescription

Provides students involved in the promotion of physical activity with the basic knowledge necessary to safely conduct exercise, health and fitness assessments in a variety of community settings. Topics will include: history of assessment and its role in physical activity promotion; purpose and methods for pre-evaluation and screening; assessment and evaluation techniques; prescriptive program development for health and fitness; and bio-psycho-social implications of assessment and evaluation. (4)

KINS 384 : Foundations of Health and Fitness Promotion

Provides students involved in the promotion of physical activity with the basic knowledge necessary to understand how health and fitness are managed in a variety of community settings. Topics will include: historical and philosophical basis of community-based health and fitness management; organizational assessment and evaluation issues; strategies for behavioral change; strategies for program development, implementation and marketing; specific examples of different community-based health and fitness management programs. (4)

KINS 386 : Social Psychology of Sport and Physical Activity

Questions of how social psychological variables influence motor behavior and how physical activity affects the psychological makeup of an individual will be explored. (4)

KINS 387 : Special Topics in Kinesiology

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: follow by the specific title designated by the academic unit. (1 to 4)

KINS 388 : Special Topics in Kinesiology

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)

KINS 389 : Special Topics in Kinesiology

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)

KINS 390 : Applied Exercise and Sports Psychology

A practical, individually-oriented course designed to teach athletes, trainers, coaches, and teachers a comprehensive variety of skills and techniques aimed at enhancing sport performance. Psychological topics include: managing anxiety, imagery, goal setting, self-confidence, attention control, injury interventions, self-talk strategies, and team building. (4)

KINS 395 : Health Programming and Delivery

This theory to practice course focuses on understanding and applying developmentally appropriate and scientifically accurate health education in both the K-12 and community settings. Health topics covered may include community and public health, environmental health, nutrition, consumer health, intentional and unintentional injury prevention, substance use, mental and emotional wellbeing, relationships and social health, violence and conflict, and comprehensive sexuality

education. The course addresses program planning, implementation, and assessment based on the needs of the learner. (4)

KINS 411 : Coaching Effectiveness

Presents foundational knowledge essential for coaching effectiveness and success in any sport at a youth, club, or school level. This course integrates sport science research with emphasis on practical applications. Organization of this course will be based on topics such as: coaching philosophy and ethics, communication and motivation, principles of teaching sport skills and tactics, evaluation, and team administration, organization, and management including liability prevention. The course is designed to meet or exceed NCACE, NASPE, PCA, and ASEP standards. (4)

KINS 430R Medical Nutrition Therapy

Through this course, students will gain insights into how medical and social histories play a crucial role in accurate nutrition diagnoses. The course also highlights various counseling techniques and introduces therapeutic diets tailored to address specific health challenges. Emphasizing the importance of monitoring and evaluating outcomes, this course prepares students for effective and informed interventions. Prerequisites: KINS 290R, KINS 320 (3)

KINS 415R Epidemiology

Epidemiology is the branch of medicine which deals with the incidence, distribution, and control of a disease. In this course, you will learn and apply key concepts of epidemiology to multiple domains of public health. By the end of this course, you'll be able to use epidemiology to better understand, characterize, and promote health at a population level. Strongly recommended (but not required): Prior experience with statistics. Prerequisite: KINS 274R (3)

KINS 478 : Motor Learning and Human Performance

Provides basic theories, research, and practical implications for motor learning, motor control, and variables affecting skill acquisition. (4)

KINS 483 : Clinical Management for Special Populations

Examination of pathophysiology and the use of exercise to manage chronic diseases and conditions including cardiovascular disease, pulmonary disease, diabetes, obesity, and other chronic illnesses. Selection and implementation of tests for health related fitness levels in a variety of populations, and the development of exercise prescriptions for patients with known disease. (4)

KINS 486 : Applied Biomechanics and Kinesiology

Opportunity to increase knowledge and understanding about the human body and how the basic laws of mechanics are integrated in efficient motor performance. Prerequisite: BIOL 205. (4)

KINS 487 : Special Topics in Kinesiology

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)

KINS 488 : Special Topics in Kinesiology

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)

KINS 489 : Special Topics in Kinesiology

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)

KINS 490 : Curriculum, Assessment and Instruction

An integrated and instructionally aligned approach to curriculum design, assessment, development and implementing instructional strategies consistent with Washington Essential Academic Learning Requirements. Intended as the final course prior to a culminating internship, a practicum in the school setting is required in conjunction with this four-semester hour course. Prerequisites: BIOL 205, 206; KINS 279, 301, 302, 322, or consent of instructor. (4)

KINS 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. Prerequisite: consent of the dean. (1 to 4)

KINS 495 : Internship - SR

Pre-professional experiences closely related to student's career and academic interests. Prerequisites: declaration of major; senior status; BIOL 205, 206; KINS 201, 202; eight additional hours in the major; and department permission or consent of instructor. (4)

~~KINS 499 : Capstone: Senior Seminar - SR~~

~~To enable senior students in an academic unit to share their work and receive group criticism. The title will be listed on the student term-based record as Capstone and may be followed by a specific title designated by the academic unit. Prerequisites: declaration of major, junior status, ten hours in the major, and department permission. (2 or 4)~~

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.

BUSINESS

Fall 2026

Type 1 – catalog editorial change
Course

Management

16 semester hours from the following in a purposeful selection:

- BUSA 340: Nonprofit Management (4)
- BUSA 342: Human Resource Management (4)
- BUSA 352: Global Management (4)
- BUSA 358: Entrepreneurship (4)
- BUSA 442: Leadership and Change (4)
- BUSA 444: Project Management (4)
- Approved BUSA Special Topics courses

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

- ~~• Entrepreneurship or Family Business: BUSA 342, 358, 442, and one Management course of student's choice~~
- ~~• Global Corporate Business: BUSA 342, 352, 442, and 444~~
- ~~• Human Resource Management: BUSA 342, 442, 444, and one Management course of student's choice~~

~~Nonprofit Management: BUSA 340, 342, 442, and one Management course of student's choice~~

CHEMISTRY

Summer 2026

Type 1 – reactivation of formerly offered course

Course

CHEM 103 : Food Chemistry - NW

Basic chemistry and the scientific method are applied to cooking, baking, and food preparation. This course includes laboratory experiences and written laboratory reports. No prerequisites. (4)

REGISTRAR

Fall 2026

Type 1 – catalog editorial change

Catalog

<https://www.plu.edu/catalog-2025-2026/undergraduate-program/>

Credit By Examination

Students are permitted, within limits, to obtain credit by examination in lieu of regular enrollment and class attendance. No more than 320 semester hours may be counted toward graduation whether from the College Level Examination Program (CLEP) or any other examination. Exceptions to this rule for certain groups of students or programs may be made, subject to recommendation by the Educational Policies Committee and approval by the faculty. Credit by examination is open to formally admitted, regular-status students only and does not count toward the residency requirement for graduation. To receive credit by examination for a PLU course, students must complete a Credit By Examination Registration Form available on the Office of the Registrar [website](#) and ~~online~~, obtain the signatures of the respective departmental dean or chair plus instructor and arrange for the examination. The completed form must be returned to the Office of the Registrar by the add/drop deadline for the appropriate term. There is both tuition and a separate fee charged for **PLU** credit by exam.

- CLEP subject examinations may be used to satisfy general university requirements as determined by the Office of the Registrar.
- CLEP subject examinations may be used to satisfy requirements for majors, minors or programs as determined by the various [colleges](#), schools, [divisions](#) and departments.
- ~~CLEP general examinations are given elective credit only.~~
- CLEP examinations are subject to recommendations by [faculty review](#). ~~the Educational Policies Committee and approval by the faculty~~

- Official CLEP **score reports transcripts** must be submitted for evaluation of credit.

The University does not grant credit for college-level general equivalency diploma (GED) tests.

Transfer of Credit from Other Colleges/Universities

- The Office of the Registrar evaluates all transfer records and provides advising materials designed to assist students in the completion of University requirements. Undergraduate students who attend other regionally accredited colleges or universities may have credits transferred to Pacific Lutheran University according to the following policies and procedures:
 - **Official Transcript:**
An official transcript is required for any course to be transferred to PLU. It is the responsibility of the student to obtain all needed documentation from the other college or university. Transcripts become the property of the University and will not be returned to the student, photocopied for the student, or forwarded to another site. Official transcripts are documents that have appropriate certification (seal/signature) from the other college/university and have been submitted in an official manner (**normally** sealed by the institution and submitted directly from the institution **to PLU or submitted electronically by the institution or their authorized vendor to PLU**). Official transcripts are required from all colleges/universities attended.
 - **Grade Requirement:**
Courses completed with a grade of C- or higher at regionally-accredited colleges or universities normally will be accepted for credit as passing grades. Transfer courses are not calculated into the PLU grade point average. Courses from all other colleges/universities are subject to course-to-course evaluation by the Office of the Registrar. Not all courses offered by other colleges and universities are transferable to PLU. Guidance is available through the **Transfer Equivalency Guides** ~~for community colleges~~ [online](#).
 - **96 Semester Hour Maximum:**
A student may transfer a maximum of 96 semester hours. Of these, the maximum transferable from a two-year school is 64 semester hours. Credits from quarter-hour colleges or universities transfer on a two-thirds equivalency basis. (Example: a five-quarter-hour course transfers as 3.33 semester hours).
 - **Semester Hours Minimum:**
Transfer courses must be a minimum of 2.67 semester hours to

fulfill a PLU four-hour general education element requirement. Transfer courses to fulfill any other semester hour General Education Program element (for example, fitness and wellness course) must be a minimum of two-thirds of the PLU hour requirement.

- **Lower-Division Community College Credit Only:**
All two-year and community college courses transfer as lower-division credit regardless of upper-division equivalency.
- **32-Hour Residency Rule:**
At least 32 semester hours must be completed in residence at PLU.
- **Unaccredited Schools:**
Credits from unaccredited schools or non-traditional programs are subject to review by the appropriate academic departments and the Office of the Registrar and are not normally transferable to PLU.

Evaluation of Credits

Individual schools and departments determine which courses satisfy major requirements.

- **Transfer of Credits Earned While in High School.**
The University awards credit to high school students for certain courses completed before high school graduation. The University may award college credit to high school students who have completed courses in approved programs, as described below:
- **Advanced Placement Program (AP):**
Students who complete advanced placement or credit toward graduation through the examination program of the College Board may receive credit for such courses. **AP credits are subject to the 32 semester hour Exam and Military Credit Limitation.** Inquiries should be addressed to the Office of the Registrar.
- **International Baccalaureate (IB):**
The IB Diploma meets 32 semester hours toward General Education; including, FYEP 101 (4), FYEP 102 (4), Creative Expression (4), Engaging the Natural World (4), Examining Self and Society (4), Exploring Values and Worldviews (4), Interpreting Text (4), and Quantitative Reasoning (4). A maximum of four semester hours per course may be granted for Higher Level courses identified on an IB Certificate if a grade of 4 or higher is awarded. ~~Credit is not awarded for individual Standard Level exams.~~ **IB credits are subject to the 32 semester hour Exam and Military Credit Limitation.** Students are advised to contact the Office of the Registrar for specific details.
- **Running Start Program:**
Accepted students who have completed courses under the Washington State Running Start Program are considered first-year

students with advanced standing. Students who participate in this program will be awarded college credit in a manner consistent with PLU's policy on transfer of credit from other institutions.

- **Other Programs:**
Students who have completed college courses while in high school may receive credit in a manner consistent with PLU's policy on transfer of credit from other institutions. The University reserves the right to make decisions on an individual basis.
- **Admitted students who complete the Direct Transfer Associate degree (DTA)** from an accredited Washington state community college, the Associate of Arts Oregon Transfer degree (AAOT) from an accredited Oregon community college, or the Associate of Arts-Transfer/[Associate of Science-Transfer](#) from an accredited California community college before matriculation at PLU will be granted junior standing and will have satisfied all General Education Program elements except for four semester hours in The Academic Study of Religion (RL); four semester hours in Global Engagement (GE); and the one to four semester hour Culminating Experience (SR).
- **Students admitted to PLU as a transfer student with no more than 15 quarter hours remaining to the completion of an Associate of Arts DTA (AA-DTA) at a Washington State Community or Technical College (CTC)** upon their start at PLU may qualify for reverse transfer benefit. This process will allow students to complete their remaining AA-DTA requirements with appropriate PLU coursework within one academic year from their first term at PLU. Interested students initiate this process within the first term of enrollment. Successful completion of the Reverse Transfer process will award the student the same benefits as completing the AA-DTA prior to enrollment at PLU.
- **Cambridge International Examinations (A-level exams):**
A maximum of [320](#) semester hours may be granted for completion of Cambridge International Examinations. Students must earn a passing grade (C or better) to earn credit. No credit will be awarded for AS-Level or O-Level exams. Students are advised to contact the Office of the Registrar for specific details.

Other Educational Experiences

Credits earned in non-accredited schools are not transferable. Students who have matriculated at Pacific Lutheran University may petition a department or school to waive a particular requirement on the basis of previous non-accredited coursework or may petition a department or [school](#) to receive credit by examination.

- **Military ~~and CLEP~~ Hours:**
The University allows up to 20 semester hours of United States Armed Forces Institute (USAFI)/Defense Activity for Non-Traditional Education Support (DANTES) credit, ~~up to 20 semester hours for military credit, and up to 30 semester hours of College-level Examination Program (CLEP), credit, providing the total of the three does not exceed 30 semester hours.~~ Official transcripts bearing American Council on Education (ACE) recommendations should be submitted for evaluation.
- **GED Restriction:**
The University does not grant credit for college-level General Equivalency Diploma (GED) tests.
- **Global Assessment Certificate Program (GAC):**
A maximum of 32 semester hours may be granted for completion of ACT Education Solutions, Global Assessment Certificate program courses. Only certain courses are eligible for course credit based on faculty assessment. Students must earn a GAC grade point average of 2.60 (equivalent to a B-) or better. This GPA is separate from the GPA required for admission purposes. Students are advised to contact the Office of the Registrar for specific details.

Exam and Military Credit Limitation

The University allows up to 32 semester hours of combined exam and military credit. This includes but is not limited to College-level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), PLU exam credit, Cambridge International Examinations (A-level Exams), Global Assessment Certificate Program (GAC), and military credit. Of the allowed 32 semester hours, military credit may account for a maximum of 20 semester hours.

<https://www.plu.edu/catalog-2025-2026/undergraduate-admission/evaluation-of-credits/>

Evaluation of Credits

The Office of the Registrar evaluates all transfer records and provides advising materials designed to assist students to complete the University requirements. These materials include a summary of core requirements completed and the total hours accepted. Individual schools and departments determine which courses satisfy major requirements.

The University awards credit to high school students for certain courses completed before high school graduation. The University may award college credit to high school students who have completed courses in approved programs, as described below.

- **Advanced Placement Program (AP):** Students who complete advanced placement or credit toward graduation through the examination program of the College Board may receive credit for such courses. **AP credits are subject to the 32 semester hour Exam and Military Credit Limitation.** Inquiries should be addressed to the Office of Admission.
- **International Baccalaureate (IB):** A maximum of 32 semester hours may be granted for completion of the IB Diploma. A maximum of four semester hours per course may be granted for **Higher Level** courses identified on an IB Certificate if a grade of 4 or higher is awarded. **IB credits are subject to the 32 semester hour Exam and Military Credit Limitation.** Students are advised to contact the Office of Admission for specific details.
- **Running Start Program:** Accepted students who have completed courses under the Washington State Running Start Program are considered first-year students with advanced standing. Students who participate in this program will be awarded college credit in a manner consistent with PLU's policy on transfer of credit from other institutions.
- **Other Programs:** Students who have completed college courses while in high school may receive credit in a manner consistent with PLU's policy on transfer of credit from other institutions. The University reserves the right to make decisions on an individual basis.
- **Cambridge International Examinations (A-Level exams):** A maximum of **320** semester hours may be granted to completion of Cambridge International Examinations. Students must earn a passing grade (C or better) to earn credit. No credit will be awarded for AS-Level or O-Level exams. Students are advised to contact the Office of Admission for specific details.

For further details, and to see individual course policy charts, please visit the **College-Level Credits policy webpage**.

Transfer of Credits from Other Universities

Courses must be listed in the official college catalog, be a part of the regular college curriculum of a regionally accredited college or university, and be posted on an official college or university transcript.

- Courses completed with a grade of C- or higher at other regionally-accredited colleges or universities normally will be accepted for graduation credit with passing grades and will not be calculated into the PLU grade point average. Courses from all institutions are subject to course-by-course evaluation.
- A student may transfer a maximum of 96 semester or 144 quarter hours. Of these, the maximum transferable from a two-year school is 64 semester or 96 quarter hours.
- Admitted students who complete the Direct Transfer Associate degree (DTA) from an accredited Washington state community college, the

Associate of Arts Oregon Transfer degree (AAOT) from an accredited Oregon community college, or an Associate in Art for Transfer degree (AA-T) ~~or an Associate in Science for Transfer degree (AS-T)~~ from an accredited California community college before matriculation at PLU will be granted junior standing and will have satisfied all General Education Program elements except for three requirements: The Academic Study of Religion (four semester hours), Global Engagement (four semester hours), and the Culminating Experience (one to four semester hours).

- Students admitted to PLU as a transfer student with no more than 15 quarter hours remaining to the completion of an Associate of Arts DTA (AA-DTA) at a Washington State Community or Technical College (CTC) upon their start at PLU may qualify for reverse transfer benefit. This process will allow students to complete their remaining AA-DTA requirements with appropriate PLU coursework within one academic year from their first term at PLU. Interested students initiate this process within the first term of enrollment. Successful completion of the Reverse Transfer process will award the student the same benefits as completing the AA-DTA prior to enrollment at PLU.

Other Educational Experiences

Credits earned in non-accredited schools are not transferable. Students who have matriculated at Pacific Lutheran University may petition a department or school to waive a particular requirement on the basis of previous non-accredited course work or may petition a department or school to receive credit by examination.

- The University allows up to 20 semester hours of United States Armed Forces Institute (USAFI)/Defense Activity for Non-Traditional Education Support (DANTES) credit, ~~up to 20 semester hours for military credit, and up to 30 semester hours of College Level Examination Program (CLEP) credit, providing the total of the three does not exceed 30 semester hours.~~ Official transcripts bearing American Council on Education (ACE) recommendations should be submitted for evaluation.
- For information on the College Level Examination program (CLEP), refer to the Credit by Examination section under Academic Procedures.
- The University does not grant credit for college-level General Equivalency Diploma (GED) tests.
- **Global Assessment Certificate Program (GAC):** A maximum of **320** semester hours may be granted for completion of ACT Education Solutions, Global Assessment Certificate program courses. Only certain courses are eligible for course credit based on faculty assessment. Students must earn a GAC grade point average of 2.60 (equivalent to a B-) or better. This GPA is separate from the GPA required for admission purposes. Students are advised to contact the Office of International Admission for specific details.

Exam and Military Credit Limitation

The University allows up to 32 semester hours of combined exam and military credit. This includes but is not limited to College-level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), PLU exam credit, Cambridge International Examinations (A-level Exams), Global Assessment Certificate Program (GAC), and military credit. Of the allowed 32 semester hours, military credit may account for a maximum of 20 semester hours.

Adding or Dropping a Course

All add or drop activity must be completed by the listed add/drop deadline for the specific term or semester. All students are encouraged to consult with their academic advisor prior to making any significant schedule changes. Please go online at www.plu.edu/registrar/ for the most current class schedule information. Students may add a course without an instructor signature that meets multiple times per week only during the first five business days for a full or half semester-length class. For courses that meet only one time per week, students may not add the course without instructor permission after the first class meeting. A student may drop a course without an instructor's signature only during the first ten business days of a full semester-length class and during the first five business days of a half-semester length class.

For all courses, registered students must attend the first class meeting or contact the instructor to receive permission to miss the first meeting or they may be dropped from the class by the instructor. Students dropped for non-attendance may not re-register for the course without faculty permission. Faculty must notify the Office of the Registrar to drop a student. In most cases, adding and dropping can be accomplished using Banner [Self-Service Web](#). See the January Term and Summer class schedules online for the add/drop/withdraw periods for those terms. Registration changes may result in additional tuition charges and fees and may also affect the student's financial aid (if applicable). A ~~\$105~~ late registration fee is charged for any adding registration changes after the printed deadline dates.

Withdrawal from a Course

A student may withdraw from a class ~~with an instructor's signature~~ after the add/drop deadline and before the withdrawal deadline published in the important dates section on the Office of the Registrar website. Tuition is not refunded and any additional tuition will be charged for adding any other classes. A grade of W is recorded on the student's academic transcript.

If a student is enrolled in a class, has never attended and did not drop the course before the published deadline, tuition will be charged to the student's account,

unless the instructor's signature has been obtained. If the student obtains the instructor's signature, tuition is not charged, but a ~~\$105~~ late registration fee is assessed. The Course Withdrawal form ~~is may be~~ found **on the Office of the Registrar website**. ~~online, filled in, instructor signature obtained, and returned to the Office of the Registrar by the appropriate dates that impact fee assessment.~~

Withdrawal from the University (all classes)

Students ~~may are entitled to~~ withdraw ~~honorably~~ from the University **(all registered classes in a term) before the withdrawal deadline published in the important dates section on the Office of the Registrar website.** ~~if their record is satisfactory and all financial obligations are satisfied.~~ Students must complete and sign the Notification of Student Withdrawal form. **Additionally, a student may be administratively withdrawn from the University if it is determined that they have not attended any classes in that term.** Partial tuition refunds may be available depending on when the student withdraws. Refer to the Tuition, Charges, and Fees section of this catalog for more information. Grades of W will appear on the student's transcript for the term.

<https://www.plu.edu/catalog-2025-2026/undergraduate-program/limitations-baccalaureate-degrees/>

Correspondence/Extension Courses: Limitations

~~A maximum of 24 semester hours in accredited correspondence or extension studies may be credited toward degree requirements, contingent on approval by the Office of the Registrar.~~

RELIGION

Fall 2026

Type 1 – reactivation of formerly offered course

Course

RELI 342 : City of Gods: Ordinary Life and Religion in Late Antiquity - RL, VW

This course investigates the nature of religion in the late Roman Empire in regional, indigenous, mono-, di-, and polytheistic systems, focusing on layers of life infused with distinctly religious significance: (1) family, (2) city, and (3) empire. Course content includes origin stories; operations of nature; locale and legitimacy of authority; ritual; forms and places of worship; definition and basis of moral behavior; public order; the body and sexuality; the nature of divinity; health; fertility; and death and the afterlife within the historical framework of Late Antiquity, broadly dated from the 4th century CE through the 7th century CE. (4)