EPC 14-Day Clock Memo

TO: All Faculty
FROM: Educational Policies Committee
SUBJECT: Notice of Curriculum Changes
DATE: February 17, 2026

The 14-day review period begins February 17and ends March 3, 2026

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
- **Computer Science** – add permanent course
- **History** – add permanent Core Curriculum course
- **Mathematics/Data Science** - change major/minor requirement
- **Nursing –** curriculum revisions
- **Sociology –** change major/minor requirement; delete course

Curriculum Changes for Information Only – Summary
- **None**

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.

COMPUTER SCIENCE   *Fall 2026*
Type 2 – add permanent course

Course

> **CSCI 344: Programming for Robots**
> **This class will cover the basics of using Robotic Operating System (ROS2).**
> **Topics covered will include ROS2 basics (packages, nodes, topics,**
> **subscribers and publishers, actions), as well as some more advanced uses**
> **relevant to robotics (reading and utilizing sensor data, path planning,**
> **computer vision). Final projects for this class will include applying what**
> **you've learned to create code that runs on real robots. Prerequisites: CSCI**
> **270. (4)**

HISTORY   *Fall 2026*
Type 2 - add permanent Core Curriculum course

Course

> **HIST 261: Islamic Civilizations - RL**
> **From its origins in the 6th century CE, this course offers an introduction to**
> **Islamic civilizations. The survey includes thematic perspectives on the great**
> **civilization created under Islamic empires and on the cultures of diverse**
> **Muslim societies. To help connect the various countries, peoples, and their**
> **cultures, we will follow the journey of the most famous of all Muslim travelers**
> **Ibn Battuta (14th century). We will also look at examples of the arts,**
> **literatures, and material culture, which will include major national traditions**
> **within Islamic civilization, such as Arabs, Persians, Ottoman Turks, and**
> **others. (4)**

MATHEMATICS/DATA   *Fall 2026*
Type 2 – change major/minor requirement

Catalog

Data Science

Major in Data Science
64 semester hours
28-32 semester hours of mathematics/statistics, 24-28 semester hours of
computer science/data science, plus 4-8 semester hours of supporting courses:
- 20 semester hours of required mathematics/statistics courses:
  - MATH 152, 331
  - MATH/STAT 242*, 348, 442**
- 12 semester hours of mathematics/statistics electives from:
  - MATH 253, 318, 422, or MATH/STAT 342
- 20 semester hours of required computer science/data science courses:
  - CSCI 144, 270, 330
  - DATA 233, 499A, 499B
- 8 semester hours of electives from:
  - CSCI 333, 367, 371, or 390
- 4 semester hours of supporting courses from a Domain-Specific Elective.
  - Select at least one option from the list of Domain-Specific Electives
    that applies data science principles in a disciplinary context or
    provides deeper study of data science topics (see details below).

*MATH/STAT 145, STAT 231, 232, or **SOCI 301**233 may replace MATH/STAT
242.
**ECON 344 may substitute MATH/STAT 442 if it is not also used as the domain-
specific elective.

All courses counted toward the major must be completed with grades of C or
higher.

A maximum of eight (8) credits at the 300+ level may be double-counted for other
major requirements and a maximum of eight (8) credits may be double-counted
for other minor requirements. Petitions to substitute courses may be submitted to
the Data Science Director to address double-counting constraints. Students
minoring in statistics may not use any of their "8 additional semester hours of
statistics" towards the Data Science major.

Minor
The Data Science Minor is ideal for students who would benefit from in-depth
experiences managing, analyzing, and visualizing data. The minor is designed
for students from virtually any major, although quantitative literacy at or
exceeding the level of PLU MATH 140 (Precalculus) is required.

Minor in Data Science
20 semester hours

Computational and Data Science Foundations
8 semester hours

- DATA 133: Introduction to Data Science I or CSCI 144: Introduction to Computer Science (4)

- DATA 233: Introduction to Data Science II (4)

Statistical Foundations
8 semester hours

- Any of MATH/STAT 145, STAT 231, 232, ~~233~~, or MATH/STAT 242 (4)

- MATH/STAT 348: Statistical Computing and Consulting (4)

Domain-Specific Electives
4 semester hours

Select at least one option from the list of electives that applies data science principles in a disciplinary context or provides deeper study of data science topics. Details about Domain-Specific Elective Options are given below.

All courses counted toward the minor must be completed with grades of C or higher.

Students may complete requirements for the minor in any order that meets course prerequisites.

A maximum of eight (8) credits may be double-counted for other major and minor requirements, although students minoring in statistics may not use any of their "8 additional semester hours of statistics" toward the Data Science minor.

Students may transfer a maximum of 8 semester hours toward the Data Science minor, unless they have permission from the director.

Domain-Specific Electives
Domain-Specific Elective Options for the Data Science Major and Minor

Domain-Specific Elective courses must go beyond introductory topics and techniques to develop advanced statistical expertise for the respective field where at least one of the following are met:

1. Data are not easily collected (e.g., makes use of intricate study design; requires in-depth survey design), OR

2. Data are not easily managed (e.g., data are messy; data set is excessively large; data are not easily synthesized), OR

3. Data are not easily analyzed by selecting routine analyses from a series of menu items (e.g., arguments must be made for appropriate covariates), OR

4. Data are not easily presented (e.g., requires sophisticated visualization techniques)

Approved courses include***:

- BUSA 310: Information Systems and Database Management (4)

- BUSA 467: Marketing Research (4)

- COMA 461: Advertising, PR + Campaigns (4)

- CSCI 330: Introduction to Machine Learning **(4)**

- CSCI 333: Introduction to Bioinformatics **(4)**

- CSCI 367: Databases and Web Programming **(4)**

- Selected CSCI 387/388/389/487/488/489: Special Topics in Computer Science courses (4)

- ECON 344: Econometrics (4)

- ESCI 331: Maps: Computer-Aided Mapping and Analysis (4)

- **MATH/STAT 442: Statistical Modeling (4)**

- NUR~~S~~T 318: Research Methods (2) with NURS 319: Healthcare Technology (2)

- POLS 301: Political Science Methods (4)

- PSYC 242: Advanced Statistics and Research Design (4)

- ~~SOCI 301: Quantitative Research Methods (4)~~

***Many of these courses require prerequisites outside of the Data Science major or minor (check the catalog). Courses used as part of other Data Science major requirements may not be double-counted as the Domain-Specific Elective. Students may petition for a course not on this list to satisfy the Domain-Specific Elective.

Commented [1]: I think the S is struck and the T is bold/new

Commented [2]: ok done

Commented [3]: Thank you.

Commented [4]: Should this one be updated too? NURS 319 is now NURT 319.

Commented [5]: Good catch! Yes. Of course the whole NURS program is changing but to change one and not the other isn't great.

Commented [6]: Oof, I also see that NURT 319 is 1cr not 2cr!

Courses

Data Science (DATA) - Undergraduate Courses

DATA 133 : Introduction to Data Science I
Introduction to computer programming and problem-solving using real datasets from a variety of domains such as science, business, and the humanities. Introduces the basics of data science concepts through computational thinking, modeling and simulation and data visualization using the Python programming language and R statistical software. Intended for students without prior programming experience. Prerequisite: completion of PLU MATH 140 or an equivalent college-level course with a grade of C or better; or PLU mathematics placement into PLU MATH 151 or a higher numbered PLU mathematics course. (4)

DATA 233 : Introduction to Data Science II
Continuation of DATA 133, topics may include data manipulation, cleaning and visualization techniques, machine learning techniques, natural language processing, databases, text mining, data science ethics/privacy, etc. Students will collaborate with the help of version control systems like GitHub. Python is the main programming language used. Prerequisite: DATA 133 or CSCI 144. Recommended: One of MATH/STAT 145, STAT 231, 232, ~~233~~ **SOCI 301,** or MATH/STAT 242. (4)

Statistics

Minor
16 semester hours, including:
- CSCI 144 or DATA 133
- STAT 231 or 232; SOCI 301; or MATH/STAT 242
- And at least: 8 additional semester hours of statistics selected from BUSA 467, ECON 344, PSYC 242, MATH/STAT 342, MATH/STAT 348, **MATH/STAT 442** (Additional courses may be approved by the chair of the Department of Mathematics.)

A maximum of 8 credit hours can simultaneously count towards both a statistics minor and a mathematics major. Courses taken for the statistics minor cannot be simultaneously used to satisfy a mathematics or actuarial science minor.

Statistics (STAT) - Undergraduate Courses

STAT 342 : Probability and Statistical Theory
Continuation of STAT 242. Topics may include: joint and conditional distributions, correlation, functions of random variables, moment generating functions, Bayesian and non-parametric inference, convergence of distributions. Cross-

listed with MATH 342. Prerequisite: MATH 152 and four hours from STAT 231, 232, **SOCI 301** ~~233~~, or MATH/STAT 242. MATH 253 (or concurrent enrollment) is strongly recommended. (4)

STAT 348 : Statistical Computing and Consulting

Topics include qualitative data analysis, as well as the use of R statistical software to create data visualizations and to conduct, present, and interpret statistical analyses such as multiple regression and nonlinear (e.g. logistic) regression. Students will learn about issues that arise when working with real data such as data cleaning, data preparation, ethical guidelines for statistical practice, and the logical connections between study design and the appropriate inferences that can be made. Statistical consulting strategies and communication of statistical ideas to nonstatistical clients will guide the course topics as students perform consulting services for peers, faculty, and/or the surrounding community. Cross-listed with MATH 348. Prerequisite: DATA 133, CSCI 144, or MATH 151, and one of MATH/STAT 145, 242, STAT 231, 232, or **SOCI 301** ~~233~~. Strongly recommended: Prior experience with the programming languages R or Python. (4)

STAT 442 : Statistical Modeling

Continuation of MATH/STAT 242. Introduction to multiple linear regression models, indicator variables, interactions. Uses R statistical software to explore applications of course topics. Topics may also include extensions to generalized linear models, multilevel models, Bayesian inference, or other statistical modeling techniques. Cross-listed with **MATH**~~STAT~~ 442. Prerequisites: MATH 331 and any of MATH/STAT 145, STAT 231, 232, **SOCI 301**~~232~~, or MATH/STAT 242. (4)

Mathematics

Bachelor of Science Degree

Major in Mathematics
36-40 semester hours of mathematics, plus 8 to 13 semester hours of supporting courses
- 32 semester hours of required mathematics courses: MATH 152, 242, 253, 317 or 318 or 319, 331, 433, 455, 499A, 499B
- 8 additional semester hours of electives from MATH 317, 318, 319*, 342, 348, 351**, 356, 381, 422, 480, **MATH/STAT 442**, or PHYS 354
  (*At most, one of MATH 317, 318, and 319, not already used in the bullet point above, can be used towards the 8 additional semester hours of electives needed.
  **Only one course from either MATH 351 or PHYS 354 may be used)
- 8 or 9 semester hours of supporting courses: CSCI 144 and one course from: CSCI 371, ECON 344, or PHYS 153/163 Lab

Major in Applied Mathematics
36-40 semester hours of mathematics/statistics, plus 8 to 13 semester hours of supporting courses
- 24 semester hours of required mathematics courses: MATH 152, 253, 318, 331, 422, 499A, 499B
- 4 semester hours of statistics from: MATH/STAT 145, STAT 231, or MATH/STAT 242
- 12 semester hours of electives from: MATH/STAT 342, MATH/STAT 348, either MATH 351 or PHYS 354, MATH 356, either MATH 433 or MATH 455, **MATH/STAT 442**, CSCI 330, CSCI 367, CSCI 371, CHEM 341, ECON 301, ECON 344, PHYS 331, or PHYS 401
  - At least 8 semester hours of these must be taken from mathematics or statistics
- 4-5 semester hours of supporting courses from: CHEM 115, CSCI 270, ECON 101 or PHYS 153/163
- 4 semester hours from CSCI 144 or DATA 133
  - MATH 356 or another approved 300-level or 400-level mathematics course may be substituted for this requirement if a student is completing the Data Science minor

A maximum of eight (8) credits at the 300+ level may be double-counted for other major requirements and a maximum of eight (8) credits may be double-counted for other minor requirements. Petitions to substitute courses may be submitted to the department chair to address double-counting constraints. Students minoring in statistics may not use any of their "8 additional semester hours of statistics" toward the Applied Mathematics major.

Minors

Actuarial Science
A minimum of 24 semester hours, chosen from the following courses:
- BUSA 302, 335, 437, 438
- ECON 101, 301, 313, 337, 344
- MATH 331, 342, 348, 356, **MATH/STAT 442**
- At least 12 semester hours must be taken from mathematics and at least 4 semester hours from economics

Statistics
16 semester hours, to include:
- CSCI 144 or DATA 133
- STAT 231 or 232; SOCI 301; or MATH/STAT 242
- And at least: 8 additional semester hours of statistics selected from BUSA 467, ECON 344, PSYC 242, MATH/STAT 342, MATH/STAT 348, **MATH/STAT 442**.

(Additional courses may be approved by the chair of the Department of Mathematics. See the Statistics section of this catalog for more details.)

A maximum of 8 credit hours can simultaneously count towards both a statistics minor and a mathematics major. Courses taken for the statistics minor cannot be simultaneously used to satisfy a mathematics or actuarial science minor.

Mathematics (MATH) - Undergraduate Courses

MATH 342 : Probability and Statistical Theory
Continuation of MATH 242. Topics may include: joint and conditional distributions, correlation, functions of random variables, moment generating functions, Bayesian and non-parametric inference, convergence of distributions. Cross-listed with STAT 342. Prerequisite: MATH 152 and four hours from STAT 231, 232, ~~233~~ **SOCI 301**, or MATH/STAT 242. MATH 253 (or concurrent enrollment) is strongly recommended. (4)

MATH 348 : Statistical Computing and Consulting
Topics include qualitative data analysis, as well as the use of R statistical software to create data visualizations and to conduct, present, and interpret statistical analyses such as multiple regression and nonlinear (e.g. logistic) regression. Students will learn about issues that arise when working with real data such as data cleaning, data preparation, ethical guidelines for statistical practice, and the logical connections between study design and the appropriate inferences that can be made. Statistical consulting strategies and communication of statistical ideas to nonstatistical clients will guide the course topics as students perform consulting services for peers, faculty, and/or the surrounding community. Cross-listed with STAT 348. Prerequisite: DATA 133, CSCI 144, or MATH 151, and one of MATH/STAT 145, 242, STAT 231, 232, or ~~233~~ **SOCI 301**. Strongly recommended: Prior experience with the programming languages R or Python. (4)

MATH 442 : Statistical Modeling
Continuation of MATH/STAT 242. Introduction to multiple linear regression models, indicator variables, interactions. Uses R statistical software to explore applications of course topics. Topics may also include extensions to generalized linear models, multilevel models, Bayesian inference, or other statistical modeling techniques. Cross-listed with STAT 442. Prerequisites: MATH 331 and any of MATH/STAT 145, STAT 231, 232, **SOCI 301** ~~232~~, or MATH/STAT 242. (4)

Type 2 – curriculum revisions

*NOTE: EPC empowers the Registrar's office to manage the phasing out of the old
        curriculum.*

AY 25-26 Catalog

Nursing

253.535.7674	www.plu.edu/nursing/	nurs@plu.edu
Rhoberta Haley, Ph.D., Dean		

Pre-licensure Nursing Programs

The traditional (NURT) and accelerated (NURA) undergraduate programs are
designed for students who do not hold licensure in practical or registered
nursing. The school collaborates with over 100 health agencies to provide
optimal clinical learning experiences for its students, under the supervision of
its faculty members. Graduates who successfully complete the Traditional or
Accelerated B.S.N. program earn the Bachelor of Science in Nursing (B.S.N.)
degree and are eligible to sit for the NCLEX-RN examination for licensure as
registered nurses in all 50 states and two U.S. Territories. They are prepared
to begin professional nursing positions throughout the health care system.
The undergraduate programs provide a strong foundation for graduate study
in nursing.

**Pre-licensure portion of the Entry-Level Master of Science in Nursing
(Entry-Level M.S.N.)**

The Entry-Level M.S.N. program is designed for those who have previously
earned a baccalaureate or higher degree in an academic discipline other than
nursing. Students take the Pre-licensure nursing courses and then are eligible
to sit for the NCLEX-RN examination for licensure as registered nurses in the
state of Washington. Entry-Level M.S.N. students do not receive a B.S.N.
degree but continue in the Entry-Level M.S.N. program to complete an M.S.N.
degree. Those interested are advised to attend a monthly information session.
A seat in one of these sessions can be reserved by contacting the School of
Nursing. See Graduate and Post-Baccalaureate Programs section of this
catalog for further details.

Membership

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN).

Washington State Approval

The School of Nursing is approved by the Washington State Board of Nursing, (formerly) the Washington State Nursing Care Quality Assurance Commission.

Accreditation

~~The traditional and accelerated B.S.N. and Entry-Level M.S.N. programs are accredited and approved by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) and Washington State Board of Nursing.~~ **The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate programs at Pacific Lutheran University are accredited by the Commission on Collegiate Nursing Education.**

High School Preparation

Applicants are expected to have completed a program in high school that includes: four years of English; two years of mathematics (preferably algebra and geometry); two years of social sciences; two years of one foreign language; and two years of laboratory sciences (including chemistry).

Liberal Arts Foundation

An understanding and appreciation of the liberal arts and of the art and science of nursing is necessary for success in the pre-licensure program. Admitted pre-licensure students are expected to have completed at least 12 semester hours of liberal arts courses prior to beginning the nursing program, in such study areas as anthropology, fine arts, history, languages, literature, philosophy, political science, religion or writing. Graduates from the traditional and accelerated

B.S.N. programs are required to meet the PLU general education program. Courses in the classic liberal arts & sciences are integral to developing the baccalaureate-prepared nurse.

Admission to the University

Applicants must be accepted by the University before consideration for acceptance by the School of Nursing. Pacific Lutheran University welcomes

applications from all students who have demonstrated capacity for success at the baccalaureate level. Students who present appropriate academic records and personal qualities may apply for admission to the traditional program in Fall or Spring semesters and Summer, Fall, or Spring for the accelerated program. Entry-Level M.S.N. admissions occur once a year during the Summer semester. Application procedures and other details are found elsewhere in this catalog.

Admission to the School of Nursing

All application materials, including official transcripts, are reviewed by the School of Nursing's Recruitment, Admission and Progression (RAP) Committee and evaluated according to the admission criteria.

All applicant materials, including official transcripts, are reviewed by the School of Nursing and evaluated according to the admission criteria. The selection of students for admission is competitive. When applications exceed capacity, qualified candidates may be placed on a waitlist; persons on the waitlist who are not admitted, but who continue to desire admission to the nursing major, must submit a new application to be considered the following year. ABSN students are admitted via rolling admissions and do not need to reapply.

Two modes of application to the School of Nursing are offered:

1. Direct Application to the School of Nursing: College students seeking admission to the nursing major must submit separate applications to the University (if not currently enrolled at PLU) and to the School of Nursing. This mode of application applies to transfer students and currently-enrolled PLU students of all levels who did not seek or were not offered simultaneous freshman admission to PLU and nursing. The application to the School of Nursing is available on the School of Nursing website at www.plu.edu/nursing/.

2. Simultaneous/Direction**Conditional Direct** Freshman Admission to PLU and Nursing: Highly-qualified high school seniors may be considered for conditional **direct** admission to the nursing major based on their application to the University. The application is reviewed by both the University and nursing admission committees. Contact the Office of Admission for details, criteria, and deadlines (253.535.7151, www.plu.edu/admission/).

All prospective or pre-nursing students are urged to seek early academic advisement in order to enroll for appropriate prerequisite courses and avoid unnecessary loss of time. Individuals whose applications have been received after the priority deadline for all terms will be considered on a space-available

basis. The School of Nursing reserves the right to revise and modify programs and curricula.

Admission Criteria

Pre-licensure Nursing Programs Applicants must be admitted to Pacific Lutheran University before being considered for admission to the School of Nursing. Admission to the University does not imply or guarantee admission to the School of Nursing.

Admission is a selective process and meeting minimum requirements does not imply or guarantee admission.

Minimum criteria for admission to the Pre-licensure nursing programs of study include the following:

Successful completion, or pending satisfactory completion, of specific prerequisite courses at PLU, an accredited community college or another accredited university.

Successful completion, or pending completion, of at least 60 semester credits or 90 quarter credits (junior class standing).

Competitive grade point average. Admitted students usually have significantly higher grade point averages than the minimum because of the competitiveness of the program:

A minimum grade of B-**/2.5** in each nursing prerequisite and co-requisite course.

A minimum PLU cumulative grade point average of 3.00 on a 4.00 scale. Transfer students who matriculate to PLU and the School of Nursing simultaneously must meet the cumulative transfer grade point average as determined by the Registrar's Office.

Applicants who have repeated single or multiple courses, both general and nursing- specific, due to failure, or have withdrawn from courses, are considered less competitive.

- Completion of the University Entrance Requirements
- Physical and mental health with emotional stability sufficient to meet the School of Nursing Essential Qualifications for all generalist nursing roles, and to provide timely and safe patient care.
- Fluency in speaking, reading, writing and comprehending university-level English is necessary for academic success and for patient safety. Students whose first language is not English must take the TOEFL-iBT or the iELTS test. Test fees are the responsibility of the applicant.

Score guidelines and the English Proficiency Policy may be found in the School of Nursing application or by contacting the School of Nursing Office at 253.535.7672 or nurs@plu.edu, or online as www.plu.edu/nursing/application/english-proficiency-policy/.

- Civil, administrative and criminal history clearance in all states as well as any other applicable territory or country.
- Submission of all required application documents to the School of Nursing by the School's designated yearly deadlines.
- Students who have completed transferable nursing credit from another accredited institution should seek advisement from the admissions coordinator in the School of Nursing regarding their prospective curriculum plan. All transfer credit from other nursing programs must be approved before beginning the program.

Continuation Policies

- All nursing courses are sequential. For admitted students, completion of all courses in one semester is prerequisite to enrollment in the next semester's courses. All students admitted to the nursing major must adhere to the curriculum sequence as outlined in this catalog. Failure to progress according to the program plan for any reason may result in dismissal or a significant delay in graduation.
- A minimum grade of 2.00 on a 4.00 scale (C) must be achieved in all required nursing courses. A student receiving a grade less than a 2.00 in any course that is prerequisite to another nursing course may not continue in the nursing sequence until the prerequisite course is repeated with a grade of 2.00 or above on a 4.00 scale. No course may be repeated more than one time.
- Withdrawal from a course in failing status is considered equivalent to a course failure.
- Failure or withdrawal in failing status from any two nursing courses will result in dismissal from the School of Nursing.
- Incomplete grades in nursing courses must be converted to a passing grade (2.00 or above on a 4.00 scale) before the first day of class of the subsequent term.
- Students taking approved withdrawals from nursing courses may return to the School of Nursing in accordance with policies listed in the Nursing Student Handbook on a space-available basis, noting that they may be subject to new program requirements.
- The School of Nursing reserves the right to withdraw nursing students who fail to achieve and maintain academic or clinical competence, or who do not demonstrate professional accountability or conduct. Unsafe and/or unethical practice constitutes grounds for immediate dismissal from the clinical component and/or the program.
- All students must comply with confidentiality according to Health Insurance Portability and Accountability Act (HIPAA), School of Nursing, and University regulations.

- Other policies regarding progression/continuation are found in the School of Nursing Student Handbook.
- Nursing majors who, for any reason, withdraw from or drop a nursing course without prior permission of the School of Nursing will be subject to dismissal from the major.

Health

As professional role models and health care providers, nursing students are responsible for demonstrating optimal health practices. All students at PLU are required to submit a health History Form and accurate immunization record prior to enrollment at PLU. In addition, all nursing students are required to submit separate specific health-related documentation and certification before beginning the program, and must be current throughout the course of study. It is the responsibility of each student to provide appropriate and timely documentation as required. Students failing to comply with any of these requirements may be dismissed from the nursing program and/or be subject to monetary fine. It is the student's responsibility to report in writing to the School of Nursing any changes in his or her physical, emotional, or psychological health.

Drug Testing Policy

All nursing students ~~will~~ **may** be required to submit to a drug screening exam which looks for multiple substances as part of their continuing School of Nursing health requirements. **The decision to require a drug screen is determined by the student's clinical placement.** Students may be required to submit to additional drug screenings as required by the clinical agencies and School of Nursing, at the student's expense. The screenings may be scheduled or they may occur at random and unannounced. Students will be expected to adhere to any deadline set by the agencies and/or the School of Nursing.

Non-Majors Enrolled in Nursing Courses

Students who have not been admitted to the nursing major but wish to enroll in nursing courses must first obtain permission of the course instructor(s) and the dean of the School of Nursing.

Additional Costs

Course fees are charged to each student's account each semester. These fees support the purchase of equipment, materials and supplies in the practice labs and ~~Learning Resource Center~~ **Clinical Learning and Simulation Center**, clinical placements, external testing measures, as well as computer materials and software. The fee is paid with tuition following registration for specific courses.

In addition to regular university costs, students must provide their own transportation between the University campus and the clinical areas beginning with the first nursing course. Public transportation is limited, so provision for private transportation is essential.

Health requirement fees, laboratory fees, student uniforms, textbooks, other learning materials, and any necessary equipment are the responsibility of the student.

Programs of Study

Prerequisite courses for the B.S.N. Nursing Major

Each prerequisite course listed below must be completed with a minimum grade of B- in order to be considered for admission.
- BIOL 201, 205, and 206, CHEM 105, STAT 231, PSYC 320 (Development Across the Lifespan), and Nutrition (NURA/NURT 120 or equivalent)

The School of Nursing may add, amend, delete or deviate from the ~~sample~~ curricula and apply such changes to registered and accepted students. Deviations may include, and are not limited to, requiring attendance in summer and/or January terms. **The courses must be completed sequentially from semester to semester as determined by the program.**

Pre-licensure Nursing Program Courses

The sequence of required nursing Pre-licensure courses comprises 64 semester hours for B.S.N. and Accelerated B.S.N. *(and 56 semester hours for the Pre-licensure portion of the Entry-Level M.S.N. program – see graduate section of the Catalog).* Applicants with previous college credits are strongly encouraged to seek advising from the School of Nursing Admission Coordinator(s) for gap analysis of previous courses and assistance with the completion of their program of study.

NURA – Accelerated B.S.N. program courses.

Students MUST register for the courses in their selected program each semester.
- ~~NURA 305 Patho/Pharm I (4)~~
- ~~NURA 306 Foundations of Care Delivery & Health Promotion (3)~~
- ~~NURA 307 Health & Physical Assessment (3)~~
- ~~NURA 308 Clinical Practicum I (3)~~
- ~~NURA 309 Professional Foundations & Principles of Leadership (2)~~
- ~~NURA 310 Scholarly Writing Concepts (1)~~
- ~~NURA 311 Patho/Pharm II (2)~~
- ~~NURA 314 Care of Chronic conditions (3)~~

- ~~NURA 315 Psych/Mental Health (2)~~
- ~~NURA 316 Clinical Practicum II (5)~~
- ~~NURA 317 Theory & Evidence (1)~~
- ~~NURA 318 Research Methods (2)~~
- ~~NURA 319 Healthcare Technology (1)~~
- ~~NURA 401 Care of Complex Conditions (3)~~
- ~~NURA 402 Patho/Pharm III (2)~~
- ~~NURA 403 Clinical Practicum III (5)~~
- ~~NURA 404 Healthcare Diversity (4)~~
- ~~NURA 405 Informed Practice (2)~~
- ~~NURA 406 Continuity of Care (3)~~
- ~~NURA 407 Clinical Practicum IV (6)~~
- ~~NURA 408 Organizational & Economic Context of Care (2)~~
- ~~NURA 409 Health Policy (2)~~
- ~~NURA 483 Transition to Practice (1)~~
- ~~NURA 498 Capstone Project (2)~~

- **NURA 320 Fundamentals of Nursing (6)**
- **NURA 330 Health & Physical Assessment (4)**
- **NURA 340 Pathophysiology (4)**
- **NURA 350 Pharmacology (3)**
- **NURA 360 Nursing Care of Adults I (7)**
- **NURA 370 Research, Theory, & EBP (2)**
- **NURA 380 Mental Health Nursing (3)**
- **NURA 390 Diversity & Population Health (5)**
- **NURA 420 Nursing Care of Adults II (6)**
- **NURA 430 Gerontological Nursing (2)**
- **NURA 440 Pediatric Nursing (3)**
- **NURA 450 Maternal Newborn Nursing (3)**
- **NURA 460 Applied Nursing I: Informatics (3)**
- **NURA 470 Community Health Nursing (3)**
- **NURA 480 Applied Nursing II: Leadership (3)**
- **NURA 496 Transition to Practice (2)**
- **NURA 497 Capstone (5)**

> **Note: In the class schedule and on the official transcript, NURA course numbers carry a letter that designates the program site. Courses that carry the letter 'L' are from the Lynwood program.**

NURT – Traditional B.S.N. program courses.

Students MUST register for the courses in their selected program each semester.

- ~~NURT 305 Patho/Pharm I (4)~~

- ~~NURT 306 Foundations of Care Delivery & Health Promotion (3)~~
- ~~NURT 307 Health & Physical Assessment (3)~~
- ~~NURT 308 Clinical Practicum I (3)~~
- ~~NURT 309 Professional Foundations & Principles of Leadership (2)~~
- ~~NURT 310 Scholarly Writing Concepts (1)~~
- ~~NURT 311 Patho/Pharm II (2)~~
- ~~NURT 314 Care of Chronic Conditions (3)~~
- ~~NURT 315 Psych/Mental Health (2)~~
- ~~NURT 316 Clinical Practicum II (5)~~
- ~~NURT 317 Theory & Evidence (1)~~
- ~~NURT 318 Research Methods (2)~~
- ~~NURT 319 Healthcare Technology (1)~~
- ~~NURT 401 Care of Complex Conditions (3)~~
- ~~NURT 402 Patho/Pharm III (2)~~
- ~~NURT 403 Clinical Practicum III (5)~~
- ~~NURT 404 Healthcare Diversity (4)~~
- ~~NURT 405 Informed Practice (2)~~
- ~~NURT 406 Continuity of Care (3)~~
- ~~NURT 407 Clinical Practicum IV (6)~~
- ~~NURT 408 Organizational & Economic Context of Care (2)~~
- ~~NURT 409 Health Policy (2)~~
- ~~NURT 483 Transition to Practice (1)~~
- ~~NURT 498 Capstone Project (2)~~

- **NURT 320 Fundamentals of Nursing (6)**
- **NURT 330 Health & Physical Assessment (4)**
- **NURT 340 Pathophysiology (4)**
- **NURT 350 Pharmacology (3)**
- **NURT 360 Nursing Care of Adults I (7)**
- **NURT 370 Research, Theory, & EBP(2)**
- **NURT 380 Mental Health Nursing (3)**
- **NURT 390 Diversity & Population Health (5)**
- **NURT 420 Nursing Care of Adults II (6)**
- **NURT 430 Gerontological Nursing (2)**
- **NURT 440 Pediatric Nursing (3)**
- **NURT 450 Maternal Newborn Nursing (3)**
- **NURT 460 Applied Nursing I: Informatics (3)**
- **NURT 470 Community Health Nursing (3)**
- **NURT 480 Applied Nursing II: Leadership (3)**
- **NURT 496 Transition to Practice (2)**
- **NURT 497 Capstone (5)**

Please note that, due to clinical site availability, students may be required to participate in clinicals any day of the week and shifts may be day, evening, or night shift.

Minor in Health Services

The Health Services minor is undergoing review. During this process, no minors can be declared.

Health care is a complex system, which now represents more than 16% of the U.S. Gross National Product. Many disciplines outside of nursing require familiarity with systems and issues within health care. The Health Services minor is designed to support non-nursing majors, including biology, business, chemistry, social work and other fields. Prior to declaration for a minor in health services, student must receive advising and approval from the School of Nursing. The health services minor requires the completion of 18 semester hours.

- Required Core Courses
  - NURT 409: Health Policy (2)
  - PHIL 223: Biomedical Ethics (4)
    - At least three courses from the following areas:
    - Diversity
      - ANTH 102: Intro to Human Cultural Diversity (4)
      - NURT 404: Healthcare Diversity (4)
    - Administration
      - NURT 309: Professional Foundations & Principles of Leadership (2)
      - NURT 318: Research Methods (2)
    - Physiologic Functioning
      - NURT 305: Patho/Pharm I (4)
      - NURT 311: Patho/Pharm II (2)
      - NURT 402: Patho/Pharm III (2)
      - KINS 380: Exercise Physiology (4)
      - Applied Health Care
      - KINS 320: Nutrition, Health and Performance (4)
      - NURT 307: Health & Physical Assessment (3)
      - KINS 384: Health & Fitness Promotion (4)

No more than eight semester hours from any one department will be counted toward the minor.

Master of Science in Nursing (M.S.N.)

Consult the Graduate and Post-Baccalaureate Programs section of this catalog for details of the program leading to the Master of Science in Nursing degree

and/or contact the School of Nursing Graduate Program at 253.535.7672 or Office of Graduate Admission at 253.535.7723.

Entry-Level Master of Science in Nursing (M.S.N.)

For information on the Entry-Level Master of Science in Nursing (ELMSN), see the graduate portion of the catalog: Graduate and Post-Baccalaureate Programs.

School Nurse Certification

Contact the School of Nursing, Center for Continued Nurse Learning.

Workshops and Short Courses

Contact the School of Nursing, Center for Continued Nurse Learning.

Courses

Nursing (NURA) - Accelerated B.S.N. Courses

NURA 120: Nutrition in Healthcare
This course provides an introduction into the science of nutrition and the foundational concepts of diet and nutrition related to health across the lifespan with the context of healthcare professions. This course is open to students in any discipline and is a prerequisite to enter the nursing program. (1)

NURA 287 : Special Topics in Nursing
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)

NURA 288 : Special Topics in Nursing
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)

NURA 289 : Special Topics in Nursing
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)

NURA 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)

NURA 305 : Patho/Pharm I
This is the first course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (4)

NURA 306 : Foundations of Care Delivery & Health Promotion
Focuses on the core knowledge and competencies necessary to promote health and provide nursing care across the lifespan. (3)

NURA 307 : Health & Physical Assessment
Focuses on the core knowledge and competencies necessary to perform health and physical assessment across the lifespan. (3) (2 credits didactic, 1 credit lab)

NURA 308 : Clinical Practicum I
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (3)

NURA 309 : Professional Foundations & Principles of Leadership
Focuses on the core knowledge and competencies of nursing practice. (2)

NURA 310 : Scholarly Writing Concepts
Focuses on the basic rules of APA Style in writing term papers, research reports, and journal articles. (1)

NURA 311 : Patho/Pharm II
This is the second course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological treatment modalities and alternatives to pharmacologic interventions of these conditions. (2)

NURA 314 : Care of Chronic Conditions
Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan living with chronic conditions. (3)

NURA 315 : Psych/Mental Health
Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan experiencing mental health issues. (2)

NURA 316 : Clinical Practicum II
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

NURA 317 : Theory & Evidence
Explores the philosophies, theories, and history of the science of nursing. (1)

NURA 318 : Research Methods
Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

NURA 319 : Healthcare Technology
Examines current and emerging health care technologies in healthcare. (1)

NURA 387 : Special Topics in Nursing
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)

NURA 388 : Special Topics in Nursing
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)

NURA 389 : Special Topics in Nursing
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)

NURA 401 : Care of Complex Conditions
Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan with exacerbations of chronic and/or acute conditions in complex care situations. (3)

NURA 402 : Patho/Pharm III
This is the final course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (2)

NURA 403 : Clinical Practicum III
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

NURA 404 : Healthcare Diversity - GE
Focuses on core knowledge and competencies necessary to give culturally
congruent care to people from diverse populations. Open to non-nursing
students with instructor permission. (4)

NURA 405 : Informed Practice
Focuses on the core knowledge of research required to assess research quality
and its applicability to nursing practice. (2)

NURA 406 : Continuity of Care
Focuses on the core knowledge necessary to apply the nursing process to
ensure continuity of care across settings for individuals and populations. (3)

NURA 407 : Clinical Practicum IV
Focuses on the practical application of core knowledge and competencies across
the lifespan. Includes simulation, lab, and clinical practicum. (6)

NURA 408 : Organizational & Economic Context of Care
Focuses on the core knowledge vocabulary, concepts in organizational behavior,
financial management and strategy to plan, create, implement, and monitor
initiatives, and effectively communicate within the healthcare environment. (2)

NURA 409 : Health Policy
Analysis of the social, political, legal, and economic factors that influence health
care including trends in health policy and ethical issues relevant to health care
delivery. Open to non-nursing students with permission of the instructor. (2)

NURA 483 : Transition to Practice
Transition and socialization into the BSN-prepared Registered Nurse role is
explored. Role transition includes: the BSN's professional practice, certification,
and licensure requirements. (1)

NURA 487 : Special Topics in Nursing
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)

NURA 488 : Special Topics in Nursing
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)

NURA 489 : Special Topics in Nursing
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)

NURA 491 : Independent Study
Individualized study in consultation with an instructor. Prerequisite: permission of the dean. (1 to 4)

NURA 490 : NCLEX Synthesis
Course content will reinforce critical thinking in test taking, the nursing process, and the client needs categories of the NCLEX-RN® test plan. Utilize test taking strategies to determine item responses and rationale. Explore complex case studies and simulation situations to enhance the ability to delegate and prioritize nursing practice. (2)

NURA 498 : Capstone Seminar – SR
Focuses on the practical application of nursing knowledge by synthesizing core knowledge, competencies, professional values, and leadership skills in nursing situations as evidenced by completion of a scholarly project. (2)

NURA 320 : Fundamentals of Nursing
Introduces foundational nursing principles and skills essential for safe, high-quality, person-centered care. Students examine the history, scope, and ethical responsibilities of nursing while building competencies in the nursing process, interprofessional communication, and critical thinking. Emphasis is placed on safety, infection control, and quality care. Students learn to support individuals across the lifespan through evidence-based, holistic, and equitable care. Lab and clinical experiences promote development of basic nursing skills and professionalism. (6)

NURA 330 : Health & Physical Assessment
Provides foundational skills for conducting health assessments across the lifespan. Students collect health histories, perform systematic physical exams, and differentiate normal from abnormal findings in various care settings. Emphasizes health promotion, community and environmental factors, and the influence of social determinants of health. Prepares students to apply clinical judgment and evidence-based practices to assessment and patient education. (4)

NURA 340 : Pathophysiology
Introduces disease mechanisms and their effects on physiological function. Students distinguish normal from pathological states, assess disease progression, and correlate signs and symptoms with diagnostic data. Emphasis is placed on clinical reasoning and the integration of pathophysiological knowledge into evidence-based nursing care. (4)

NURA 350 : Pharmacology
Builds foundational pharmacological knowledge to support safe, person-centered care. Covers drug classes, actions, uses, precautions, and patient education. Students apply critical thinking and clinical judgment to promote health through pharmacotherapy, emphasizing safety, accurate documentation, and interprofessional communication. (3)

NURA 360 : Nursing Care of Adults I
Prepares students to care for adults with select acute and chronic conditions. Emphasizes clinical judgment, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (7)

NURA 370 : Research, Theory, & EBP
Explores the integration of nursing theory, research, and evidence-based practice. Students learn to evaluate research using critical appraisal skills and apply findings to clinical decision-making. Emphasizes the nurse's role in advancing care through the use of evidence and inquiry. (2)

NURA 380 : Mental Health Nursing
Prepares students to support mental health across the lifespan and care for individuals experiencing psychiatric conditions. Emphasizes biological, psychological, social, and cultural influences on mental health, including trauma, social determinants of health, and stigma. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURA 390 : Diversity & Population Health GEExplores the structural, socio-cultural, and political factors that drive health inequities in the U.S. and globally. Students examine how systemic inequalities, shaped by race, ethnicity, language, religion, class, ability, nationality, sexuality, and gender, affect health outcomes and access to care. Emphasizing social determinants of health, students analyze disparities through an intersectional lens and compare global health systems and public health strategies. (5)

NURA 420 : Nursing Care of Adults II
Continues to prepare students to care for adults with acute and chronic conditions not covered in Nursing Care of Adults I. Emphasizes clinical judgment, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (6)

NURA 430 : Gerontological Nursing
Explores the complexities of aging and nursing care to support functional ability, well-being, and quality of life. Students examine geriatric syndromes, multimorbidity, and health disparities in older adults. Emphasizes evidence-based care models, family support, and interdisciplinary collaboration to improve outcomes in aging populations. (2)

NURA 440 : Pediatric Nursing
Prepares students to care for infants, children, and adolescents and their families, emphasizing a family-centered approach. Explores normal growth and development, health promotion and maintenance, and the identification of normal and abnormal findings. Focuses on safe and developmentally appropriate interventions and professional nursing practice. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURA 450 : Maternal Newborn Nursing
Focuses on nursing care for childbearing individuals, newborns, and families. Students apply evidence-based, person-centered care across routine and high-risk perinatal scenarios. Topics include physiological changes, health equity, and the impact of social determinants of health. Emphasizes ethical and respectful care through interdisciplinary collaboration. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURA 460 : Applied Nursing I: Informatics
Introduces students to artificial intelligence (AI), informatics, and healthcare technology within specific practice areas. Students will explore how digital tools support clinical decision-making, improve outcomes, and advance evidence-based care, with attention to ethical, legal, and policy considerations. Content is applied in a specific nursing environment, allowing students to examine real-world use of technology while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

NURA 470 : Community Health Nursing
Prepares students to assess communities using systems thinking and the nursing process. Examines the role of public health nursing, epidemiology, and interprofessional collaboration. Emphasizes health promotion, equity, and disease prevention. Explores healthcare policy and advocacy in local, national, and global contexts. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURA 480 : Applied Nursing II: Leadership
Introduces students to clinical judgment and leadership within specific practice areas. Students will apply principles of critical thinking, decision-making, and team leadership to complex patient care scenarios, while exploring strategies to guide safe, effective nursing practice. Content is grounded in a specific nursing environment, allowing students to examine real-world applications of clinical judgment and leadership while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

NURA 496 : Transition to Practice
Prepares students to transition from knowledge-based learners to clinically-prepared, critically thinking professional nurses. Emphasizes an understanding of prioritization, safe decision-making, and adaptive reasoning. Guides students through NCLEX preparation and provides structured opportunities to identify and address personal knowledge gaps and hone test-taking strategies for all NCLEX item types. Promotes critical thinking and clinical judgment through the iterative application of complex, real-world scenarios. Encourages self-reflection of readiness for practice and development of a personalized plan for continued competence and professional growth as a nurse. (2)

NURA 497 : Capstone SR
Provides students with a culminating academic and clinical experience that integrates theoretical knowledge with professional practice. Synthesizes learning across the nursing curriculum through a capstone project and a supervised clinical preceptorship. The capstone project focuses on developing and disseminating a scholarly work that addresses a relevant issue in nursing practice, education, leadership, or healthcare policy. The clinical preceptorship focuses on demonstrating clinical competency, refinement of clinical judgment and critical thinking, and provision of safe, effective, nursing care. (5)

Nursing (NURT) - Traditional B.S.N. Courses

NURT 120 : Nutrition in Healthcare
This course provides an introduction into the science of nutrition and the foundational concepts of diet and nutrition related to health across the lifespan with the context of healthcare professions. This course is open to students in any discipline and is a prerequisite to enter the nursing program. (1)

NURT 287 : Special Topics in Nursing
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)

NURT 288 : Special Topics in Nursing
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)

NURT 289 : Special Topics in Nursing
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)

NURT 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)

NURT 305 : Patho/Pharm I
This is the first course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (4)

NURT 306 : Foundations of Care Delivery & Health Promotion
Focuses on the core knowledge and competencies necessary to promote health and provide nursing care across the lifespan. (3)

NURT 307 : Health & Physical Assessment
Focuses on the core knowledge and competencies necessary to perform health and physical assessment across the lifespan. (3) (2 credits didactic, 1 credit lab)

NURT 308 : Clinical Practicum I
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (3)

NURT 309 : Professional Foundations & Principles of Leadership
Focuses on the core knowledge and competencies of nursing practice. (2)

NURT 310 : Scholarly Writing Concepts
Focuses on the basic rules of APA Style in writing term papers, research reports, and journal articles. (1)

NURT 311 : Patho/Pharm II
This is the second course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological treatment modalities and alternatives to pharmacologic interventions of these conditions. (2)

NURT 314 : Care of Chronic Conditions
Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan living with chronic conditions. (3)

NURT 315 : Psych/Mental Health
Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan experiencing mental health issues. (2)

NURT 316 : Clinical Practicum II
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

NURT 317 : Theory & Evidence
Explores the philosophies, theories, and history of the science of nursing. (1)

NURT 318 : Research Methods
Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

NURT 319 : Healthcare Technology
Examines current and emerging health care technologies in healthcare. (1)

NURT 387 : Special Topics in Nursing
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)

NURT 388 : Special Topics in Nursing
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)

NURT 389 : Special Topics in Nursing
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)

NURT 401 : Care of Complex Conditions
Focuses on the core knowledge necessary to apply the nursing process to care of patients across the lifespan with exacerbations of chronic and/or acute conditions in complex care situations. (3)

NURT 402 : Patho/Pharm III
This is the final course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (2)

NURT 403 : Clinical Practicum III
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

NURT 404 : Healthcare Diversity - GE
Focuses on core knowledge and competencies necessary to give culturally congruent care to people from diverse populations. Open to non-nursing students with instructor permission. (4)

NURT 405 : Informed Practice
Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

NURT 406 : Continuity of Care
Focuses on the core knowledge necessary to apply the nursing process to ensure continuity of care across settings for individuals and populations. (3)

NURT 407 : Clinical Practicum IV
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (6)

NURT 408 : Organizational & Economic Context of Care
Focuses on the core knowledge vocabulary, concepts in organizational behavior, financial management and strategy to plan, create, implement, and monitor initiatives, and effectively communicate within the healthcare environment. (2)

NURT 409 : Health Policy
Analysis of the social, political, legal, and economic factors that influence health care including trends in health policy and ethical issues relevant to health care delivery. Open to non-nursing students with permission of the instructor. (2)

NURT 483 : Transition to Practice
Transition and socialization into the BSN-prepared Registered Nurse role is

~~explored. Role transition includes: the BSN's professional practice, certification, and licensure requirements. (1)~~

NURT 487 : Special Topics in Nursing
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)

NURT 488 : Special Topics in Nursing
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)

NURT 489 : Special Topics in Nursing
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)

NURT 491 : Independent Study
Individualized study in consultation with an instructor. Prerequisite: permission of the dean. (1 to 4)

~~NURT 490 : NCLEX Synthesis~~
~~Course content will reinforce critical thinking in test taking, the nursing process, and the client needs categories of the NCLEX-RN® test plan. Utilize test taking strategies to determine item responses and rationale. Explore complex case studies and simulation situations to enhance the ability to delegate and prioritize nursing practice. (2)~~

NURT 491 : Independent Study
Individualized study in consultation with an instructor. Prerequisite: permission of the dean. (1 to 4)

~~NURT 498 : Capstone Seminar – SR~~
~~Focuses on the practical application of nursing knowledge by synthesizing core knowledge, competencies, professional values, and leadership skills in nursing situations as evidenced by completion of a scholarly project. (2)~~

NURT 320 : Fundamentals of Nursing
Introduces foundational nursing principles and skills essential for safe, high-quality, person-centered care. Students examine the history, scope, and ethical responsibilities of nursing while building competencies in the nursing process, interprofessional communication, and critical thinking.

Emphasis is placed on safety, infection control, and quality care. Students learn to support individuals across the lifespan through evidence-based, holistic, and equitable care. Lab and clinical experiences promote development of basic nursing skills and professionalism. (6)

NURT 330 : Health & Physical Assessment
Provides foundational skills for conducting health assessments across the lifespan. Students collect health histories, perform systematic physical exams, and differentiate normal from abnormal findings in various care settings. Emphasizes health promotion, community and environmental factors, and the influence of social determinants of health. Prepares students to apply clinical judgment and evidence-based practices to assessment and patient education. (4)

NURT 340 : Pathophysiology Introduces disease mechanisms and their effects on physiological function. Students distinguish normal from pathological states, assess disease progression, and correlate signs and symptoms with diagnostic data. Emphasis is placed on clinical reasoning and the integration of pathophysiological knowledge into evidence-based nursing care. (4)

NURT 350 : Pharmacology Builds foundational pharmacological knowledge to support safe, person-centered care. Covers drug classes, actions, uses, precautions, and patient education. Students apply critical thinking and clinical judgment to promote health through pharmacotherapy, emphasizing safety, accurate documentation, and interprofessional communication. (3)

NURT 360 : Nursing Care of Adults I
Prepares students to care for adults with select acute and chronic conditions. Emphasizes clinical judgment, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (7)

NURT 370 : Research, Theory, & EBP
Explores the integration of nursing theory, research, and evidence-based practice. Students learn to evaluate research using critical appraisal skills and apply findings to clinical decision-making. Emphasizes the nurse's role in advancing care through the use of evidence and inquiry. (2)

NURT 380 : Mental Health Nursing
Prepares students to support mental health across the lifespan and care for individuals experiencing psychiatric conditions. Emphasizes biological,

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psychological, social, and cultural influences on mental health, including trauma, social determinants of health, and stigma. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURT 390 : Diversity & Population Health GE
Explores the structural, socio-cultural, and political factors that drive health inequities in the U.S. and globally. Students examine how systemic inequalities, shaped by race, ethnicity, language, religion, class, ability, nationality, sexuality, and gender, affect health outcomes and access to care. Emphasizing social determinants of health, students analyze disparities through an intersectional lens and compare global health systems and public health strategies. (5)

NURT 420 : Nursing Care of Adults II
Continues to prepare students to care for adults with acute and chronic conditions not covered in Nursing Care of Adults I. Emphasizes clinical judgment, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (6)

NURT 430 : Gerontological Nursing
Explores the complexities of aging and nursing care to support functional ability, well-being, and quality of life. Students examine geriatric syndromes, multimorbidity, and health disparities in older adults. Emphasizes evidence-based care models, family support, and interdisciplinary collaboration to improve outcomes in aging populations. (2)

NURT 440 : Pediatric Nursing
Prepares students to care for infants, children, and adolescents and their families, emphasizing a family-centered approach. Explores normal growth and development, health promotion and maintenance, and the identification of normal and abnormal findings. Focuses on safe and developmentally appropriate interventions and professional nursing practice. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURT 450 : Maternal Newborn Nursing
Focuses on nursing care for childbearing individuals, newborns, and families. Students apply evidence-based, person-centered care across routine and high-risk perinatal scenarios. Topics include physiological changes, health equity, and the impact of social determinants of health. Emphasizes ethical and respectful care through interdisciplinary collaboration. Clinical experiences promote continued development of

nursing skills and professionalism. (3)

NURT 460 : Applied Nursing I: Informatics
Introduces students to artificial intelligence (AI), informatics, and healthcare technology within specific practice areas. Students will explore how digital tools support clinical decision-making, improve outcomes, and advance evidence-based care, with attention to ethical, legal, and policy considerations. Content is applied in a specific nursing environment, allowing students to examine real-world use of technology while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

NURT 470 : Community Health Nursing
Prepares students to assess communities using systems thinking and the nursing process. Examines the role of public health nursing, epidemiology, and interprofessional collaboration. Emphasizes health promotion, equity, and disease prevention. Explores healthcare policy and advocacy in local, national, and global contexts. Clinical experiences promote continued development of nursing skills and professionalism. (3)

NURT 480 : Applied Nursing II: Leadership
Introduces students to clinical judgment and leadership within specific practice areas. Students will apply principles of critical thinking, decision-making, and team leadership to complex patient care scenarios, while exploring strategies to guide safe, effective nursing practice. Content is grounded in a specific nursing environment, allowing students to examine real-world applications of clinical judgment and leadership while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

NURT 496 : Transition to Practice
Prepares students to transition from knowledge-based learners to clinically-prepared, critically thinking professional nurses. Emphasizes an understanding of prioritization, safe decision-making, and adaptive reasoning. Guides students through NCLEX preparation and provides structured opportunities to identify and address personal knowledge gaps and hone test-taking strategies for all NCLEX item types. Promotes critical thinking and clinical judgment through the iterative application of complex, real-world scenarios. Encourages self-reflection of readiness for practice and development of a personalized plan for continued competence and professional growth as a nurse. (2)

NURT 497 : Capstone SR
Provides students with a culminating academic and clinical experience that integrates theoretical knowledge with professional practice. Synthesizes learning across the nursing curriculum through a capstone project and a supervised clinical preceptorship. The capstone project focuses on developing and disseminating a scholarly work that addresses a relevant issue in nursing practice, education, leadership, or healthcare policy. The clinical preceptorship focuses on demonstrating clinical competency, refinement of clinical judgment and critical thinking, and provision of safe, effective, nursing care. (5)

Entry-Level M.S.N. Pre-Licensure, Core, and CNE/CNL Track Curriculum
56 semester hours (pre-licensure)
37 semester hours (post-licensure, at minimum)

- **Prerequisite Courses**
  - Introductory Statistics (including inferential and descriptive)
  - Human Anatomy and Physiology I (with lab)
  - Human Anatomy and Physiology II (with lab)
  - Introductory Microbiology (with lab)
  - Lifespan Developmental Psychology
- **Pre-Licensure Coursework**
  - ~~GNUR 305: Patho/Pharm I (4)~~
  - ~~GNUR 306: Foundations of Care Delivery/Health Promotion (3)~~
  - ~~GNUR 307: Health & Physical Assessment (3)~~
  - ~~GNUR 308: Clinical Practicum I (3)~~
  - ~~GNUR 309: Professional Foundations & Principles of Leadership (2)~~
  - ~~GNUR 310: Scholarly Writing Concepts (1)~~
  - ~~GNUR 311: Patho/Pharm II (2)~~
  - ~~GNUR 314: Care of Chronic Conditions (3)~~
  - ~~GNUR 315: Psych/Mental Health (2)~~
  - ~~GNUR 316: Clinical Practicum II (5)~~
  - ~~GNUR 401: Care of Complex Conditions (3)~~
  - ~~GNUR 402: Patho/Pharm III (2)~~
  - ~~GNUR 403: Clinical Practicum III (5)~~
  - ~~GNUR 404: Healthcare Diversity (4)~~
  - ~~GNUR 405: Informed Practice (2)~~
  - ~~GNUR 406: Continuity of Care (3)~~
  - ~~GNUR 407: Clinical Practicum IV (6)~~
  - ~~GNUR 483: Transition to Practice (1)~~
  - ~~GNUR 499: Capstone Project (2)~~

  - **GNUR 320 Fundamentals of Nursing (6)**
  - **GNUR 330 Health & Physical Assessment (4)**
  - **GNUR 340 Pathophysiology (4)**

- **GNUR 350 Pharmacology (3)**
- **GNUR 360 Nursing Care of Adults I (7)**
- **GNUR 370 Research, Theory, & EBP(2)**
- **GNUR 380 Mental Health Nursing (3)**
- **GNUR 390 Diversity & Population Health (5)**
- **GNUR 420 Nursing Care of Adults II (6)**
- **GNUR 430 Gerontological Nursing (2)**
- **GNUR 440 Pediatric Nursing (3)**
- **GNUR 450 Maternal Newborn Nursing (3)**
- **GNUR 460 Applied Nursing I: Informatics (3)**
- **GNUR 470 Community Health Nursing (3)**
- **GNUR 480 Applied Nursing II: Leadership (3)**
- **GNUR 496 Transition to Practice (2)**
- **GNUR 497 Capstone (5)**

After completing the pre-licensure curriculum and upon successfully obtaining RN licensure in Washington State, students continue the Entry-Level M.S.N. curriculum. Students will select a track (either CNL or CNE) no later than the end of Summer Semester before the M.S.N. curriculum begins. This will be noted on their Academic Progression Contract (APC) and kept on file in the School of Nursing. Minimum 500 post-licensure clinical/experience hours required for graduation with M.S.N.

Master of Science in Nursing (M.S.N.) - Prelicensure and Graduate Courses GNUR

305 : Patho/Pharm I
This is the first course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (4)

GNUR 306 : Foundations of Care Delivery & Health Promotion
Focuses on the core knowledge and competencies necessary to promote health and provide nursing care across the lifespan. (3)

GNUR 307 : Health & Physical Assessment focuses on the core knowledge and competencies necessary to perform health and physical assessment across the lifespan. (3) (2 credits didactic, 1 credit lab)

GNUR 308 : Clinical Practicum I
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (3)

GNUR 309 : Professional Foundations & Principles of Leadership
Focuses on the core knowledge and competencies of nursing practice. (2)

GNUR 310 : Scholarly Writing Concepts
Focuses on the basic rules of APA Style in writing term papers, research reports, and journal articles. (1)

GNUR 311 : Patho/Pharm II
This is the second course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological treatment modalities and alternatives to pharmacologic interventions of these conditions. (2)

GNUR 314 : Care of Chronic Conditions
Focuses on the core knowledge necessary to apply the nursing process to the care of patients across the lifespan living with chronic conditions. (3)

GNUR 315 : Psych/Mental Health
Focuses on the core knowledge necessary to apply the nursing process to the care of patients across the lifespan experiencing mental health issues. (2)

GNUR 316 : Clinical Practicum II
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

GNUR 401 : Care of Complex Conditions
Focuses on the core knowledge necessary to apply the nursing process to the care of patients across the lifespan with exacerbations of chronic and/or acute conditions in complex care situations. (3)

GNUR 402 : Patho/Pharm III
This is the final course in a series of 3 that provide an integrated understanding of the human response to pathological conditions and the associated pharmacological principles of major drug classifications, therapeutic modalities, and alternatives to pharmacologic interventions of these conditions. (2)

GNUR 403 : Clinical Practicum III
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (5)

GNUR 404 : Healthcare Diversity
Focuses on core knowledge and competencies necessary to give culturally congruent care to people from diverse populations. Open to non-nursing students with instructor permission. (4)

GNUR 405 : Informed Practice
Focuses on the core knowledge of research required to assess research quality and its applicability to nursing practice. (2)

GNUR 406 : Continuity of Care
Focuses on the core knowledge necessary to apply the nursing process to ensure continuity of care across settings for individuals and populations. (3)

GNUR 407 : Clinical Practicum IV
Focuses on the practical application of core knowledge and competencies across the lifespan. Includes simulation, lab, and clinical practicum. (6)

GNUR 483 : Transition to Practice
Transition and socialization into the BSN prepared Registered Nurse role is explored. Role transition includes the BSN's professional practice, certification, and licensure requirements. (1)

GNUR 487 : Special Topics in Nursing
To provide prelicensure 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)

GNUR 498 : Capstone Seminar
Focuses on the practical application of nursing knowledge by synthesizing core knowledge, competencies, professional values, and leadership skills in nursing situations as evidenced by completion of a scholarly project. (2)

GNUR 320 : Fundamentals of Nursing
Introduces foundational nursing principles and skills essential for safe, high-quality, person-centered care. Students examine the history, scope, and ethical responsibilities of nursing while building competencies in the nursing process, interprofessional communication, and critical thinking. Emphasis is placed on safety, infection control, and quality care. Students learn to support individuals across the lifespan through evidence-based, holistic, and equitable care. Lab and clinical experiences promote development of basic nursing skills and professionalism. (6)

GNUR 330 : Health & Physical Assessment
Provides foundational skills for conducting health assessments across the lifespan. Students collect health histories, perform systematic physical exams, and differentiate normal from abnormal findings in various care settings. Emphasizes health promotion, community and environmental factors, and the influence of social determinants of

health. Prepares students to apply clinical judgment and evidence-based practices to assessment and patient education. (4)

GNUR 340 : Pathophysiology
Introduces disease mechanisms and their effects on physiological function. Students distinguish normal from pathological states, assess disease progression, and correlate signs and symptoms with diagnostic data. Emphasis is placed on clinical reasoning and the integration of pathophysiological knowledge into evidence-based nursing care. (4)

GNUR 350 : Pharmacology
Builds foundational pharmacological knowledge to support safe, person-centered care. Covers drug classes, actions, uses, precautions, and patient education. Students apply critical thinking and clinical judgment to promote health through pharmacotherapy, emphasizing safety, accurate documentation, and interprofessional communication. (3)

GNUR 360 : Nursing Care of Adults I
Prepares students to care for adults with select acute and chronic conditions. Emphasizes clinical judgment, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (7)

GNUR 370 : Research, Theory, & EBP
Explores the integration of nursing theory, research, and evidence-based practice. Students learn to evaluate research using critical appraisal skills and apply findings to clinical decision-making. Emphasizes the nurse's role in advancing care through the use of evidence and inquiry. (2)

GNUR 380 : Mental Health Nursing
Prepares students to support mental health across the lifespan and care for individuals experiencing psychiatric conditions. Emphasizes biological, psychological, social, and cultural influences on mental health, including trauma, social determinants of health, and stigma. Clinical experiences promote continued development of nursing skills and professionalism. (3)

GNUR 390 : Diversity & Population Health
Explores the structural, socio-cultural, and political factors that drive health inequities in the U.S. and globally. Students examine how systemic inequalities, shaped by race, ethnicity, language, religion, class, ability, nationality, sexuality, and gender, affect health outcomes

and access to care. Emphasizing social determinants of health, students analyze disparities through an intersectional lens and compare global health systems and public health strategies. (5)

GNUR 420 : Nursing Care of Adults II

Continues to prepare students to care for adults with acute and chronic conditions not covered in Nursing Care of Adults I. Emphasizes clinical judgment, evidence-based practice, and interprofessional collaboration. Students apply foundational knowledge in pathophysiology, pharmacology, and nursing interventions while addressing ethical, cultural, and social factors. Lab and clinical experiences promote continued development of nursing skills and professionalism. (6)

GNUR 430 : Gerontological Nursing

Explores the complexities of aging and nursing care to support functional ability, well-being, and quality of life. Students examine geriatric syndromes, multimorbidity, and health disparities in older adults. Emphasizes evidence-based care models, family support, and interdisciplinary collaboration to improve outcomes in aging populations. (2)

GNUR 440 : Pediatric Nursing

Prepares students to care for infants, children, and adolescents and their families, emphasizing a family-centered approach. Explores normal growth and development, health promotion and maintenance, and the identification of normal and abnormal findings. Focuses on safe and developmentally appropriate interventions and professional nursing practice. Clinical experiences promote continued development of nursing skills and professionalism. (3)

GNUR 450 : Maternal Newborn Nursing

Focuses on nursing care for childbearing individuals, newborns, and families. Students apply evidence-based, person-centered care across routine and high-risk perinatal scenarios. Topics include physiological changes, health equity, and the impact of social determinants of health. Emphasizes ethical and respectful care through interdisciplinary collaboration. Clinical experiences promote continued development of nursing skills and professionalism. (3)

GNUR 460 : Applied Nursing I: Informatics

Introduces students to artificial intelligence (AI), informatics, and healthcare technology within specific practice areas. Students will explore how digital tools support clinical decision-making, improve outcomes, and advance evidence-based care, with attention to ethical, legal, and policy considerations. Content is applied in a specific nursing environment, allowing students to examine real-world use of technology

while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

GNUR 470 : Community Health Nursing
Prepares students to assess communities using systems thinking and the nursing process. Examines the role of public health nursing, epidemiology, and interprofessional collaboration. Emphasizes health promotion, equity, and disease prevention. Explores healthcare policy and advocacy in local, national, and global contexts. Clinical experiences promote continued development of nursing skills and professionalism. (3)

GNUR 480 : Applied Nursing II: Leadership
Introduces students to clinical judgment and leadership within specific practice areas. Students will apply principles of critical thinking, decision-making, and team leadership to complex patient care scenarios, while exploring strategies to guide safe, effective nursing practice. Content is grounded in a specific nursing environment, allowing students to examine real-world applications of clinical judgment and leadership while building skills in documentation, communication, and collaboration. The course also provides an opportunity to learn about specific practice areas to support career exploration. (3)

GNUR 491 : Independent Study
Individualized study in consultation with an instructor. Prerequisite: permission of the dean. (1 to 4)

GNUR 496 : Transition to Practice
Prepares students to transition from knowledge-based learners to clinically-prepared, critically thinking professional nurses. Emphasizes an understanding of prioritization, safe decision-making, and adaptive reasoning. Guides students through NCLEX preparation and provides structured opportunities to identify and address personal knowledge gaps and hone test-taking strategies for all NCLEX item types. Promotes critical thinking and clinical judgment through the iterative application of complex, real-world scenarios. Encourages self-reflection of readiness for practice and development of a personalized plan for continued competence and professional growth as a nurse. (2)

GNUR 497 : Capstone SR
Provides students with a culminating academic and clinical experience that integrates theoretical knowledge with professional practice. Synthesizes learning across the nursing curriculum through a capstone project and a supervised clinical preceptorship. The capstone project focuses on developing and disseminating a scholarly work that

addresses a relevant issue in nursing practice, education, leadership, or healthcare policy. The clinical preceptorship focuses on demonstrating clinical competency, refinement of clinical judgment and critical thinking, and provision of safe, effective, nursing care. (5)

SOCIOLOGY, CRIMINAL JUSTICE & ANTHROPOLOGY   *Fall 2026*
Type 2 – change major/minor requirement; delete course

Catalog

Bachelor of Arts Degree
Sociology and Criminal Justice majors are required to attain a minimum grade of C- in sociology and criminal justice classes.

Major in Sociology
40 semester hours, including:

- SOCI 101, ~~240,~~ 301, 302, 496, 499

- 4 semester hours of SOCI Inequalities elective coursework

    - Choose from 210, 309, or 332

- **16**~~12~~ semester hours of Sociology elective coursework not already selected above

    - Choose from 210, 230, **240,** 287, 309, 332, 336, ~~378,~~ 387, 391, 393, 495, or CRIM 226

Major in Criminal Justice
40 semester hours, including:

- SOCI 101, 301, 302, 499

- CRIM 102, 413

- 4 semester hours of SOCI Inequalities elective coursework

    - Choose from SOCI 210, ~~240,~~ 309, or 332

- 12 semester hours of Criminal Justice elective coursework

- Choose from CRIM 226, 287, 387, 495; SOCI 336, 393, 495; PHIL 125, 128, 227, or 229
  - Students may only take 4 semester hours of PHIL courses for the Criminal Justice major

Requirements for students co-pursuing majors and minors in Sociology and Criminal Justice

- A maximum of 8 credits may be double-counted for a Sociology major and Criminal Justice minor, Criminal Justice major and Sociology minor, or a Sociology and Criminal Justice double minor.

- Due to the shared core curriculum, students may not double major in sociology and criminal justice.

Minors

Minors are required to attain a minimum grade of C- in anthropology, sociology, and criminal justice classes.

Minor in Anthropology

16 semester hours

- Required: ANTH 102.

- Choose: ANTH 101, 103, or 203; 4 semester hours from ANTH 330–345; 4 semester hours from ANTH 350–499

- At least 8 semester hours of ANTH courses must be taken at PLU and at least 4 semester hours of the 8 semester hours must be earned from 300-level courses.

Minor in Sociology
20 semester hours, including:

- SOCI 101

- 16 semester hours of Sociology coursework
  - Choose from SOCI 210, 230, 240, 287, 301, 302, 309, 332, 336, ~~378,~~ 387, 391, 393, 495, 496, or CRIM 226

Minor in Criminal Justice

20 semester hours, including:

- SOCI 101

- CRIM 102

- 4 semester hours of SOCI Inequalities elective coursework

  - Choose from SOCI 210, ~~240,~~ 309, or 332

- 8 semester hours of Criminal Justice elective coursework

  - Choose from CRIM 226, 287, 387, 495; SOCI 336, 393, 495; PHIL 125, 128, 227, or 229

    - Students may only take 4 semester hours of PHIL courses for the Criminal Justice minor

Sociology and Criminal Justice Transfer Student Policy

Students may transfer up to 16 semester hours towards the Sociology or Criminal Justice major and 8 semester hours towards the Sociology or Criminal Justice minor, unless they have permission from the chair of the Department of Sociology and Criminal Justice.

Anthropology Honors

In recognition of outstanding work, the designation with anthropology honors may be granted by vote based on the student's performance in the following areas:

- Anthropology coursework requires minimum 3.50 GPA.

- Demonstration of active interest in anthropological projects and activities outside of class work.

- Completion of a senior thesis. A paper describing independent research must be conducted under the supervision of anthropology faculty. A proposal must be approved by the faculty by the third week of class of the Fall Semester for May and August graduates, and the third week of class of the Spring Semester for December and January graduates. After receiving the proposal approval, a student must closely work with, and regularly show/demonstrate progress to the faculty. At the latest, the first full draft must be turned into the faculty by the third week of the Spring Semester for

May and August graduates, or the third week of the fall semester for December and January graduates. The final draft must be turned in by April 10 for May and August graduates, or November 10 for December and January graduates.

- The honors designation will appear on the transcript of a student graduating with an anthropology minor.

Course

SOCI 378 : Consumption
An examination of the relationship between goods, individuals, and society. The course deconstructs the social bases of consumption to better understand the role consumption plays in shaping our identities and maintaining social distinctions. The course also addresses the relationship between consumption and social problems like consumer debt, inequality, and sustainability. Prerequisite: SOCI 101 or consent of instructor. (4)