EPC 14-Day Clock Memo

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

The 14-day review period begins March 17 and ends March 31, 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
- **Gender, Sexuality, & Race Studies** – add permanent Core Curriculum course
- **International Honors** – add permanent Core Curriculum course
- **Nursing –** eliminate dual degree program not implemented
- **Philosophy** – add permanent Core Curriculum course
- **Religion** - add permanent Core Curriculum courses

Curriculum Changes for Information Only – Summary
- **Biology –** change course description, title and pre-requisite change within the academic unit only
- **Chemistry –** prerequisite change within the academic unit only
- **Education –** correction of the course description
- **English –** add Core Curriculum element to a Special Topic course
- **Mathematics –** change course description, catalog editorial changes; prerequisite change within the academic unit only

Curriculum Changes for Review

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

GENDER, SEXUALITY, & RACE STUDIES   *Summer 2026*
Type 2 – add permanent Core Curriculum course

Course

> **GSRS 275: Reproductive Justice - VW**
> **This interdisciplinary course provides an introduction to the reproductive justice movement in the United States. Students will learn how individuals and communities negotiate, and contest, intersecting systems of power that shape reproduction, kinship and parenthood. Calling on identity and experience, students will analyze and reflect on the ethical and political dilemmas that make up our reproductive lives. (4)**

INTERNATIONAL HONORS   *J-Term 2027*
Type 1 - add permanent Core Curriculum course

Course

> **IHON 201: Reading as Equipment for Living – H2**
> **This course is open only to first-year IHON students. IHON 201 explores how individual readers read old texts and draw new meanings out of them, or even invent new traditions. In this class, students will reflect on kind of reading they are doing in IHON courses: what are its origins? How do we read today, in contrast to how we read at different points in human history? IHON 201 explores examples of figures who were able to address their own needs, problems, and sometimes crises via creative readings of old and new books. (4)**

NURSING   *Fall 2026*
Type 2 – eliminate a dual degree program not implemented

Catalog

> https://www.plu.edu/catalog-2025-2026/graduate-program/degrees/

Doctor of Nursing Practice (D.N.P.) – www.plu.edu/dnp/
- o B.S.N. to D.N.P.
- o M.S.N. to D.N.P.
- o M.S.N. (APRN Prepared) to D.N.P.
- o ~~D.N.P./M.B.A. Nurse Executive~~

~~The Post-Master's Doctor of Nursing Practice with Master of Business Administration for Nurse Executives Program is on hiatus for the 2025-26 academic year.~~

https://www.plu.edu/catalog-2025-2026/graduate-program/

Nursing

The **Doctor of Nursing Practice (D.N.P.)** is designed for nurses seeking a terminal degree at the highest level of nursing practice. The sequence of study recognizes the academic and professional success of the baccalaureate degree as the groundwork for graduate study. The Doctor of Nursing Practice degree prepares graduates in the advanced practice specialty area of Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner. PLU also offers post-master's options for master's-prepared nurses who wish to complete the Family Nurse Practitioner, **or** Psychiatric Mental Health Nurse Practitioner, ~~or Nurse Executive specialty~~ and for advanced practice nurses who wish to complete the DNP. ~~Additionally, PLU offers a DNP/MBA Nurse Executive program, which is designed for nurses with an MSN degree to earn the Doctor of Nursing Practice and Master of Business Administration degrees simultaneously.~~ The DNP program is accredited by the Washington State Board of Nursing and by the Commission on Collegiate Nursing Education (CCNE) (**http://www.ccneaccreditation.org/**).

~~The Post-Master's Doctor of Nursing Practice with Master of Business Administration for Nurse Executives Program is on hiatus for the 2025-26 academic year~~

https://www.plu.edu/catalog-2025-2026/graduate-program/degrees/nursing-dnp/

~~Post-Master's Doctor of Nursing Practice with Master of Business Administration for Nurse Executives~~

~~This program is on hiatus for the 2025-26 academic year.~~
Minimum 65 semester hours

~~The post-master's D.N.P. degree builds on the core master's degree in nursing in preparing and supporting nurses in executive positions from senior unit nurse manager to C-Suite positions or with an intended route within 2 years. Designed~~

as a 3-year full-time program, students complete the D.N.P. Core courses (except GNUR 708) and the courses required for an M.B.A. Part-time options are available; students must complete the degree requirements within 7 years of their first matriculated course to be awarded both the D.N.P. and the M.B.A. degrees. A Gap Analysis is conducted to determine what previous coursework meets the D.N.P. competencies and may be waived.

- Core D.N.P. Courses – 16 semester hours

  - GNUR 701: Foundations of Scholarly Writing & Communications (2)
  - GNUR 702: Advanced Practice Roles & Collaboration (1)
  - GNUR 703: Theoretical Foundations & Evidence Based Practice (3)
  - GNUR 704: Population Health, Policy, & Politics (2)
  - GNUR 705: Information Systems & Patient Care Technology (2)
  - GNUR 706: Biostatistics, Analytical Methods, & Epidemiology (3)
  - GNUR 707: Quality Improvement & Research Methods (3)

- Doctor of Nursing Practice Scholarly Project Courses – minimum 13 semester hours

  - GNUR 795: DNP Project Proposal (1)
  - GNUR 796: DNP Project Proposal Seminar (2)
  - GNUR 797: DNP Project Seminar (1 each semester after N791 until final semester)
  - GNUR 798: DNP Project Clinical Hours (1-5)
  - GNUR 799: DNP Project Final Seminar (2 in final semester)

- **Master of Business Administration Courses – 36** *semester hours*
  - BMBA 509: Global Business Perspectives (4)
  - BMBA 510: Legal, Ethical, and Social Responsibilities of Business (4)
  - BMBA 511: Accounting for Decision Making (4)
  - BMBA 513: Marketing Management (4)
  - BMBA 515: Organizations, Leadership, and Change Management (4)
  - BMBA 517: Understanding & Managing Financial Resources (4)
  - BMBA 521: Supply Chain and Information Management (4)
  - BMBA 522: Quantitative and Managerial Decision Analysis (4)
  - BMBA 523: Business Strategy and Innovation Management (4)

PHILOSOPHY *Fall 2026*

Type 2 – add permanent Core Curriculum course

Course

PHIL 232: Technology Ethics – VW
An inquiry into the ethical issues surrounding existing and emerging technologies. Specific topics may include fossil fuel technology and climate change, nuclear technology and nuclear war, social media and political polarization, and artificial intelligence and existential risk. (4)

RELIGION *Fall 2026*

Type 2 – add permanent Core Curriculum courses

Courses

RELI 299 – Religious Literacy and Healthcare – RL, VW
Students will be introduced to general history, concepts, and themes of study relative to health and the body, within the broad field of Religion. This course will explore how four major religious traditions employ religious language and ideas to assist in their unique understanding of the body, human health, and illness. Students will build practical vocabularies and transferable analytical skills, and reflect critically upon the role of religion in health-related topics including, but not limited to: narratives of disease and illness, personhood and embodiment, patient/professional relationships, and death and dying. Key subtopics may include gender, sexuality, abortion, suicide and physician-assisted suicide, organ donation, and aging. (4)

RELI 299A – Religious Literacy and Healthcare I – RL, VW
Students will be introduced to general history, concepts, and themes of study relative to health and the body, within the broad field of Religion. This course will explore how two major religious traditions (Native American religions and Buddhism) employ religious language and ideas to assist in their unique understanding of the body, human health, and illness. Students will build practical vocabularies and transferable analytical skills, and reflect critically upon the role of religion in health-related topics including, but not limited to: narratives of disease and illness, personhood and embodiment, patient/professional relationships, and death and dying. Key subtopics may include gender, sexuality, abortion, suicide and physician-assisted suicide, organ donation, and aging. (2)

RELI 299B – Religious Literacy and Healthcare II – RL, VW
Students will be introduced to general history, concepts, and themes of study relative to health and the body, within the broad field of Religion. This course will explore how two major religious traditions (Islam and Christianity) employ religious language and ideas to assist in their unique understanding of the body, human health, and illness. Students will build practical vocabularies and

transferable analytical skills, and reflect critically upon the role of religion in health-related topics including, but not limited to: narratives of disease and illness, personhood and embodiment, patient/professional relationships, and death and dying. Key subtopics may include gender, sexuality, abortion, suicide and physician-assisted suicide, organ donation, and aging. Prerequisite: RELI 299A. (2)

Curriculum Changes for Information Only

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

BIOLOGY *Fall 2026*

Type 1 – change course description, title and pre-requisite change within the academic unit only

Courses

BIOL 206 : Human Anatomy and Physiology II - NW
The second half of a two-course sequence. The integration and connections between the cellular function and the synergetic functions of the body's organ systems are further expanded. Topics include metabolism, temperature regulation, ~~development,~~ inheritance, and the anatomy and physiology of five systems: circulatory, respiratory, digestive, **urinary**, ~~excretory,~~ and reproductive. Laboratory includes cat and preserved organ dissection, anatomical structure identification on human cadavers, **and** physiology experiments~~, and study of developing organisms~~. Not intended for biology majors. Prerequisite: BIOL 205 with a C- or better. (4)

BIOL 225 : Molecules, Cells, and Organisms - NW
An introduction to the concepts and study of the molecular, cellular, and organismal levels of biological organization. **Includes biological molecules,** ~~Cc~~ell structure and function, energy transformation, the central dogma of molecular biology, **mitotic and meiotic division, cell signaling, homeostasis, and vertebrate systems**. ~~plant and animal anatomy and physiology, response to environmental changes, plant and animal reproduction, and development.~~ Includes laboratory. Prerequisite: Math placement in MATH 140 or higher; or completion of MATH 115 with a C or higher. One year of high school chemistry is recommended. (4)

BIOL 341 : Developmental Biology
Explore ~~The~~ embryonic and larval development ~~of~~ **in** multicellular organisms, **especially within** the ~~(primarily~~ animals~~)~~ **kingdom**. ~~Examples are chosen from popular contemporary model systems, and the emphasis is on cellular, and molecular aspects of development. The laboratory includes descriptive and quantitative experiments, as well as student-planned projects.~~ **Through vivid illustrations and examples from popular model organisms, we will examine the molecular building blocks, dynamic cellular interactions, and the intricate formation of specialized tissues leading to fully developed organisms. In the laboratory, students will engage in hands-on primary research, designing their own projects to foster creativity and critical thinking. The lab will feature a blend of descriptive and quantitative**

experiments, providing a deep understanding of the processes that underpin animal development. Prerequisite: BIOL 226. (4)

BIOL 352 : Comparative Vertebrate Anatomy
An evolutionary approach to the study of structural and functional relationships in the vertebrate body. Includes examination and dissection of major organs and organ systems using preserved animal **specimens** ~~organs and cadavers (including humans)~~. The course emphasizes the analysis of similarities and differences across groups to assess the significance of adaptations and explore the historical and present diversity of vertebrate morphology. Prerequisite: BIOL 226. (4)

BIOL 358 : ~~Plant Physiology~~ Physiology of Food Production
~~A study of how plants obtain and utilize nutrients, react to environmental factors, and adapt to stress~~. **Feeding a growing global population depends on growing enough food for billions of people, and plants are at the core of achieving that goal. This plant physiology course focuses on internal and external factors that affect plant growth and productivity, such as soil nutrients, irrigation, and efficiency of photosynthesis. Explore the cellular and molecular mechanisms that control plant responses and learn how climate change affects food production.** ~~Focuses on mechanisms at the molecular, cellular, and organismal levels. Explores connections to agriculture and ecology.~~ Relies significantly on primary literature. Includes laboratory. Prerequisite: BIOL 226. (4)

BIOL 448 : Immunology
Explores the physical, cellular, and molecular components of innate and adaptive immune responses. Emphasizes an integrated approach to exploring immunological concepts within the context of human health and disease. Prerequisites: BIOL 330 and **at least one upper-level biology course**. ~~one of the following courses BIOL 341, 342, 352, 442, 445, or 453.~~ (4)

BIOL 449 : Virology
The diversity that exists among viruses is staggering, and there is no type of life on Earth that is not subject to infection by viruses. This course will explore viral origins, replication, transmission, pathogenesis, oncogenesis, and host immunity. Emerging viruses, pandemics, and vaccines will also be discussed. Students will gain hands-on experience in a wide range of techniques and will work with both bacteriophages and animal viruses **in mammalian cell culture**. Prerequisite: BIOL 330. (4)

BIOL 461 : Evolution
An introduction to evolutionary theory and its broad explanatory power in biology. Coverage includes: a brief history of evolutionary thought, population genetics and the mechanisms of evolutionary change, phylogenetics, speciation, macroevolutionary processes, ~~origins of life on earth, and evo-devo~~ **and**

applications of evolutionary thinking. Laboratory includes simulations and empirical examples of concepts covered in lecture. Prerequisite: BIOL 330. (4)

CHEMISTRY   *Fall 2026*
Type 1 – prerequisite change within the academic unit only

Course

CHEM 342 : Physical Chemistry

A study of the physical properties of atoms, molecules and ions, and their correlation with structure. Classical and modern quantum mechanics, bonding theory, atomic and molecular structure, spectroscopy. Prerequisites: ~~CHEM 116~~ **CHEM 115**, MATH 152, PHYS 154. (4)

EDUCATION

NOTE: Correction to the course description for SPED 540

SPED 540: Theory and Philosophy in Behavior Analysis
This course provides the introduction to the philosophical underpinnings of Applied Behavior Analysis and will include the history of the science behind ABA, the main core principles that guide all research, and how research translates into practice. It will also cover the fundamentals of experimental design in applied behavior analytic research. This is the first in a 3-part series that meets the VCS requirements for Behaviorism and Philosophical Foundations as well as Concepts and Principles. This course addresses the Test Content Standards 6th Edition.

ENGLISH   *J-term 2027*
Type 1 – add Core Curriculum element to a Special Topic course

Course

ENGL 387 : Topics in Rhetoric, Writing and Culture
Provides writers with a grounding in Rhetoric, the art of shaping discourse to respond to cultural context and to produce cultural and social effects. Strategies for generating discourse, appealing to audiences, and crafting a style will be

studied in light of their historical origins, theoretical assumptions, social and ethical implications, and practical utility. Recommended for writing majors. (4)

The Core Curriculum Committee grants approval to add the IT Core element when taught as Memory, Identity, and Conflict in Northern Ireland.

MATHEMATICS *Fall 2026*
Type 1 – change course description, catalog editorial changes

Catalog

Welcome to the Department of Mathematics, where we explore the practice of mathematics as a path to human flourishing!
(a) to provide opportunities to explore and enjoy mathematics as a humanistic endeavor;
(b) to provide mathematical background for other disciplines;
(c) to provide a comprehensive pre-professional program for those directly entering the fields of teaching and applied mathematics;
(d) to provide a nucleus of essential courses that will develop the breadth and maturity of mathematical thought for continued study of mathematics at the graduate level; and
(e) to develop the mental skills necessary for the creation, analysis, and critique of mathematical and quantitative topics.

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~~(b) to provide a comprehensive pre-professional program for those directly entering the fields of teaching and applied mathematics,~~
~~(c) to provide a nucleus of essential courses that will develop the breadth and maturity of mathematical thought for continued study of mathematics at the graduate level,~~
~~(d) to develop the mental skills necessary for the creation, analysis, and critique of mathematical and quantitative topics, and~~
~~(e) to provide a view of mathematics as a humanistic endeavor.~~

~~**Beginning Classes**~~

How do I get started?

You don't need to have taken calculus or even to identify as a "math person" to take and enjoy math at PLU. You can start by checking out informal course descriptions on the Mathematics Department website to see what courses interest you

Courses

MATH 105 : Mathematics of Personal Finance - QR

~~Emphasizes financial transactions important to individuals and families: annuities, loans, insurance, interest, investment, time value of money. Prerequisite: Eligibility based on PLU Math Placement Exam, or permission of instructor. (4)~~

Emphasizes the mathematics behind everyday money decisions that matter to individuals and families. Topics often include, budgeting, loans, insurance, taxation, investments, interest, credit, and the time value of money. The course reinforces the foundational skills students need and is designed to build confidence in using mathematics to make informed personal financial choices. Prerequisite: Eligibility based on PLU Math Placement Exam, or permission of instructor. (4)

MATH 115 : College Algebra and Trigonometry – QR

Reinforces foundational algebra skills ~~A review of algebra~~ while emphasizing problem solving ~~skills~~ and modeling. The notion of a function is introduced through via examples of ~~from~~ polynomial, rational, ~~trigonometric,~~ logarithmic and exponential functions. We also explore trigonometric and inverse trigonometric functions, graphing, and solving triangles. With applications to real-world problems involving business, natural sciences, and everyday life. ~~We also explore inverse trigonometric functions, identities, graphing and the solving of triangles.~~ Prepares students ~~Appropriate as preparation~~ for Math 123, 128 and 140. Prerequisite: PLU math placement exam and two years of high school algebra. (4)

MATH 123 : Modern Elementary Mathematics I: Number Sense and Algebraic Sense - QR

An introduction to K-8 mathematics for future teachers, covering the number and algebraic sense strands of school mathematics. Topics include n~~N~~umeration systems and concepts underlying traditional computations with natural numbers, rational numbers, and integers; and proportional reasoning. ~~Field axioms, number theory, set theory. Patterns and variables, functions, proportionality, linear versus exponential growth.~~ Emphasis on conceptual understanding of mathematics through hands-on work, problem solving, reasoning, and communication;~~.~~ and a~~A~~nalyzing children's problem solving strategies. ~~Intended for elementary teaching majors.~~ Prerequisites: A qualifying score on the math placement test or a grade of C or higher in MATH 115. (4)

MATH 124: Modern Elementary Mathematics II: Measurement, Geometric Sense, Statistics and Probability - QR

An introduction to K-8 mathematics for future teachers, covering the probability and statistics, geometry, and measurement strands of school mathematics.Topics include ~~The~~ units, systems and processes of

measurement~~;. c~~Classification, **symmetry, transformations** and measurement of geometric objects**;.**~~Symmetry, transformations, congruence, dilations, similar figures. D~~**d**isplay, analysis, and interpretation of data**; and.**~~B~~ **b**asic probability. Emphasis on conceptual understanding of mathematics through **hands-on work,** problem solving, reasoning, and communication**, and connecting the topics to the real-world and teaching**. ~~Analyzing children's problem solving strategies. Intended for elementary teaching majors.~~ Prerequisite: A grade of C or higher in MATH 123. (4)

MATH 128 : Linear Models and Calculus: An Introduction - QR
~~Matrix theory, linear programming, and introduction to calculus. Concepts developed stressing applications, particularly to business.~~ **Linear, quadratic, exponential and piecewise functions and their most useful properties with applications to business. Matrices, vectors and solving systems of linear equations. An introduction to differential calculus emphasizing its uses in introductory business and economics.** Prerequisites: Two years of high school algebra or MATH 115. Cannot be taken for credit if MATH 151 (or the equivalent) has been previously taken with a grade of C or higher. (4)

MATH 140 : Precalculus - QR
~~Different types of functions, their properties and graphs, especially trigonometric functions.~~ Setting the mathematical foundation for calculus and other advanced courses. In depth study of essential functions with an emphasis on polynomials and trigonometric functions. Application of essential functions in solving real world problems. Algebraic skill, problem solving, and mathematical writing are emphasized. Prepares students for calculus. Prerequisites: MATH 115 or equivalent high school material. (4)

MATH 152 : Calculus II - QR
Continuation of MATH 151. ~~Techniques and applications of integrals, improper integrals, ordinary differential equations and power series, with applications.~~ **Integration techniques and applications, improper integrals, sequences and series, power series, Taylor and Maclaurin series.** Prerequisite: MATH 151. (4)

MATH 242 : Introduction to Mathematical Statistics - QR
An introduction to statistics for quantitatively oriented students. Data description, study design, confidence intervals, hypothesis tests, **and** regression using R statistical software. Cross-listed with STAT 242. Previously was MATH/STAT 341. Prerequisite: MATH 151. (4)

MATH 318 : Introduction to Proofs: Combinatorics
Introduces ideas of combinatorial reasoning while emphasizing the importance of proof-related concepts such as mathematical grammar, logical equivalence, direct proofs, indirect proofs, proof by contradiction, **combinatorial proof,** and proof by induction. Content may include basic counting principles, permutations

and combinations, binomial coefficient identities, generating functions, recurrence relations, inclusion-exclusion, graph theory, and algorithms. Prerequisite: MATH 152. (4)

MATH 331 : Linear Algebra
~~Vectors and abstract vector spaces, matrices, inner product spaces, linear transformations. Proofs will be emphasized.~~ **An introduction to matrices and vectors. Topics include solving systems of linear equations, vector and matrix operations, linear transformations, invertibility of matrices, determinants, and eigenvalues.** Prerequisites: MATH 253 or one of 317/318/319 or both MATH 245 and CSCI 270. (4)

MATH 342 : Probability and Statistical Theory
Introduction to mathematical probability and its applications. ~~Continuation of MATH 242.~~ Topics may include: **foundations of probability; conditional probability; independence; Bayes' Theorem, discrete, continuous, and multivariate** ~~joint and conditional~~ **probability** 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, or MATH/STAT 242. MATH 253 (or concurrent enrollment) is strongly recommended. (4)

MATH 351 : Differential Equations
An introduction to differential equations ~~emphasizing the applied aspect.~~ **Techniques for solving f**~~F~~irst and second order differential equations**, nonlinear equations and** systems of ~~differential~~ equations~~,~~ **including** power series solutions, ~~non-linear differential equations,~~ **Laplace Transforms** and other numerical methods. **Emphasis on real world applications in a variety of fields.** Prerequisite: MATH 253. (4)

MATH 381 : Seminar in Problem Solving
Designed to improve advanced problem solving skills for mathematical competitions, especially the ~~Putnam Competition and the~~ Mathematical Contest in Modeling. Pass/Fail only. May be taken more than once for credit. Prerequisite: consent of instructor. (1)

MATH 422 : Mathematical Modeling
This course introduces students to mathematical modeling of various problems in **society and science**~~biology, environmental science, and physics~~ using curve fitting, difference and differential equations, simulations, discrete probabilistic models, and other methods. In addition to mathematical techniques, the formulation and analysis of models and the interpretation of mathematical results in context are also emphasized. Students will have a chance to work on a projects of their choosing and to build writing skills. Prerequisites: MATH 245 or 253 and one of MATH 331, 351, or PHYS 354. (4)

MATH 433 : Abstract Algebra

~~The algebra of axiomatically defined objects, such as groups, rings, and fields, with e~~. **An introduction to abstract algebraic structures, with a focus on groups.** Emphasis on theory and proof. Prerequisites: MATH 317 or 318 or 319 and 331. (4)

MATH 446 : Mathematics in the Secondary School

Methods and materials in teaching secondary mathematics. Introduction to Common Core State Standards in Mathematics, effective and equitable mathematics teaching practices, and curriculum design. This course includes a field experience component. **Suitable for anyone who is interested in teaching.** Prerequisite: EDUC 205 and MATH 253 or 331. (4)

STAT 231 : Introductory Statistics - QR

~~Descriptive statistics: measures of central tendency and dispersion. Inferential statistics: generalizations about populations from samples by parametric and nonparametric techniques. Methods covered will include estimation, hypothesis testing, correlation analysis, regression, chi square, and ANOVA analysis. Includes a required computer lab. May not be taken for credit after MATH/STAT 242 has been taken. (4)~~

Broad introduction to statistics with an emphasis on statistical literacy, statistical thinking and computing with R statistical software. Basic sampling methods, experimental design and exploratory data analysis including descriptive statistics and data visualization. Parametric and nonparametric methods for inference. Simple linear regression and correlation. May not be taken for credit after MATH/STAT 242 has been taken. (4)

STAT 342 : Probability and Statistical Theory

Introduction to mathematical probability and its applications. ~~Continuation of MATH 242.~~ Topics may include: **foundations of probability; conditional probability; independence; Bayes' Theorem, discrete, continuous, and multivariate** ~~joint and conditional~~ **probability** 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, or MATH/STAT 242. MATH 253 (or concurrent enrollment) is strongly recommended. (4)

MATHEMATICS   *Fall 2026*

Type 1 - prerequisite change within the academic unit only

MATH 455: Mathematical Analysis

Theoretical treatment of topics introduced in elementary calculus. Prerequisites: MATH 253, **and** one of 317, 318, or 319~~, and 331~~. (4)