Educational Policies Committee
M E M O R A N D U M

DATE: May 29, 2015

SUBJECT: NOTICE OF CURRICULUM CHANGES

This notice of Curriculum Changes is published as required by the EPC Manual, part of the Faculty Handbook (8th ed., September 2014). The following paragraph may be found in Part VI, Section 3, “Procedures Governing Revision of Curriculum and Degree Requirements”:

5: Faculty members objecting to a particular proposal must express their objections in writing to the EPC within 30 days.* This 30-day period begins with the committee’s distribution of its “Notice of Curriculum Changes.” Objections received within this 30-day period will suspend approval pending resolution of the objections. In the event a dispute cannot be resolved, the committee will make its recommendation to the faculty for its action at the next regular faculty meeting.

Complete copies of the proposals may be obtained from the Provost’s Office or from Martin Wurm, Economics and Chair of the Educational Policies Committee for the 2014-15 academic year. In addition, some proposals may be found online in the EPC section of the Office of the Provost Sakai, to which all PLU faculty should have access.

*The 30-day period starts May 29, 2015 and ends June 29, 2015

CURRICULUM CHANGES

EPC places on the 30-day clock memo for faculty review:

ART AND DESIGN
ARTD, modify existing course, Type 4, beginning Fall 2015.

OLD
ARTD 340: Elementary Art Education
A study of creative growth and development; art as studio projects; history and therapy in the classroom. (2)

NEW
EDUC 340: Elementary Art Education
A study of creative growth and development; art as studio projects; history and therapy in the classroom. (2)
BUSINESS, SCHOOL OF
BUSA, create new courses, Type 4, beginning Fall 2015.

NEW
BMMR 587: Special Topics in Marketing Research
To provide graduate-students with new and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. Selected advanced topics. (1 to 4)

BMMR 588: Special Topics in Marketing Research
To provide graduate-students with new and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. Selected advanced topics. (1 to 4)

BMMR 589: Special Topics in Marketing Research
To provide graduate-students with new and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. Selected advanced topics. (1 to 4)

GLOBAL STUDIES
GLST, revise concentration options and minor, Type 4, beginning Fall 2015
GLST, revise credits required for major, Type 4, beginning Fall 2016

Revisions to required credits in the major. Effective beginning Fall 2016

OLD
BACHELOR OF ARTS DEGREE
Major in Global Studies
32 semester hours

Global Studies Core
16 semester hours

- GLST/ANTH/HIST 210: Global Perspectives: The World in Change (4)
- Select two courses from the following:
  - ANTH 102: Intro to Human Cultural Diversity (4)
  - ECON 111: Principles of Microeconomics: Global and Environmental (4)
  - HIST 215: Modern World History (4)
- GLST 499: Capstone: Research Seminar (4)

Issue Area Concentrations
44 semester hours

- Four courses must be taken from one of the three concentrations outlined below. At least three of the four courses counted toward a concentration must be at the 300 level or higher.
Language
- Students must demonstrate proficiency in a language relevant to their coursework and at a level consistent with Option 1 of the College of Arts and Sciences foreign language requirement. This may be accomplished through a proficiency examination or through the equivalent of 16 semester hours of coursework.

Off-Campus Study Component
- Majors are required to participate in an off-campus study program. While off campus, students must earn eight semester hours of credit related to the global studies core or the student’s global studies concentration. At least four credits must be related directly to the student’s global studies concentration. For example, this study away requirement could be met by taking two appropriate J-term courses, or by eight semester hours of appropriate coursework taken during a semester away. Language study coursework does not necessarily count for this requirement; coursework must deal with the contemporary world and its issues. Obtaining pre-approval for credit is encouraged. Local internships related to an area concentration and involving a cross-cultural setting may be allowed. The Global Studies chair must approve exceptions.

Senior Research Project
- The senior project is a general university requirement in all programs and majors. Students satisfy this requirement by completing a research project or paper in GLST 499.

NEW
BACHELOR OF ARTS DEGREE
Major in Global Studies
36 semester hours

Global Studies Core
16 semester hours

- GLST/ANTH/HIST 210: Global Perspectives: The World in Change (4)
- Select two courses from the following:
  - ANTH 102: Intro to Human Cultural Diversity (4)
  - ECON 111: Principles of Microeconomics: Global and Environmental (4)
  - HIST 215: Modern World History (4)
- GLST 499: Capstone: Research Seminar (4)

Issue Area Concentrations
20 semester hours

- Five courses must be taken from one of the three concentrations outlined below. At least three of the five courses counted toward a concentration must be at the 300 level or higher.

Option for second concentration: Students may select a second concentration, requiring 20 semester hours. This includes the required course and four additional courses. At least three of the courses must be at the 300 level or higher. Students do not need to complete study away for the second concentration. Up to 8 of the 20 credits for the second concentration may be counted toward other majors/minors.

Language
- Students must demonstrate proficiency in a language relevant to their coursework and at a level consistent with Option 1 of the College of Arts and Sciences foreign language requirement. This
may be accomplished through a proficiency examination or through the equivalent of 16 semester hours of coursework.

Off-Campus Study Component

- Majors are required to participate in an off-campus study program. While off campus, students must earn eight semester hours of credit related to the global studies core or the student’s global studies concentration. At least four credits must be related directly to the student’s global studies concentration. For example, this study away requirement could be met by taking two appropriate J-term courses, or by eight semester hours of appropriate coursework taken during a semester away. Language study coursework does not necessarily count for this requirement; coursework must deal with the contemporary world and its issues. Obtaining pre-approval for credit is encouraged. Local internships related to an area concentration and involving a cross-cultural setting may be allowed. The Global Studies chair must approve exceptions.

Senior Research Project

- The senior project is a general university requirement in all programs and majors. Students satisfy this requirement by completing a research project or paper in GLST 499.

Revisions to concentration options and minor. Effective beginning Fall 2015

OLD CONCENTRATIONS*

Development and Social Justice

Required of all students in this concentration: GLST 380: Global Development (4)

Other Offerings:

- ECON 333: Economic Development: Comparative Third World Strategies (4)
- ENGL 216: Topics in Literature: Emphasis on Cross-Cultural Perspectives (4)
- ENGL 233: Post-Colonial Literature (4)
- HISP 301: Hispanic Voices for Social Change (when approved by the GLST chair) (4)
- HISP 322: Latin American Culture and Civilization (4)
- HIST 335: History of the Caribbean (4)
- HIST 340: Modern Japan (4)
- RELI 227: Christian Theology (When topic is: Theology of Liberation and Democracy)
- SCAN 363: Culture, Gender and the Wild (4)
- SOCW 325: Social, Educational and Health Services in Tobago

NEW CONCENTRATIONS*

Development and Social Justice

Required of all students in this concentration: GLST 380: Global Development (4)

Other Offerings:

- ECON 333: Economic Development: Comparative Third World Strategies (4)
- ENGL 216: Topics in Literature: Emphasis on Cross-Cultural Perspectives (4)
- ENGL 233: Post-Colonial Literature (4)
• HISP 301: Hispanic Voices for Social Change (when approved by the GLST chair) (4)
• HISP 322: Latin American Culture and Civilization (4)
• HIST 335: History of the Caribbean (4)
• HIST 340: Modern Japan (4)
• RELI 247: Christian Theology (When topic is: Global Christian Theologies) (4)
• RELI 357: Major Religious Thinkers, Texts and Genres (When topic is: Theologies of Liberation) (4)
• SCAN 363: Culture, Gender and the Wild (4)
• SOCW 325: Social, Educational and Health Services in Tobago

OLD
Transnational Interaction, Integration, and Diversity

Description: A major feature of globalization is an increase in both the scale and frequency of the cross-border movement of peoples (as economic migrants, as refugees from conflicts or natural disasters, or as asylum-seekers) and ideas (the spread of ideologies, religions, and outlooks). This concentration comprises interdisciplinary perspectives on the political, economic, social, and cultural impacts of this increased mobility for the places of origin and destination, and for the ways ideas are formed and changed.

Required of all students in this concentration: POLS/SCAN 322: Scandinavia and World Issues (4) or HISP 341: The Latino Experiences in the U.S. (4)

Other Offerings:
• ANTH 330: Native North Americans (4)
• ANTH 336: Peoples of Latin America (4)
• ANTH 340: The Anthropology of Africa (4)
• ANTH 342: Pacific Island Cultures (4)
• ANTH 343: East Asian Cultures
• ENGL 216: Topics in Literature: Emphasis on Cross-Cultural Perspectives (4)
• ENGL 343: Post-Colonial Literature and Theory (4)
• FREN 301: Composition and Conversation (When approved by GLST chair) (4)
• GERM 301: Composition and Conversation (When approved by GLST chair) (4)
• GLST 383: Modern European Politics (4)
• GLST 384: Scandinavian Government and Politics (4)
• GLST 385: Canadian Government and Politics (4)
• HISP 301: Hispanic Voices for Social Change (4)
• HISP 321: Civilization & Culture of Spain (4)
• HISP 322: Latin American Civilization & Culture (4)
• HISP 341: The Latino Experiences in the U.S. (4)
• HIST 310: Contemporary Japan: 1945 – Present (4)
• HIST 322: History of the Caribbean (4)
• HIST 337: The History of Mexico (4)
• HIST 338: Modern China (4)
• HIST 339: Revolutionary China (4)
• HIST 344: The Andes in Latin American History (4)
• NORW 301: Conversation and Composition (4)
• POLS/SCAN 322: Scandinavia and World Issues (4)
• RELI 390/393: Topics in Comparative Religions (4)
• SCAN 363: Culture, Gender and the Wild (4)
NEW
Transnational Interaction, Integration, and Diversity

Description: A major feature of globalization is an increase in both the scale and frequency of the cross-border movement of peoples (as economic migrants, as refugees from conflicts or natural disasters, or as asylum-seekers) and ideas (the spread of ideologies, religions, and outlooks). This concentration comprises interdisciplinary perspectives on the political, economic, social, and cultural impacts of this increased mobility for the places of origin and destination, and for the ways ideas are formed and changed.

Required of all students in this concentration: POLS/SCAN 322: Scandinavia and World Issues (4) or HISP 341: The Latino Experiences in the U.S. (4)

Other Offerings:

- ANTH 330: Native North Americans (4)
- ANTH 336: Peoples of Latin America (4)
- ANTH 340: The Anthropology of Africa (4)
- ANTH 342: Pacific Island Cultures (4)
- ANTH 343: East Asian Cultures
- **ECON 321: Labor Economics (4)**
- ENGL 216: Topics in Literature: Emphasis on Cross-Cultural Perspectives (4)
- ENGL 343: Post-Colonial Literature and Theory (4)
- FREN 301: Composition and Conversation *(When approved by GLST chair)* (4)
- GERM 301: Composition and Conversation *(When approved by GLST chair)* (4)
- GLST 383: Modern European Politics (4)
- GLST 384: Scandinavian Government and Politics (4)
- GLST 385: Canadian Government and Politics (4)
- HISP 301: Hispanic Voices for Social Change (4)
- HISP 321: Civilization & Culture of Spain (4)
- HISP 322: Latin American Civilization & Culture (4)
- HISP 341: The Latino Experiences in the U.S. (4)
- HIST 310: Contemporary Japan: 1945 – Present (4)
- HIST 322: History of the Caribbean (4)
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- HIST 339: Revolutionary China (4)
- HIST 344: The Andes in Latin American History (4)
- NORW 301: Conversation and Composition (4)
- POLS/SCAN 322: Scandinavia and World Issues (4)
- **RELI 247: Christian Theology *(When topic is: Global Christian Theologies)* (4)**
- RELI 390/393: Topics in Comparative Religions (4)
- SCAN 363: Culture, Gender and the Wild (4)
OLD
MINOR
20 semester hours

- GLST/ANTH/HIST 210: Global Perspectives – The World in Change (4)
- Select one course from the following:
  - ANTH 102: Intro to Human Cultural Diversity (4)
  - ECON 111: Principles of Microeconomics: Global and Environmental (4)
  - HIST 215: Modern World History (4)
- Three courses in one concentration, at least two must be at the 300 level or higher.

Students must take one semester of 200-level college coursework in a foreign language or demonstrate equivalent proficiency.

Students must take at least 4 semester hours of study away course work related to the contemporary world and its issues. For example, one appropriate January Term (J-Term) course that would apply toward the student’s concentration.

NEW
MINOR
20 semester hours

- GLST/ANTH/HIST 210: Global Perspectives – The World in Change (4)
- Select one course from the following:
  - ANTH 102: Intro to Human Cultural Diversity (4)
  - ECON 111: Principles of Microeconomics: Global and Environmental (4)
  - HIST 215: Modern World History (4)
- Three courses in one concentration, including the required course for that concentration, and at least two must be at the 300 level or higher.

Students must take one semester of 200-level college coursework in a foreign language or demonstrate equivalent proficiency.

Students must take at least 4 semester hours of study away course work related to the contemporary world and its issues. For example, one appropriate January Term (J-Term) course that would apply toward the student’s concentration.

NORWEGIAN
NORW, add permanent courses, revise curriculum, Type 4, beginning Fall 2015.

NEW
NORW 321: Speak Up, Speak Out: Norwegian Literature as Social Criticism – C, LT
The focus of this course is Norwegian literature of social criticism and advocacy for social change. Students in the course build their competency in interpretation of literature as artistic and socially grounded expressions of human experience. The course is taught in English. (4)
NORW 322: Imag(in)ing Norway in Fiction and Film – C, LT
The course focuses on the ways Norway is imagined in fiction and film. Through studying cultural images as sites of textual meaning, students develop skills in interpreting literary and film texts as media that create and critique culture. The course is taught in English. (4)

OLD
Major in Norwegian
A minimum of 36 semester hours beyond NORW 101

  o NORW 102 (NORW 101 as prerequisite)
  o NORW 201-202 and 301-302
  o Required Literature courses (8 semester hours)
    • SCAN 341 (may be repeated for credit if different topic), 363, or 422
  o Elective Course (4 semester hours)
    • SCAN 241, 341, 422, or other SCAN course
  o Senior Capstone (4 semester hours): NORW 499

NEW
Major in Norwegian
A minimum of 36 semester hours beyond NORW 101

  o NORW 102 (NORW 101 as prerequisite)
  o NORW 201-202 and 301-302
  o NORW 321 and 322
  o Elective Course (4 semester hours)
    • SCAN 241, 341, 363, 422, or other NORW or SCAN course
  o Senior Capstone (4 semester hours): NORW 499

OLD
Minor in Norwegian
20 semester hours, including:
  o NORW 101, 102, 201, 202
  o One of the following: SCAN 241, 341, 363, or 422; NORW 301 or 331

NEW
Minor in Norwegian
20 semester hours, including:
  o NORW 101, 102, 201, 202
  o One of the following: SCAN 241, 341, 363, or 422; NORW 321, 322, 301 or 331
ADMISSION AND RETENTION OF STUDENTS COMMITTEE (ARTS)
ARTS, revise catalog language, Type 1, beginning Fall 2015.

OLD
Midterm Warnings
Faculty are asked to report to the Office of the Registrar any student who at mid-term is earning at or below a C- (1.67) in a class. Students and their advisors are sent a notice telling them that a mid-term warning has been filed. This allows students time to consult with their advisor and/or the course faculty member to determine a plan for the rest of the term. No transcript notation is made, and academic standing is not affected.

NEW
Progress Alerts
Faculty members are asked to report to the Office of the Registrar any student who is not meeting expectations for satisfactory academic progress in a specific course within the first six weeks of a fall or spring semester (or a modified timeline in shorter terms). The student and his/her academic advisor are then sent notification that a progress alert has been issued by the instructor. The student is responsible for communicating with the academic advisor and instructor to develop a plan for academic success and following up on any recommendations to improve course performance. No transcript notation is made, and academic standing is not affected.

EDUCATIONAL POLICIES COMMITTEE
EPC, revise EPC manual in the Faculty Handbook, Type 1, beginning Fall 2015.

OLD
PART VI EDUCATIONAL POLICIES COMMITTEE MANUAL
The following sections describe the processes for the Education Policies Committee: Faculty Approval of Curriculum and Degree Requirements; Policies for Open Topic Courses; Procedures Governing Revision of Curriculum and Degree Requirements; Flowchart of Usual Procedure for Curriculum Revision; Format for Preparing Proposals; Checklist for Developing Proposals; Publication Dates; Catalogs and Class Schedules; Institutional Impact Evaluation

SECTION 1. FACULTY APPROVAL OF CURRICULUM AND DEGREE REQUIREMENTS.
A.—All curricula and degree requirements shall be approved by the faculty [Faculty Constitution, Article III, Section 2.c].
1. The term “curricula” includes all courses offered for credit at Pacific Lutheran University, including workshops and graduate courses, as well as those in summer school and continuing education.
2. The term “degree requirements” includes all undergraduate and graduate requirements of a department, division, or school for successful completion of its programs or as prerequisites to a student’s graduation with a major in that department or school. (Examples of degree requirements include: the number of
courses or credit hours required for a major or minor; comprehensive area examinations; oral or written; research or thesis; recitals, exhibitions, or contests; foreign language; or courses to be taken in other departments in support of a program or concentration in the major department.)

3. All faculty legislation substantively affecting general education elements or the degree requirements of a department, division, or school shall carry with it an effective date.

B. All regular courses, including experimental courses which meet a general education element, shall be placed on the EPC 30-Day Notice of Curriculum Changes and receive faculty approval before inclusion in class schedules or university catalogs.

C. An experimental course which does not meet a general education element may be offered twice within five years without faculty approval. These courses shall be appropriately designated in the class schedule in the comments section. Before inclusion in the class schedule, the course title, number, course description, and credit hours shall be filed with the EPC. The EPC shall inform the faculty of experimental courses which do not meet a general education element by placement under the “For Information Only” section of the EPC 30-Day Notice of Curriculum Changes. The non General Education Requirement experimental course may use the special topics rubrics approved in the department.

D. Experimental course which carries a general education element may be offered twice within five years and then must seek permanent status to be reoffered. These courses shall be appropriately designated in the class schedule. The course will be placed on the 30-Day Curriculum of Change Notice for faculty approval prior to inclusion in the class schedule.

E. Experimental courses are listed in the class schedules and the Office of the Registrar website only. If an experimental course attains permanent status, the course is then listed in the university catalog.

SECTION 2. POLICIES FOR OPEN TOPIC COURSES.

A. These policies approved by the Educational Policies Committee replace the previous Guidelines for Open Topic Courses. These policies are presented in four parts:

1. Policy for Courses Designed for Individual Students;
2. Policy for Internships;
3. Policy for Capstone Courses that Fulfill the Senior Seminar/Project General Education element; and
4. Policy for Special Topics Courses.

B. These policies define the purpose and instructional mode for the open topic courses that follow. Common course numbers, titles, and credits are defined also. These common course numbers, titles, and credits (in boldface) will be listed in the PLU Catalog. Common title designations to be included on term-based student records are defined as well.

1. Policy for Courses Designed for Individual Students

   Academic units may add any of the following courses designed for individual students to the curriculum without approval by the Educational Policies Committee.

   Note: When an instructor agrees to offer a course available in the regular curriculum to a student on an individual basis, 291, Directed Studies; 491, Independent Studies; and 591, Independent Studies may not be used. Instead, the regular course number, title, and credits will be recorded. The common title designation on term-based records will be listed as IS for independently studied.

   a. 291 Directed Studies (1-4) may be repeated for credit.

      i. Purpose: to provide individual undergraduate students with introductory study not available in the regular curriculum.

      ii. Instructional Mode: tutorial or close supervision of individual students.

      iii. Term-based Title: The title will be listed on student term-based records as DS: followed by the specific title designated by the student.
b. 491 Independent Studies (1-4) may be repeated for credit.
   i. Purpose: to provide individual undergraduate students with advanced study not available in the regular curriculum.
   ii. Instructional Mode: advanced tutorial or guidance for individual students.
   iii. Term-based Title: The title will be listed on student term-based records as IS: followed by the specific title designated by the student.

e. 591 Independent Studies (1-4) may be repeated for credit.
   i. Purpose: to provide individual graduate students graduate-level study not available in the regular curriculum.
   ii. Instructional Mode: graduate-level tutorial or guidance for individual students.
   iii. Term-based Title: The title will be listed on student term-based records as IS: followed by the specific title designated by the student.

2. Policy for Internships

Academic units may add any of the following internship courses to the curriculum without approval by the Educational Policies Committee.

Academic units that offer no more than one internship course at the undergraduate level and no more than one internship course at the graduate level must use the following common course numbers, titles, and credits, as defined by this policy. These common course numbers, titles, and credits will be listed in the PLU Catalog. Common title designation, to be included on term-based records, is also defined.

a. 495 Internship (1-12) may be repeated for credit.
   i. Purpose: to permit undergraduate students to relate theory and practice in a work situation.
   ii. Instructional Mode: individual supervision of work activity. The student, work supervisor, and instructor obligations, as well as course content, are stipulated in writing before the start of the internship.
   iii. Term-based Title: The title will be listed on student term-based records as Intern: followed by the specific title designated by the instructor in consultation with the student.

b. 595 Internship (1-12) may be repeated for credit.
   i. Purpose: to permit graduate students to relate theory and practice in a work situation.
ii. Instructional Mode: individual supervision of work activity. The student, work supervisor, and instructor obligations, as well as course content, are stipulated in writing before the start of the internship.

iii. Term-based Title: The title will be listed on student term-based records as Intern, followed by the specific title designated by the instructor in consultation with the student.

3. Policy for Capstone Courses that Fulfill the Senior Seminar/Project General Education Element

   Senior Seminar/Project

   i. (2-4 hours as designated by the academic unit of the student’s major)

   ii. A substantial project, paper, practicum, or internship that culminates and advances the program of an academic major. The end product must be presented to an open audience and critically evaluated by faculty in the student’s field. (FA 5-8-92)

   iii. Academic units may add this commonly numbered capstone course to the curriculum through the usual course approval process.

   iv. Academic units that meet the Senior Seminar/Project General Education element through the offering of one specific course must use the following course number, title, and credits, as defined by this policy. This common course number, title, and credits will be listed in the PLU Catalog. Common title designation, to be included on term-based records, is also defined.

   499 Capstone (1-4) may be repeated for credit.

   i. Purpose: to enable senior students in an academic unit to share their work and receive group criticism.

   ii. Instructional Mode: primarily presentation and critique of student papers and/or projects. The instructor customarily directs discussion, advises, and/or evaluates projects, but may also present additional material.

   iii. Term-based Title: The title will be listed on student term-based records as Capstone: and may be followed by a specific title designated by the academic unit.

4. Policy for Special Topics Courses

   a. Academic units may add any of the special topic courses listed below to the curriculum by memo to the Educational Policies Committee. A special topic course, however, may not carry a general education element unless approved through the usual course approval process and the use of the EPC Proposal Form. Once the special topic course number has been activated, it will appear in the university catalog.

   b. After activation of the special topic course number, an academic unit may offer any specific topic which does not carry a general education element under the special topics rubric without Educational Policies Committee approval, as long as the same specific topic is not offered more often than twice within five years under any special topic course number. However, academic units must notify the Registrar’s Office of the specific title, credit, and course description by memo as part of the class schedule preparation process.

   c. If a department wishes to offer a special topic again after the second time within five years, then a separate course must be approved through the usual course approval process as an experimental or regular course.

   d. Any special topic which is to carry a general education element not already approved for the special topic rubric must submit an EPC an EPC Proposal Form prior to the offering of the topic.

   e. If a special topic is to carry any diversity of perspectives (alternative or cross-cultural) requirements, an EPC Proposal Form must be submitted, along with syllabus, prior to offering the topic.

May 29, 2015 to June 29, 2015
287, 288, 289 Special Topics (1-4) may be repeated for credit.

i. Purpose: to provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum.

ii. Instructional Mode: classroom instruction and interaction.

iii. Term-based Title: The title will be listed on the student term-based records as ST: followed by the specific title designated by the academic unit.

387, 388, 389 Special Topics (1-4) may be repeated for credit.

i. Purpose: to provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum.

ii. Instructional Mode: classroom instruction and interaction.

iii. Term-based Title: The title will be listed on student term-based records as ST: followed by the specific title designated by the academic unit.

487, 488, 489 Special Topics (1-4) may be repeated for credit.

i. Purpose: to provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum.

ii. Instructional Mode: classroom instruction and interaction.

iii. Term-based Title: The title will be listed on student term-based records as ST: followed by the specific title designated by the academic unit.

587, 588, 589 Special Topics (1-4) may be repeated for credit.

i. Purpose: to provide graduate students with new, one-time, and developing courses not yet available in the regular curriculum.

ii. Instructional Mode: classroom instruction and interaction.

iii. Term-based Title: The title will be listed on student term-based records as ST: followed by the specific title designated by the academic unit.

SECTION 3. PROCEDURES GOVERNING REVISION OF CURRICULUM AND DEGREE REQUIREMENTS.

A. Each proposed change in curriculum and in degree requirements shall be discussed and approved by the department or school of origin. The head of the department or school shall sign the proposal as evidence of such approval and submit it, where appropriate, to the divisional or school dean.

B. Approval by the divisional or school dean shall be given in accordance with established procedures of the respective division or school. The divisional or school dean shall sign the proposal as evidence of such approval. The department or school originating the proposal shall forward one copy with the required signatures to the provost for signature, along with an electronic copy of the proposal.

C. The provost shall, if necessary, submit the proposal to a cost analysis committee and relay it with appropriate comment to the EPC for its review.

D. Course numbers, titles, descriptions of proposed curricular changes, credit hours, and appropriate synopses of proposed degree requirement changes shall be published by the EPC on the 30 day Notice of Curriculum Changes and sent via email to all faculty members. Complete copies of proposals are available to deans and chairs online in the EPC section of the Provost Sakai, https://sakai.plu.edu/portal/ (Office of the Provost>Resources>EPC).

E. Faculty members objecting to a particular proposal must express their objections in writing to the EPC chair and members within 30 day period which begins with the date listed on the “Notice of Curriculum Changes” distributed by the committee. Objections received within this 30 day period will suspend

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approval, pending resolution of the objections. In the event a dispute cannot be resolved, the committee will make its recommendation to the faculty for its action at the next regular faculty meeting.

F. Proposals for new degrees, new majors, and programs which require action by the Board of Regents shall follow the procedure described above. In addition, the EPC shall present such proposals to the faculty, which will decide whether to recommend them to the Board of Regents.

SECTION 4. FLOWCHART OF USUAL PROCEDURE FOR CURRICULUM REVOLUTION

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*An experimental course that does not meet a general education element may be offered twice without faculty approval. Information must be filed with EPC for publication.

SECTION 5. FORMAT FOR PREPARING PROPOSALS.

A. Proposals shall consist of (1) a discussion of the desired change, (2) a completed Proposal Evaluation Form, with the exceptions noted below, and (3) an abstract for distribution.
1. Proposals shall be formulated carefully, and inherent problems shall be carefully addressed. This is particularly important in the case of major curricular revisions. In all proposals brought to the committee the following categories shall be discussed:

   a. Philosophic:
      Relationship of the proposal to the university’s objectives and operational policies. (Comparison with other appropriate private institutions is helpful.)

   b. Strategic:
      Justification of the proposal in relationship to national, regional, and state certifying bodies and to widespread educational, political, social, economic, and aesthetic trends.

   c. Demographic:
      Effect of the proposal on patterns of enrollment in departments, divisions, schools, and the university.

   d. Economic:
      Thorough analysis and projection of costs—especially in instruction, materials, and time—and of the economic effect on the department, division, or school sponsoring the proposal.

B. A Proposal Evaluation Form shall be completed and attached [procure up-to-date form at http://www.plu.edu/provost/documents-forms/home.php]

C. An abstract of the proposal, including the course number, title, credit hours, and catalog description shall be prepared for distribution to the faculty.

B. The only proposals for revision of curriculum which do not have to be submitted in the format described above are those for:

   1. Experimental courses not intended to meet a general education element. (The course number, title, credit value, and catalog description of such courses must be filed with the EPC before they may be included in the class schedule.)

      a. Non-substantive changes, i.e., insignificant changes in course numbers, titles, or catalog descriptions, and course deletions. In case of any questions, the EPC will determine whether a proposed change is substantive or non-substantive.

SECTION 6. CHECKLIST FOR DEVELOPING PROPOSALS.
<table>
<thead>
<tr>
<th>Departmental and Division Signature(s)</th>
<th>Discussion of Philosophy, Strategies, Demographic and Economic Factors or Institutional Impact Form</th>
<th>EPC Proposal cover page with letter or with EPC Proposal Form (noted in column underneath as either letter or form)</th>
<th>Abstract</th>
<th>Provost's Signature</th>
<th>To EPC</th>
<th>EPC Publishes</th>
<th>30-Day Approval Period</th>
<th>To Faculty Assembly</th>
<th>To Board of Regents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Type One: Non-substantive Changes. (EPC proposal cover page and signed letter required.)</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Type Two: Non General Education Program experimental courses. (EPC proposed cover page and signed letter required.)</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Type Three: General Education Program experimental Course. (EPC proposal cover page and completed sections I, II, and III (b) and (c) of EPC proposal form, plus required signatures.)</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Type Four: Substantive changes. (EPC proposal cover page and proposal forms with signatures required.)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Type Five: New Degrees, New Majors, and Programs Requiring Action by the Board of Regents. (EPC proposal cover page and proposal form required with all signatures.)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 7. PUBLICATION DATES.

A. To permit timely publication of course changes in class schedules, the EPC recommends submission of proposals by the following dates:

1. November 1 – Inclusion in the class schedules for the following summer session and fall semesters.

2. April 1 – Inclusion in the class schedules for the following January term and spring semesters.

3. Catalog Publish Date Deadline April 1: Inclusion in the next academic year catalog.

SECTION 8. CATALOGS AND CLASS SCHEDULES.

A. All catalogs and class schedules shall include only those courses that have been formally approved by the EPC. Course numbers, titles, descriptions, credit hours, and status (e.g., “experimental”) shall be shown only in their EPC-approved form. (Course titles may be appropriately abbreviated, where necessary.)

B. Only the EPC shall authorize material changes in the university’s curricula and course offerings.

C. Courses which have not been taught (even though they may have been offered) during the previous five-year period shall be automatically deleted from the list of EPC-approved courses and, therefore, from all catalogs and class schedules. Requests for exceptions shall be submitted to the EPC.

D. Experimental courses (General Education Program or non General Education Program) shall be deleted from the list of EPC-approved courses (and, therefore, class schedules) at the end of the semester or summer term for which faculty approval was granted, unless the controlling department chair or dean indicates by letter to the Registrar an intention to offer the course a second time. All experimental courses must be deleted from the list of EPC-approved courses (and, therefore, from all class schedules) after they have been offered two times. Experimental courses not listed in the university catalog.

SECTION 9. INSTITUTIONAL IMPACT EVALUATION

A. Proposal’s Enrollment Impacts

1. What number of new students is the proposed program likely to attract over the first 3 (or 5) years of its existence? What substantiation exists for this projection?

2. What retention of first (and second and third) year students is estimated for the proposed program? What substantiation exists?

3. What percent of the students in this program will be attracted from existing programs? What substantiation exists?

4. Does the proposed program replace, in whole or part, any current programs or is it to be fully a new program?

5. What mix is the proposed program likely to attract of four-year students vs. two-year transfer students vs. graduate students? What substantiation exists?

B. Proposal’s Staffing Impacts

1. What new faculty/staff hiring dedicated to the proposed program is called for and when must the hiring be done?

2. What portion of new staffing is part-time or full-time? Temporary or permanent (tenure track)?

3. Is added administrative staffing called for? When?

4. What added FTEs are called for in other departments to staff added classes for the proposed program’s requirements?

C. Proposal’s Financial Impacts
1. What immediate staffing expenses are required (see Section II)?
2. What substantiation exists for the assumed salary/fringe levels?
3. What added equipment expenses are called for? When must purchases be made? What annual maintenance/repair costs are estimated?
4. What added facilities are called for (distinguish between new construction and remodeling)?
5. What added computer usage is the proposed program likely to generate? Any substantiation?
6. What added library resources are called for to attain an acceptable level of program support? When must library resources be added?
7. Is the proposed program dependent upon outside (non-tuition) sources of funds? In what amount, from where, and for how long are these financial supports predicted? Any substantiation for the predictions? What university support, if any, will be needed when these funding sources cease?
8. What program promotional expenses, if any, are estimated?
9. Have revenue and expense projections been compared with a recent similar program addition at a comparable university? Identify.
10. What are the long-term (5 years-10 years) needs for space, staffing, facilities, and equipment?

D. Other Program Impact Issues

1. Does the proposed program offer enhancements/synergies with current PLU programs? Explain.
2. Must accreditation standards or other program standards be met for the proposed program to achieve professional acceptance? What criteria? By when? Explain.
3. Does the proposed program lead to the creation of a new degree or academic unit within the next five years? Explain.
4. Does the proposed program call for any likely future added programs (e.g., higher degree program)? Explain.
5. What local/Northwest area universities offer similar programs? What has their recent enrollment experience been? What advantages would PLU's program offer over these possibly competitive programs?
6. What market exists for graduates of such a proposed program? Any substantiation?
### SECTION 10. PROGRAM FINANCIAL IMPACTS (EXAMPLE)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number new students</strong></td>
<td>20 new</td>
<td>12 2nd yr</td>
<td>10 3rd yr</td>
<td>10 4th yr</td>
</tr>
<tr>
<td></td>
<td>25 new</td>
<td>15 2nd yr</td>
<td>12 3rd yr</td>
<td>18 2nd yr</td>
</tr>
<tr>
<td></td>
<td>30 new</td>
<td>10 3rd yr</td>
<td>15 2nd yr</td>
<td>20 2nd yr</td>
</tr>
<tr>
<td>Cum students after attrition*</td>
<td>20</td>
<td>37</td>
<td>55</td>
<td>75</td>
</tr>
<tr>
<td>Plus those retained elsewhere at PLU</td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Less cannibalization (10%)</td>
<td>(2)</td>
<td>(4)</td>
<td>(5)</td>
<td>(7)</td>
</tr>
<tr>
<td>Net new student contribution</td>
<td>18</td>
<td>36</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>Tuition $ (6% increase per yr.)</td>
<td>$5,950</td>
<td>$6,350</td>
<td>$6,750</td>
<td>$7,200</td>
</tr>
<tr>
<td>Gross to PLU</td>
<td>$107,100</td>
<td>$241,300</td>
<td>$391,500</td>
<td>$561,600</td>
</tr>
<tr>
<td>PLU Net (less: univ. overhead of 40%)</td>
<td>$64,260</td>
<td>$144,780</td>
<td>$234,900</td>
<td>$336,960</td>
</tr>
<tr>
<td>Program Gross (% total student credits in program, e.g., 40%)</td>
<td>$25,700</td>
<td>$57,900</td>
<td>$94,000</td>
<td>$134,800</td>
</tr>
<tr>
<td>Less Expenses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, fringe of department</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Equipment depreciation</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Equipment maintenance</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Program promotion</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Other</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Program Contribution:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without subsidy</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Plus subsidy/grant</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>TOTAL PROGRAM CONTRIBUTION</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Projected Average Cost per</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Hour Generated</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

* Retention:  
  - Year 1 - 2 = 60%  
  - Year 2 - 3 = 80%  
  - Year 3 - 4 = 100%

---

**Originator of Proposal:**

**Date:**

**Divisional or School Dean:**

**Date:**

**Department Chair of Affected Area:**

**Date:**

**Provost:**

**Date:**

---

May 29, 2015 to June 29, 2015
A. Faculty Approval of Curriculum and Degree Requirements

1. All curricula and degree requirements shall be approved by the faculty [Faculty Constitution, Article III, Section 2,c].
   a. “Curricula” includes all courses, workshops, and continuing education that are offered for credit at Pacific Lutheran University.
   b. “Degree requirements” include all undergraduate and graduate requirements of a department, division, or school for successful completion of its program(s). Examples include: prerequisites; the number of courses or credit hours required for a major or minor; area examinations; research or thesis; recitals, exhibitions, or contests; foreign language requirements; courses to be taken in other departments, and internships.
   c. All faculty legislation substantively affecting general education elements or the degree requirements of a department, division, or school shall carry with it an effective date.

2. All curricular changes, except special topics courses that do not meet a general education element, shall be placed on the EPC 30 Day Notice of Curriculum Changes and receive faculty approval before being listed in the university catalogue, by the Office of the Registrar, or on the PLU website. Specific topics for special courses are not listed in the University catalog
   a. EPC categorizes proposed curricular changes into three different types of proposals – Type 1 (non-substantive programmatic changes), Type 2 (substantive programmatic changes), and Type 3 (establishing or eliminating new programs, majors, minors, or concentrations).
An overview of the process for each type of proposal is detailed in section B. of this manual. Forms and templates for EPC proposals can be found in the EPC section of the Provost Sakai Folder, https://sakai.plu.edu/portal

b. Special topics courses may be activated by memo to the registrar, with the exception of those courses that seek to carry a general education designation, which must be approved through the usual process (i.e., with the appropriate EPC Proposal Form) before being offered. Before inclusion in the class schedule, the course title, number, course description, and credit hours for a specific special topics course must be provided in a memo to the Registrar

c. The same specific topic may be offered twice as a special topics course within four years without faculty approval.

**B. FLOWCHART OF USUAL PROCEDURE FOR CURRICULUM REVISION**

```
<table>
<thead>
<tr>
<th>Department or school originates proposal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divisional or school dean approves and signs the proposal.</td>
</tr>
<tr>
<td>Copy of the proposal sent to Provost for study and signature.</td>
</tr>
<tr>
<td>Review and comment on the proposal by the Registrar’s Office</td>
</tr>
<tr>
<td>Educational Policies Committee publishes the proposal on the 30 Days Notice of Curriculum Changes online after review.</td>
</tr>
</tbody>
</table>
```
C. PROCEDURES GOVERNING REVISION OF CURRICULUM AND DEGREE REQUIREMENTS.

1. Each proposed change in curriculum and in degree requirements shall be discussed and approved by the department or school of origin. The head of the department or school shall sign the proposal – indicating whether 2/3s of the faculty has approved the proposal or not – and submit it, where appropriate, to the divisional or school dean.

2. Approval by the divisional or school dean shall be given in accordance with established procedures of the respective division or school. The divisional or school dean shall sign the proposal as evidence of such approval. The department or school originating the proposal shall forward one copy with the required signatures to the Provost for signature, along with an electronic copy of the proposal.

3. If a proposal affects staffing or enrollments outside of the unit that is originating the proposal, EPC strongly recommends seeking approval for the proposal by the affected unit(s), as indicated by the signature of the representative Dean or Chair, prior to submission. If a proposal comes to EPC without such an endorsement, EPC will seek input from the affected unit(s) directly.

4. The Provost shall, if necessary, submit the proposal to a cost analysis committee and relay it with appropriate comment to the EPC for its review.
5. Descriptions of proposed curricular changes, course numbers, titles, credit hours, and synopses of proposed degree requirement changes shall be published by the EPC in the 30-day Notice of Curriculum Changes and sent via email to all faculty members. Complete copies of proposals are available to deans and chairs online in the EPC section of the Provost Sakai folder, https://sakai.plu.edu/portal/ (Office of the Provost>Resources>EPC).

6. Faculty members must submit objections to proposals in writing to the Chair of EPC within 30 days from the date listed on the 30-day Notice of Curriculum Changes distributed by the EPC. Objections received within this 30-day period will suspend approval, pending resolution of the objections. In the event a dispute cannot be resolved, the EPC will make its recommendation to the faculty for action at the next regular faculty meeting.

7. Every proposal that requires action by the Board of Regents (e.g. new degrees, majors, minors, concentrations, or programs) shall follow the procedure described above. The EPC will present such proposals to the faculty, which will decide whether or not to recommend them to the Board of Regents.

D. FORMAT FOR PREPARING PROPOSALS.

Proposals shall consist of (1) a discussion of the desired change, (2) a completed Proposal Evaluation Form, with the exceptions noted below, and (3) an abstract. Forms and templates for EPC proposals can be found in the EPC section of the Provost Sakai Folder, https://sakai.plu.edu/portal

   a. All proposal forms must be submitted to the Office of the Provost. Type 3 proposals further require a completed institutional impact evaluation form.

   b. All proposals must include both a statement of rationale and an abstract that details, where appropriate, changes to course numbers, title, credit hours, and catalog description.

   c. Proposals should be formulated carefully, with any inherent problems carefully addressed. This is particularly important in the case of major curricular revisions (Type 2 and Type 3). Proposal rationales should discuss the philosophic, strategic, demographic, and economic aspects of the proposed changes, and take into account comparable practices at other peer institutions and those suggested by national, regional and state certifying bodies. Proposals must also address, using verifiable data and sound argumentation, the direct and indirect consequences and costs of the changes on staffing and enrollment in departments, divisions, schools and the university.

   d. Non-substantive changes do not typically require the same level of detail as Type 2 or Type 3 proposals. Type 1 proposals include changes in course number, title, or catalog description. EPC may, at its discretion, determine whether a proposed change is substantive or non-substantive. If a determination is made that the proposal is indeed a substantive change, it may be sent back to the originating unit for additional detail. Minor corrections of language,
grammar or typos may be requested directly by memo to the Registrar and do not require EPC approval.

e. Activation of special topics courses that are not intended to meet a general education element do not require EPC action. (However, the course number, title, credit value, and catalog description of such courses must still be filed with the Registrar’s Office before a special topics course is included in the class schedule.) Special topics courses that are intended to meet a general education element are considered substantive changes (Type 2) and require approval by the GenEd council.

E. CHECKLIST FOR DEVELOPING PROPOSALS

<table>
<thead>
<tr>
<th></th>
<th>Type 1</th>
<th>Type 2</th>
<th>Type 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required EPC form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departmental and Division Signature(s) required</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Signatures of other affected Departments required</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Institutional Impact Evaluation Form</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Library Services Signature(s) required</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Provost’s Signature</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>EPC approval required</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>30-Day Clock / Publication</td>
<td>“For Your Information Only”</td>
<td>“EPC Notice of Curriculum Changes” (Objection can stop the clock)</td>
<td>“EPC Notice of Curriculum Changes”</td>
</tr>
<tr>
<td>Faculty Assembly approval required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board of Regents approval required</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

F. POLICIES FOR OPEN TOPIC COURSES.

1. COURSES DESIGNED FOR INDIVIDUAL STUDENTS: Academic units may add any of the following courses designed for individual students to the curriculum without approval by the Educational Policies Committee.
Note: When an instructor agrees to offer a course available in the regular curriculum to a student on an individual basis, the regular course number, title, and credits must be used. The common title designation on term-based records will be listed as IS for independently studied.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Type</th>
<th>Credit Hours</th>
<th>Purpose</th>
<th>Instructional Mode</th>
<th>Term-based Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>291</td>
<td>Directed Study</td>
<td></td>
<td>Individual, introductory undergraduate study not available in the regular curriculum</td>
<td>Tutorial or close supervision of individual students</td>
<td>DS: followed by the specific title designated by the student</td>
</tr>
<tr>
<td>491</td>
<td>Independent Study</td>
<td>1-4 cr; may be repeated for credit</td>
<td>Individual, advanced undergraduate study not available in the regular curriculum</td>
<td>Advanced tutorial or guidance for individual students</td>
<td>IS: followed by the specific title designated by the student</td>
</tr>
<tr>
<td>591</td>
<td>Independent Study</td>
<td></td>
<td>Individual, graduate level study not available in the regular curriculum</td>
<td>Graduate level tutorial or guidance for individual students</td>
<td>Project: followed by the specific title designated by the student</td>
</tr>
<tr>
<td>598</td>
<td>Non-thesis Research Project</td>
<td></td>
<td>Graduate level, non-thesis research opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>598</td>
<td>Thesis</td>
<td></td>
<td>Graduate level, demonstration of ability to do independent research</td>
<td>Advising and evaluating research and writing for individual students</td>
<td>Thesis: followed by the specific title designated by the student</td>
</tr>
</tbody>
</table>
2. **INTERNSHIPS**: Academic units may add any of the following internship courses to the curriculum without approval by the Educational Policies Committee. Academic units that offer more than one internship should use the numbering designation below and distinguish different internships by means of the specific Term-based Title.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Type</th>
<th>Credit Hours</th>
<th>Purpose</th>
<th>Instructional Mode</th>
<th>Term-based Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>495</td>
<td>Internship</td>
<td>1-12 cr; may be repeated for credit</td>
<td>Permit undergraduate students to relate theory and practice in a work situation</td>
<td>Individual supervision of work activity. The student, work supervisor, and instructor obligations as well as course content, are stipulated in writing before the start of the internship</td>
<td>Intern: followed by the specific title designated by the student</td>
</tr>
<tr>
<td>595</td>
<td>Internship</td>
<td></td>
<td>Permit graduate students to relate theory and practice in a work situation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **COURSES THAT FULFILL THE SENIOR SEMINAR/PROJECT GENERAL EDUCATION ELEMENT**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Type</th>
<th>Credit Hours</th>
<th>Purpose</th>
<th>Instructional Mode</th>
<th>Term-based Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>499</td>
<td>Senior Seminar / Project</td>
<td>2-4 hours, as designated by the academic unit of the student’s major</td>
<td>A substantial project, paper, practicum, or internship that culminates and advances the program of an academic major.</td>
<td>The end product must be presented to an open audience and critically evaluated by faculty in the student’s field</td>
<td>Capstone: followed by the specific title designated by the academic unit.</td>
</tr>
<tr>
<td>499</td>
<td>Capstone</td>
<td>1-4 cr; may be repeated for credit</td>
<td>To enable senior students in academic unit to share their work</td>
<td>Primarily presentation and critique of student papers and/or projects. The instructor</td>
<td>Capstone: may be followed by the specific</td>
</tr>
</tbody>
</table>
and receive group criticism customarily directs discussion, advises, and/or evaluates projects, but may also present additional material. title designated by the academic unit.

4. **SPECIAL TOPICS COURSES:** Academic units may activate any of the special topic courses listed below to the curriculum by memo to the Registrar and EPC. A special topic course, however, may not carry a general education element, or appear in the university catalogue, unless approved through the usual course approval process and the use of the EPC type 2 and 3 Proposal Form (see above, A.2.b). Otherwise, after a special topic course has been approved, the academic unit may offer any specific topic without EPC approval. However, academic units must still notify the Registrar’s Office of the specific title, credit, and course description by memo as part of the class schedule preparation process. The same specific topic cannot be offered more often than twice within four years. If an academic unit wishes to offer the special topic more regularly, it must be approved as a regular course through the usual course approval process.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Type</th>
<th>Credit Hours</th>
<th>Purpose</th>
<th>Instructional Mode</th>
<th>Term-based Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>287, 288, 289</td>
<td>Special Topics</td>
<td>1-4cr; may be repeated for credit</td>
<td>New, one-time, and developing undergraduate courses not yet available in the regular curriculum</td>
<td>Classroom instruction and interaction.</td>
<td>ST: followed by the specific title designated by the academic unit.</td>
</tr>
<tr>
<td>387, 388, 389</td>
<td>Special Topics</td>
<td>1-4cr; may be repeated for credit</td>
<td>New, one-time, and developing undergraduate courses not yet available in the regular curriculum</td>
<td>Classroom instruction and interaction.</td>
<td>ST: followed by the specific title designated by the academic unit.</td>
</tr>
<tr>
<td>487, 488, 489</td>
<td>Special Topics</td>
<td>1-4cr; may be repeated for credit</td>
<td>New, one-time, and developing graduate level courses not yet available in the regular curriculum</td>
<td>Classroom instruction and interaction.</td>
<td>ST: followed by the specific title designated by the academic unit.</td>
</tr>
<tr>
<td>587, 588, 589</td>
<td>Special Topics</td>
<td>1-4cr; may be repeated for credit</td>
<td>New, one-time, and developing graduate level courses not yet available in the regular curriculum</td>
<td>Classroom instruction and interaction.</td>
<td>ST: followed by the specific title designated by the academic unit.</td>
</tr>
</tbody>
</table>
G. PUBLICATION DATES.
To permit timely publication of course changes in class schedules, the EPC recommends submission of proposals by the following dates:

November 1- Inclusion in the class schedules for the following summer session and fall semesters in time for registration.

April 1- Inclusion in the class schedules for the following January term and spring semesters in time for registration.

Catalog Publish Date Deadline April 1: Inclusion in the next academic year catalog.

H. CATALOGS AND CLASS SCHEDULES.
All catalogs and class schedules shall include only those courses that have been formally approved by the EPC. Course numbers, titles, descriptions, credit hours, and status shall be shown only in their EPC-approved form. (Course titles may be appropriately abbreviated, where necessary.)

Only the EPC shall authorize material changes in the university’s curricula and course offerings.

Courses which have not been taught (even though they may have been offered) during the previous four-year period shall be automatically deleted from the list of EPC-approved courses and, therefore, from all catalogs and class schedules. Requests for exceptions shall be submitted to the EPC. Reactivation of formerly offered courses may be requested by way of a memo to the Chair of the EPC.

Previously used course numbers and course information are eliminated from Banner and can be reused once a course has not been offered in the catalog for more than twenty years.

GRADUATE PROGRAMS AND CONTINUING EDUCATION
GPCE, change catalog language for several programs, Type 1, beginning Fall 2015.

Catalog Section: Graduate and Post-Baccalaureate Policies and Programs

OLD
Pacific Lutheran University offers graduate and post-baccalaureate certificate programs in advanced professional education within a context of the liberal arts tradition. Master’s degree programs in business, finance, marketing research, creative writing, education, marriage and family therapy, and nursing challenge students to increase their understanding and competence in theory, research and practice. Graduates are prepared to become thoughtful and effective
leaders in their professions and communities. Graduate students have the opportunity to study in unusually close and supportive working relationships with full time doctorally-prepared faculty and professionally qualified part-time practitioners.

**NEW**
Pacific Lutheran University offers graduate and post-baccalaureate certificate programs in advanced professional education within a context of the liberal arts tradition. Graduate degree programs in business, finance, marketing research, creative writing, education, marriage and family therapy, and nursing challenge students to increase their understanding and competence in theory, research and practice. Graduates are prepared to become thoughtful and effective leaders in their professions and communities. Graduate students have the opportunity to study in unusually close and supportive working relationships with full time doctorally-prepared faculty and professionally qualified part-time practitioners.

**OLD**

**MASTER’S DEGREES**

**BUSINESS**

The Master of Business Administration (M.B.A.) is a 20-22 month program, with evening classes twice a week, and full- or part-time options. The M.B.A. is designed for working professionals who want to continue to build the skills needed in today’s ever-changing business environment while continuing full-time employment. The M.B.A. is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

The Master of Science in Finance (M.S.F.) is a 10-month full-time, cohort-based program. It has been designated as a C.F.A. University Recognized Program by the Society of Chartered Financial Analysts. The M.S.F. is accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

The Master of Science in Marketing Research (M.S.M.R.) is a 10-month full-time, cohort-based program. It has been developed to provide students with in-demand and relevant business skills in marketing research. The M.S.M.R is accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

**NEW**

**MASTER’S DEGREES**

**BUSINESS**

The Master of Business Administration (M.B.A.) can be completed full- or part-time in as little as 9 months. The M.B.A. is available to students from any academic background and includes a required 10-day faculty led international experience. Students may also choose to earn an emphasis with their degree in Technology and Innovation Management, Healthcare Management or Entrepreneurship and Closely Held Business. The M.B.A. is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

The Master of Science in Finance (M.S.F.) is a 10-month full-time, cohort-based program. It has been designated as a C.F.A. University Recognized Program by the Society of Chartered Financial Analysts. The M.S.F. is accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

May 29, 2015 to June 29, 2015
The Master of Science in Marketing Research (M.S.M.R.) is a 10-month full-time, cohort-based program. It has been developed to provide students with in-demand and relevant business skills in marketing research. The M.S.M.R is accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

OLD
CREATIVE WRITING
The Master of Fine Arts (M.F.A.) is a 36 month low-residency program in the fields of poetry, fiction and creative nonfiction intended for those wishing to develop and pursue careers as writers. M.F.A. students are on campus for a 10-day residency each summer, and work from home with a faculty mentor for the rest of the academic year. The M.F.A. program as part of Pacific Lutheran University is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

EDUCATION
The Master of Arts in Education (M.A.E.) includes a number of different programs: 1) teacher certification, 2) advanced/master teaching, and 3) principal or program administration certification. Typically, programs can be completed in 12 months. Classes vary by program from evening, Saturday, and online classes to full-time, day courses. PLU M.A.E. programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE).

MARRIAGE AND FAMILY THERAPY
The Master of Arts (M.A.) in Marriage and Family Therapy is a 24-month program that trains students to pursue therapy from a systemically-oriented, contextually competent worldview. The M.F.T. program trains students to address a wide range of clinical concerns impacting individuals, couples, and families. Classes in the first year are typically twice a week, 3:00 to 6:30 p.m., with increasing time commitments in the second year. The M.A. M.F.T. program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy.

NEW
CREATIVE WRITING
The Master of Fine Arts (M.F.A.) is a 36 month low-residency program in the fields of poetry, fiction and creative nonfiction intended for those wishing to develop and pursue careers as writers. M.F.A. students are on campus for a 10-day residency each summer, and work from home with a faculty mentor for the rest of the academic year. As part of Pacific Lutheran University, the M.F.A program is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

EDUCATION
The Master of Arts in Education (M.A.E.) includes a number of different programs: 1) teacher certification, 2) advanced/master teaching, and 3) principal or program administration certification. Typically, programs can be completed in 12 months. Classes vary by program from evening, Saturday, and online classes to full-time, day courses. PLU M.A.E. programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE).
MARRIAGE AND FAMILY THERAPY
The Master of Arts (M.A.) in Marriage and Family Therapy (MFT) is a 24 to 28-month program that trains students to practice therapy from a systemically-oriented, contextually competent worldview. The MFT program trains students to address a wide range of clinical concerns impacting individuals, couples, and families. Classes in the first year are typically twice a week, 3:00 to 6:30 p.m., with increasing time commitments in the second year. The M.A. MFT program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy.

OLD NURSING
The Doctor of Nursing Practice (D.N.P.) is a 36-month program 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. PLU offers post-master’s options for master’s-prepared nurses who wish to complete the Family Nurse Practitioner specialty and for advanced practice nurses who wish to complete the D.N.P. The D.N.P. program has received initial approval by the Washington State Nursing Care Quality Assurance Commission and will be undergoing its initial D.N.P. accreditation visit by the Commission on Collegiate Nursing Education (CCNE) in the 2015-2016 academic year.

The Master of Science in Nursing (M.S.N.) includes a number of different programs: 1) For registered nurses (R.N.) holding a bachelor of science in nursing (B.S.N.) who wish to further their education, there is a 12-month Care and Outcomes Management (COM) program or a 24-month Family Nurse Practitioner (FNP) program. Classes are typically Thursday evenings and all day Fridays. 2) For registered nurses (R.N.) holding a bachelor of science (B.S.N.), there is a 36-month M.S.N./M.B.A. dual-degree program. Classes are typically weekday evenings, and full-day Fridays. 3) For those who hold a non-nursing bachelor’s degree, there is a 27-month entry-level master of science in nursing degree program. Classes are typically full-time, day courses during the pre-licensure portion, and Thursday evenings and all day Fridays during the post-licensure portion. 4) For registered nurses (R.N.) who hold a non-nursing bachelor’s degree, there is a 15-month R.N. to master of science in nursing degree program. Classes are typically Thursday evenings, and all day Fridays. The PLU M.S.N. program is accredited by the Commission of Collegiate Nursing Education (CCNE) and Washington State Nursing Care Quality Assurance Commission.

NEW NURSING
The Doctor of Nursing Practice (D.N.P.) is a 36-month program 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. PLU offers post-master’s options for master’s-prepared nurses who wish to complete the Family Nurse Practitioner specialty and for advanced practice nurses who wish to complete the D.N.P. The D.N.P. program has received initial approval by the Washington State Nursing Care Quality Assurance Commission and will...
be undergoing its initial D.N.P. accreditation visit by the Commission on Collegiate Nursing Education (CCNE) in the 2015-2016 academic year.

The Master of Science in Nursing (M.S.N.) offers multiple pathways to entry. The Entry Level Master of Science in Nursing is a 27 month program designed for those with a non-nursing bachelor’s degree. Classes are typically full-time, during the 15 month pre-licensure portion, and Thursday evenings and all day Fridays during the 12 month post-licensure portion of the program. The R.N./B Master of Science in Nursing is a 12 to 15 month program designed for registered nurses (R.N.) who hold a non-nursing bachelor’s degree. Classes are typically Thursday evenings, and all day Fridays. The Master of Science in Nursing Care and Outcomes Manager is 12 month program for registered nurses (R.N.) holding a bachelor of science in nursing (B.S.N.) who wish to further their education. Classes are typically Thursday evenings and all day Fridays. The M.S.N./M.B.A. is a 36 month dual-degree program for registered nurses (R.N.) holding a bachelor of science in nursing (B.S.N.). Classes are typically weekday evenings and full day Fridays. The PLU M.S.N. program is accredited by the Commission of Collegiate Nursing Education (CCNE) and Washington State Nursing Care Quality Assurance Commission.

*Catalog Section: Graduate and Post-Baccalaureate Policies and Programs – Policies and Standards (Graduate)*

**OLD**

CLASSIFICATION OF STUDENTS
Students may be granted regular or provisional admission to graduate programs. Some students may be granted admission with conditions. Students are also classified as full-time or part-time depending on their semester hours of enrollment.

Regular Admission
Students who meet or exceed all program requirements for admission are eligible to be considered for admission as regular status students.

Provisional Admission
Students who present credentials below general standards for graduate study, who also exhibit potential for academic success, may be admitted as provisional status students. Students must complete eight or more semester hours of graduate work, as determined by the program, with a cumulative grade point average of 3.00 or higher to be granted regular status.

Conditional Status
Students who apply for graduate or post-baccalaureate studies before completing undergraduate work or have unmet prerequisites are admitted with conditions. Although admitted to the program, coursework and/or student placements cannot begin until the conditions of acceptance have been met.
NEW CLASSIFICATION OF STUDENTS
Students may be granted regular or provisional admission to graduate programs, which may come with conditions. Students are also classified as full-time or part-time depending on their semester hours of enrollment.

Regular Admission
Students who meet or exceed all program requirements for admission are eligible to be considered for admission as regular status students.

Provisional Admission
Students who present credentials below general standards for graduate study, who also exhibit potential for academic success, may be admitted as provisional status students. Students must complete eight or more semester hours of graduate work, as determined by the program, with a cumulative grade point average of 3.00 or higher to be granted regular status.

Conditional Status
Students who apply for graduate or post-baccalaureate studies before completing undergraduate work or have unmet requirements are admitted with conditions. Although admitted to the program, coursework and/or student placements cannot begin until the conditions of acceptance have been met.

OLD ADVISING
Upon admission each student will be assigned an advisor responsible for assisting the student in determining a program of study. Students are required to meet with their advisors early in their programs.

NEW ADVISING
Upon admission each student will be assigned an advisor within the academic unit for which they have been admitted. Students are required to meet with their advisors early in their programs.

OLD COURSES ACCEPTABLE FOR GRADUATE CREDIT
All 500-numbered courses described in this catalog are graduate level. A maximum of four semester hours of continuing education credit may be accepted toward a master’s degree. This applies to continuing education credit taken at PLU or transferred from another university. The School of Business and the School of Nursing do not accept continuing education coursework. All courses accepted for any master’s degree are subject to the approval of the dean or his/her designee (e.g., program director) and the associate provost for graduate studies and continuing education.
NEW COURSES ACCEPTABLE FOR GRADUATE CREDIT

All 500 and 600-numbered courses described in this catalog are graduate level. A maximum of four semester hours of continuing education credit may be accepted toward a master’s degree. This applies to continuing education credit taken at PLU or transferred from another university. The School of Business and the School of Nursing do not accept continuing education coursework. All courses accepted for any master’s degree are subject to the approval of the dean or his/her designee (e.g., program director) and the associate provost for graduate studies and continuing education.

OLD

Medical Withdrawal
Medical Withdrawal is entered when courses are not completed due to medical cause. A medical withdrawal does not affect a student’s grade point average, but may affect progression in a major or timely completion of the degree. See section on Medical Withdrawal Policy.

NEW

Medical Withdrawal
Medical Withdrawal is entered when courses are not completed due to medical cause. A medical withdrawal does not affect a student’s grade point average, but may affect timely completion of the degree. See section on Medical Withdrawal Policy.

OLD

REGISTRATION PROCEDURES
Requirements Prior to Registration
Before a graduate or post-baccalaureate student can register for classes, the student must:
- Submit the non-refundable advance tuition deposit
- Submit the required medical history form
- Submit the online payment contract
- If applicable, remove any holds on the student account

NEW

REGISTRATION PROCEDURES
Requirements Prior to Registration
Before a graduate or post-baccalaureate student can register for classes, the student must:
- Submit the non-refundable advance tuition deposit or statement of intent to register form
- Submit the required medical history form
- Submit the online payment contract
- If applicable, remove any holds on the student account

OLD

IMMUNIZATION POLICY
All graduate students are required to submit a Health History and Consent form including documented record of two measles, mumps and rubella (MMR) immunizations after their first birthday. Documentation consists of official records signed by a health care professional. Those
born before January 1, 1957 are exempt from immunization information, but still must complete the form. Students in compliance are considered cleared. Those students not in compliance are placed on medical hold and will not be allowed to register, drop or change classes after their initial (entry) registration.

International students are required to have a tuberculosis skin test which is administered by Health Services after arrival at the university. International students are required to purchase the PLU International Student Health Insurance policy unless they have submitted a waiver form to their insurance company and the completed form is received by the PLU Health Center by the 10th day of the first class.

The Master of Science in Nursing and Doctor of Nursing Practice have additional health requirements.

**NEW IMMUNIZATION POLICY**

All graduate students are required to submit a Health History and Consent form including documented record of two measles, mumps and rubella (MMR) immunizations after their first birthday. Documentation consists of official records signed by a health care professional. Those born before January 1, 1957 are exempt from immunization information, but still must complete the form. Students in compliance are considered cleared. Those students not in compliance are placed on medical hold and will not be allowed to register, drop or change classes after their initial (entry) registration.

Some international students are required to have a tuberculosis test which is administered by Health Services after arrival at the university. Please refer to the following link for a list of exempt countries [http://www.plu.edu/iss/life-at-plu/insurance-and-medical/](http://www.plu.edu/iss/life-at-plu/insurance-and-medical/). International students are required to purchase the PLU International Student Health Insurance policy. The Master of Science in Nursing and Doctor of Nursing Practice have additional health requirements.

**Catalog Section: Graduate and Post-Baccalaureate Policies and Programs – Admission (Graduate)**

**OLD**

Pacific Lutheran University welcomes applications from students who exhibit capacities for success at the graduate level. Applicants must present evidence of scholastic ability and demonstrate qualities of good character in order to be accepted for admission. PLU reserves the right to admit, deny or withdraw admission for any applicant/student based on an individual’s meeting these criteria. Admission decisions are made by the academic units in which the programs are located, and the decision may include consultation with the associate dean of graduate studies. The communication of the admission decision is made by the Office of Admission. Applications for admission are evaluated without regard to race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, or sexual orientation.
Students seeking admission to any graduate or certificate program must hold a bachelor’s degree from a regionally-accredited college or university or recognized international university at the start of the PLU graduate program. Applicants for the M.F.A. in Creative Writing may hold a bachelor’s degree or equivalent professional certification. Students who meet or exceed all program requirements for admission are eligible to be considered for admission as regular status students. Students who present credentials below general standards for graduate study, who also exhibit potential for academic success, may be admitted as provisional status students. Students must complete 8 or more semester hours of graduate work, as determined by the program, with a cumulative grade point average of 3.00 or higher to be granted regular status.

At the minimum, all application evaluations are based on scholastic qualifications, a statement of professional goals or essay, letters of recommendation, and preparation in the proposed field of study. Some graduate programs may require additional evidence for admission including, but not limited to, autobiographical statements, personal interviews, standardized tests, or other evidence of professional accomplishment. Listings for each program detail these additional admission requirements.

Refer to individual programs for application deadlines and prerequisites. Application materials are available from the Office of Admission, Graduate Programs, or via the Web site www.plu.edu/graduate/.

NEW

Pacific Lutheran University welcomes applications from students who exhibit capacities for success at the graduate level. Applicants must present evidence of scholastic ability and demonstrate qualities of good character in order to be accepted for admission. PLU reserves the right to admit, deny or withdraw admission for any applicant/student based on an individual’s meeting these criteria. Admission decisions are made by the academic units in which the programs are located, and the decision may include consultation with the associate provost for graduate studies and continuing education. The communication of the admission decision is made by the graduate admission office. Applications for admission are evaluated without regard to race, color, creed, religion, gender, national origin, age, mental or physical disability, marital status, or sexual orientation.

Students seeking admission to any graduate or certificate program must hold a bachelor’s degree from a regionally-accredited college or university or recognized international university at the start of the PLU graduate program. Applicants for the M.F.A. in Creative Writing may hold a bachelor’s degree or equivalent qualifications. Students who meet or exceed all program requirements for admission are eligible to be considered for admission as regular status students. Students who present credentials below general standards for graduate study, who also exhibit potential for academic success, may be admitted as provisional status students. Provisionally admitted students must complete 8 or more semester hours of graduate work, as determined by the program, with a cumulative grade point average of 3.00 or higher to be granted regular status.

Application evaluations are based on scholastic qualifications and preparation in the proposed field of study. Some graduate programs may require additional evidence for admission including, but not limited to, autobiographical statements, personal interviews, standardized
tests, or other evidence of professional accomplishment. Listings for each program detail these additional admission requirements.

Refer to individual programs for application deadlines and prerequisites. Application materials are available via the Web site www.plu.edu/graduate/.

Catalog Section: Graduate and Post-Baccalaureate Policies and Programs – Application Requirements (Graduate)

OLD
The following items must be on file in the Office of Admission before an applicant will be considered for admission:
- The completed application form and $55.00 non-refundable application fee.
- A statement of professional and educational goals or essay.
- A résumé.
- An official transcript from each institution of higher learning attended. All transcripts must be sent directly to the Office of Admission at PLU from the institution providing the transcript.
- Two letters of recommendation.

NEW
(moved to Program Specific Application Requirements section)

OLD
PROGRAM SPECIFIC APPLICATION REQUIREMENTS
Business
- Master of Business Administration: GMAT or GRE scores; may be waived, contact program director.
- Master of Science in Finance: GMAT or GRE scores (may be waived, contact program director), statement of quantitative skills and/or background, statement of professional and ethical conduct.
- Master of Science in Marketing Research: GMAT or GRE scores; may be waived. Contact program director.

NEW
PROGRAM SPECIFIC APPLICATION REQUIREMENTS

Master of Business Administration

Standard Application

- Online application
- Application fee
- Official transcripts from all colleges and universities attended
• Two letters of recommendation
• GRE or GMAT scores (can be waived, contact Program Manager)
• Resume
• Statement of professional goals and quantitative skills

_Fast Track Application (for current PLU students and Alumni who graduated within the last five years)_
Fast track application and maintenance of Fast track requirements as outlined by the School of Business, contact Program Manager.

Master of Science in Finance

_Standard Application_

• Online application
• Application fee
• Official transcripts from all colleges and universities attended
• Two letters of recommendation
• GRE or GMAT scores (can be waived, contact Program Manager)
• Resume
• Statement of professional goals and quantitative skills

_Fast Track Application (for current PLU students and Alumni who graduated within the last five years)_
Fast track application and maintenance of Fast track requirements as outlined by the School of Business, contact Program Manager.

Master of Science in Marketing Research

_Standard Application_

• Online application
• Application fee
• Official transcripts from all colleges and universities attended
• Two letters of recommendation
• GRE or GMAT scores (can be waived, contact Program Manager)
• Resume
• Statement of professional goals and quantitative skills

_Fast Track Application (for current PLU students and Alumni who graduated within the last five years)_
Fast track application and maintenance of Fast track requirements as outlined by the School of Business, contact Program Manager.
OLD

Education

- Master of Arts in Education: For M.A.E. with Residency Certification, proof of having passed the WEST-B and recommendation must address the applicant’s work with young people.

NEW

Master of Education Residency Certification and MAE Alternative Routes

- Online application
- Application fee
- Official transcripts from all colleges and universities attended
- Two letters of recommendation, one of which speaks to the applicant’s work with youth
- Resume
- Application essay
- Passing scores on the WEST-B, or equivalent
- Interview, if invited

Master of Education Teacher Leader / Principal or Administrator Certification, or Principal or Administrator Certification only

- Online application
- Application fee
- Official transcripts from all colleges and universities attended
- Two letters of recommendation
- Resume
- Application essay
- Interview, if invited

OLD

Creative Writing

- Master of Fine Arts in Creative Writing: A portfolio and literary critique.

NEW

Master of Fine Arts – Low Residency Creative Writing

- Online application
- Application fee
- Two letters of recommendation
- Application statement
- A creative portfolio and literary critique
Note: Official transcript(s) of the highest previous degree earned do not need to be sent with your application. Transcripts will be requested of you upon notification of pending acceptance.

OLD
Marriage and Family Therapy
• Master of Arts (Marriage and Family Therapy): No additional requirement.

NEW
Master of Arts in Marriage and Family Therapy

• Online application
• Application fee
• Official transcripts from all colleges and universities attended
• Two letters of recommendation
• Resume
• Application essay
• Interview, if invited

OLD
Nursing
• Doctor in Nurse Practice
• Master of Science in Nursing: GRE and Nursing Addenda Forms

NEW
Master of Science in Nursing and Doctor of Nursing Practice

• Online application
• Application fee
• Official transcripts from all colleges and universities attended
• Two letters of recommendation
• Resume
• Application essay
• MSN addenda packet
• WA State Patrol affidavit and WA State Patrol Background Check with $15 cashier’s check

Catalog Section: Graduate and Post-Baccalaureate Policies and Programs – Accepting the Offer of Admission
OLD
All graduate and certificate students must do the following to officially accept the offer of admission.

Make the Advanced Tuition Payment
A non-refundable $300 advanced tuition payment is required for all graduate students. This payment is the student’s acknowledgement of acceptance and is credited to the student’s account to be applied toward tuition for the first term of enrollment.

Submit Required Acceptance Forms
Submission of signed acceptance forms acknowledging all policies, advisements, and conditions of acceptance are required to confirm admission to the program.

NEW
All graduate and certificate students must do the following to officially accept the offer of admission.

Make the Advanced Tuition Payment
A non-refundable $300 advanced tuition payment is required for all graduate students. This payment is the student’s acknowledgement of acceptance and is credited to the student’s account to be applied toward tuition for the first term of enrollment.

Submit Required Acceptance Forms
Submit online confirmation of acceptance of admission, which includes acknowledgement of all policies, advisements, and conditions of acceptance. Additional acceptance and acknowledgement forms may be required by individual programs.

Catalog Section: Graduate and Post-Baccalaureate Policies and Programs – International Student Application Requirements and Admission (Graduate)

OLD
In addition to the requirements applicable to all students, the following documents are necessary before an application for an international student can be processed:

Translation and Evaluation of Transcripts
An English translation of official transcripts must accompany transcripts in the original language from each college or university attended in home country or other country. All transcripts must be sent directly to the PLU Office of Admission/Graduate Programs from the institution providing the transcript or from an agency translating the transcript. All transcripts and degrees attained from foreign institutions must be not only translated into English, but also must be evaluated on a document by document or course by course basis (depending on the program requirements) for U.S. degree equivalency.

NEW
In addition to the requirements applicable to all students, the following documents are necessary before an application for an international student can be processed:
Translation and Evaluation of Transcripts

If applicants wish to send official transcripts directly to PLU Graduate Admission, please do the following:

1. Mail official transcripts from each college or university attended by the applicant. Contact the graduate admission office for the specific requirements for each country.
2. If applicable, include certified English translations.
3. PLU reserves the right to request further evaluation by an outside credential evaluation agency if necessary.

If applicants wish to submit their official transcripts through an Evaluation Agency (specifically, World Education Services [WES] or Foundation for International Services [FIS]), please do the following:

1. Go to either https://www.wes.org/ or https://www.fis-web/com/ and follow the instructions for requesting a credential evaluation.
2. Request that the Evaluation Agency send their transcript evaluation, copies of the official transcripts, and English translations (if applicable) directly to PLU Graduate Admission.

OLD

Demonstrated University-level Proficiency in the English Language
Minimum TOEFL or IELTS requirements are as follows:

Nursing
- Doctor in Nurse Practice:
- Master of Science in Nursing: Minimum combined TOEFL-iBT score of 86, with minimum individual scores of 26 in speaking, 20 in writing, 20 in reading, and 20 in listening. The TOEFL requirement is waived for applicants who hold current unrestricted United States Registered Nurse licensure.

NEW

Demonstrated University-level Proficiency in the English Language
Minimum TOEFL or IELTS requirements are as follows:

Nursing
- Doctor in Nurse Practice: Minimum combined TOEFL-iBT score of 86, with minimum individual scores of 26 in speaking, 20 in writing, 20 in reading, and 20 in listening. The TOEFL requirement is waived for applicants who hold current unrestricted United States Registered Nurse licensure.
- Master of Science in Nursing: Minimum combined TOEFL-iBT score of 86, with minimum individual scores of 26 in speaking, 20 in writing, 20 in reading, and 20 in listening. The TOEFL requirement is waived for applicants who hold current unrestricted United States Registered Nurse licensure.
OLD
I-20 Processing

An I-20 form (Certificate of Eligibility for Non-immigrant Student Status) will be issued only after all documents have been received, the application has been reviewed, the student has been offered admission and accepted by making the non-refundable $300.00 advanced tuition payment and returning all required acceptance forms. The I-20 form should be taken to the U.S. Consulate when requesting a visa to come to the United States for a graduate program. The following items are not required for the application to be considered for admission, but will be required prior to issuance of an I-20. To expedite admission processing, applicants should consider submitting the following with application documents:

- Declaration of Finances form, including certification of finances. Certification of finances from banks or embassies is permissible.
- Copy of passport picture page
- Address and associated phone number to which to send the I-20 via courier service

NEW
I-20 Processing

An I-20 form (Certificate of Eligibility for Non-immigrant Student Status) will be issued only after the student has been admitted and paid the non-refundable $300.00 advanced tuition payment and returning all required acceptance forms. The I-20 form should be taken to the U.S. Consulate when requesting a visa to come to the United States for a graduate program. The following items are not required for the application to be considered for admission, but are required prior to issuance of an I-20. To expedite admission processing, applicants should consider submitting the following with application documents:

- Declaration of Finances form, including proof of financial support. Certification of finances from banks or embassies is permissible.
- Copy of passport picture page
- Address and associated phone number to which to send the I-20 via courier service