

## **EPC 30-Day Clock Memo**

TO: All Faculty  
FROM: Educational Policies Committee  
SUBJECT: Notice of Curriculum Changes  
DATE: May 23, 2024

**The 30-day review period begins May 23, 2024 and ends June 24, 2024**

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This notice of Curriculum Changes is published as required by the EPC Manual, which is located in the Faculty Handbook. The following paragraph may be found in Section III, Part VI, Section 3, "Procedures Governing Revision of Curriculum and Degree Requirements":

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

Complete copies of the proposals may be obtained from the Provost's Office or from Jessica Schwinck, Chair of the Educational Policies Committee for the 2023-24 academic year.

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### **Curriculum Changes for Review – Summary**

- **Computer Science** – change pre-requisite involving another unit's course

### **Curriculum Changes for Information Only – Summary**

- **Continuing Education** – course offerings
- **Core Curriculum Committee** – catalog editorial change
- **Registrar** – catalog editorial change
- **Theatre & Dance** – remove GenEd from existing course
- **Social Work** – delete course with no GenEd element; catalog editorial change

## Curriculum Changes for Review

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

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### COMPUTER SCIENCE

*Fall 2024*

Type 2 – change pre-requisite involving another unit's course

#### Course

##### CSCI 371: Design and Analysis of Algorithms

Develops competencies associated with problem-solving, algorithms, and algorithm analysis. Includes efficient algorithms, time and space complexity, algorithm design techniques, and advanced data structures. Includes a programming component where students will implement and test algorithms. Prerequisites: CSCI 270 and one of MATH 245 ~~or~~, MATH 317, **or MATH 318**. (4)

## Curriculum Changes for Information Only

Deletions are indicated by ~~blue strikethrough~~ | Additions are indicated in **blue bold**  
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### CONTINUING EDUCATION

Continuing Education courses that are not part of PLU's degree-granting curriculum (those with 800 and 900-level course numbers) are listed in this memo on a "for your information" basis only. The courses have been vetted by one or more academic departments and Continuing Education in compliance with regional and/or industry accreditation standards, as well as best practices for teaching adult learners. Any questions about these offerings can be directed to Continuing Education at [profdev@plu.edu](mailto:profdev@plu.edu) or 253-535-8790.

Type 1 – add continuing education course offerings (School of Education)

**SPANISH LITERACY AND COMMUNICATION FOR HERITAGE SPEAKERS**  
**Pacific Northwest Council For Languages (PNCFL) Clock Hour Offering**  
**Benson Lecture "The Beautiful Mind" – A Journey from thought to page by**  
**Tami Charles**  
**Navigating Anxiety: Recognizing Symptoms and Crafting Solutions**  
**New Principal Mentorship Program**  
**Teaching Elementary Reading and Language Arts**  
**Imagine Otherwise: Creative Thinking for Equitable Futures**

### CORE CURRICULUM COMMITTEE

*Fall 2024*

Type 1 – catalog editorial change

Catalog

PLUS 100 (1): Students will ~~learn to identify and overcome unforeseen barriers in adjusting to college academic and social life.~~ **establish goals and develop a plan for success, including identifying resources, developing strategies, and honing skills and capacities for community connections, academic support, and personal wellness.**

- FYEP 101, FYEP 102, PLUS 100 and a PLU January Term course must be completed by all students entering PLU as first-year students with fewer than 30 semester hours.

- ~~Both the~~ FYEP 101, ~~and~~ 102, **and PLUS 100** must be taken in the student's first year at PLU.
- ~~The~~ FYEP 101 is usually taken in the student's first semester at PLU.
- **PLUS 100 must be taken in the student's first semester. Failing or withdrawing from PLUS 100 will result in the student retaking the course.**
- The FYEP 102 may not concurrently count for any other general education requirement, but it may concurrently count for a requirement in a major or minor.

## Courses

### PLUS 100: Transitions to PLU

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Specifically designed for first-year students. Affirming students' past experiences, this course assists an individual student's successful navigation of the complex transition to Pacific Lutheran University. ~~This course is designed to identify and overcome unforeseen barriers in adjusting to college academic and social life.~~ **Students will identify resources, develop strategies, and hone skills and capacities for college success, including understanding the roles and responsibilities of university students, faculty, and staff, and alumni/community partners. Community connections, academic support, and personal wellness will be explored within the context of the PLU values of diversity, justice, and sustainability (DJS).** Course topics include increasing hope, understanding vocation, appreciating liberal arts, developing metacognition, maximizing campus resources, creating an academic plan, and learning professional communication skills. (1)

### **Courses that Fulfill General Education Program Elements (GenEd):**

*Abbreviations denote those courses which fulfill the General Education Program Elements (GenEd).*

#### 1. The PLU Core

- FYEP 101 (FW)
- FYEP 102 (FD)
- **PLUS 100**
- The Academic Study of Religion (RL)
- Fitness and Wellness (FT)
- Global Engagement (GE)

## Fitness and Wellness

- Fitness and Wellness (FT) – two different fitness and wellness activity courses, of which one must be FTWL 100. FTWL 250 may not be used to meet the general education fitness and wellness requirement.
- **The courses used to satisfy the FT requirement may not concurrently count for any other general education requirement.**

## REGISTRAR

Summer 2024

Type 1 – catalog editorial change

Catalog

### Graduation Application Deadlines

Degree Completion Term	Application Deadlines
December 2023	October 2, 2023
January 2024	December 1, 2023
May 2024 & August 2024	March 1, 2024
<a href="#">August 2024</a>	<a href="#">June 3, 2024</a>

All courses must be completed, final grades recorded, and university requirements fulfilled in order for a degree to be awarded. There are four degree award dates (August, December, January, and May). **The actual term of degree completion recorded is the graduation date on the permanent records.**

### Commencement

Degrees are formally recognized at Spring commencement. **In order to participate in commencement, students must have graduated the previous December or January Term or be a current May or August graduation candidate on track to complete all degree requirements by the degree deadline. August candidates may be contacted by the Registrar's Office to verify their degree plan. Exception: Students in a program with eight semesters followed by student teaching may participate in commencement prior to their student teaching and seminar if all other requirements have been satisfied. Participation in a commencement ceremony and/or inclusion of a student's name in the commencement bulletin does not indicate that a degree has been**

**or will be awarded. Graduation (the formal awarding of a degree once all requirements are met) is separate from commencement.** ~~Students must have completed their degree the previous August, December or January Term or be enrolled in their final classes in the Spring Semester to participate. (The exception to this is that students in programs with eight semesters of coursework followed by student teaching may participate so long as all requirements have been satisfied other than student teaching and concurrent seminar.) Students intending to complete their degree the August following the Spring ceremony may petition the Office of the Provost to participate in the Spring ceremony. Participation in a commencement ceremony and/or inclusion of a student's name in the commencement bulletin does not indicate that a degree will be awarded. All degree requirements must be successfully completed by the term deadline for a degree to be awarded. The actual term of degree completion recorded is the graduation date on the permanent records.~~

## Honor Societies

**Areté Society:** ~~Election to the Arété Society is a special recognition of a student's commitment to the liberal arts together with a record of high achievement in relevant coursework. The society was organized in 1969 by Phi Beta Kappa members of the faculty to encourage and recognize excellent scholarship in the liberal arts. Student members are elected by the faculty fellows of the society each spring. Both juniors and seniors are eligible; however, the qualifications for election as a junior are more stringent. Students must have:~~

- ~~○ attained a high grade point average (for seniors, normally above 3.70; for juniors, normally above 3.90);~~
- ~~○ completed 110 credit hours in liberal studies;~~
- ~~○ demonstrated the equivalent of two years of college work in world language;~~
- ~~○ completed one year of college mathematics (including statistics or computer science) or four years of college preparatory mathematics in high school; and one college mathematics course; and~~
- ~~○ completed a minimum of three semesters in residence at the University.~~

The University [also](#) has chapters of a number of national honor societies ~~in the disciplines~~, including the following:

Alpha Kappa Delta (Sociology & Criminal Justice)	Phi Alpha (Social Work)
Alpha Psi Omega (Theatre)	Phi Alpha Theta (History)
<del>Beta Alpha Psi (Accounting)</del>	<del>Pi Kappa Delta (Forensics)</del>
Beta Gamma Sigma (Business)	<del>Phi Kappa Phi (University-Wide)</del>
Chi Alpha Sigma (Athletics)	Psi Chi (Psychology)
Iota Iota Iota (Triota) (Gender, Sexuality, and Race Studies)	Sigma Tau Delta (English)
<del>Lambda Pi Eta (Communication)</del>	Sigma Theta Tau International (Nursing)
Mu Phi Epsilon (Music)	Theta Alpha Kappa (Religious Studies and Theology)
Omicron Delta Epsilon (Economics)	

**THEATRE & DANCE**

*Fall 2024*

Type 1 - remove GenEd from existing course

Courses

- DANC 222 : Beginning/Intermediate Musical Theatre Dance - ~~CX~~, FT
- DANC 251 : Beginning/Intermediate Ballet - ~~CX~~, FT
- DANC 252 : Beginning/Intermediate Contemporary - ~~CX~~, FT
- DANC 254 : Beginning/Intermediate Tap - ~~CX~~, FT
- DANC 255 : Beginning/Intermediate Hip Hop - ~~CX~~, FT

**SOCIAL WORK**

*Fall 2024*

Type 1 – delete course with no GenEd element; catalog editorial change

Catalog:

~~Transfer credits: With the approval of the M.S.W. coordinator, a maximum of two graduate courses may be transferred from other universities. The courses must fulfill PLU M.S.W. course requirements and learning outcomes. Credits from another discipline or from international institutions are generally not transferable.~~

~~Students may not receive credit for life experience or previous work experience nor have any field experience or courses waived on this basis. To request consideration of transfer credits, please submit a statement to the M.S.W. Director that includes the courses you are requesting to transfer, which courses in the PLU curriculum you would like to replace, and how you think the courses you are transferring meet the learning outcomes of the replacement courses. Requests will be reviewed after students are admitted to the PLU M.S.W. program.~~

**Transfer Credits:**

**For the regular standing (2-year) program, up to 18 credits may be transferred into PLU’s MSW program. For the advanced standing (1-year) program, up to 12 credits may be transferred into PLU’s program. As a general rule, several of the program’s “practice” courses - Social Work Theory and Practice I & II courses and all three Practicum Experience courses - cannot be transferred. In cases where any practice course transfers are approved, they must be from another CSWE-accredited MSW program. All transferred courses must fulfill PLU MSW course requirements and learning outcomes. Credits from another discipline, from international institutions, or which received grades of C+ or lower are generally not transferable. Students may not receive credit for life experience or previous work experience nor have any practicum experience or courses waived on this basis.**

**To request consideration of transfer credits, please submit a statement to the MSW Director that includes the courses you are requesting to transfer including grades earned, which courses in the PLU curriculum you would like to replace, and how you think the courses you are transferring meet the learning outcomes of the replacement courses. Include the syllabi of the courses you are requesting to be transferred, and offer documentation (via a website reference or letter of support) that practice courses are from a CSWE-accredited program. Requests will be reviewed after students are admitted to the PLU MSW program and are considered on a case-by-case basis by the MSW Chair.**

<b>253.535.7595 8773</b>	<b><u><a href="http://www.plu.edu/socw/">www.plu.edu/socw/</a></u></b>	<b><u><a href="mailto:socw@plu.edu">socw@plu.edu</a></u></b>
<del>Heidi Brocious, Ph.D., Chair</del>	<b>Anissa Rogers, Ph.D., <del>Director</del> Chair</b>	

## Courses

### ~~SOCW 577 : Trauma-Informed Social Work Practice with Youth & Families~~

~~Grounded in the framework of clinical social work practice, this course will provide students with additional knowledge on addressing the needs of clients with trauma exposure. In this course, students will examine trauma exposure, the impact trauma exposure has on children, adolescents, and their families, and systems involved in the care of youth. The implications for improved cultural competence in trauma-informed assessment and interventions in youth and families will be discussed. (4)~~

### ~~SOCW 578 : Cognitive Behavioral Therapy in Social Work~~

~~As an advanced clinical elective, this course is designed to assist students to increase their cognitive behavioral therapy (CBT) knowledge and skills. Students will learn the theoretical foundations and the CBT practice model. Students will learn the continuum of care using a CBT approach that includes evidence-based assessments, case conceptualization, treatment planning, and intervention, as well as how to use other social work treatment theories (strengths-based, problem-focused interventions) in meeting the needs of diverse clients with complex presentations. (4)~~

### SOCW 510: Social Work Theory & Practice I (4)

This course provides a foundation and background to the field of social work practice. Students will be introduced to the history of social welfare and the development of the social work profession in the United States. They will learn about foundational theories that apply to generalist social work practice as well as a more focused exploration of work with individuals and families. Content on working with diverse populations will be integrated to assist students in developing social work practice skills using various theoretical constructs (i.e. strengths perspective, problem-solving, empowerment) and evidence-informed practices. Additional focus will be to assist students in developing a professional self with an integration of social work values and ethics throughout the course. Skill building will be practiced using role plays, videos, and written assignments in preparing students for their field experience in the spring semester. (4)

### SOCW 515: Social Work Theory & Practice II (4)

Students will build on the foundation provided in SOCW 510 to explore work with groups, organizations, and communities. Content on working with diverse populations will be incorporated and students will be encouraged to use an anti-racist lens to look at social work theories that underlie mezzo and macro level practice. (4)