

EPC 30-Day Clock Memo

TO: All Faculty
FROM: Educational Policies Committee
SUBJECT: Notice of Curriculum Changes
DATE: October 10, 2024

The 30-day review period begins October 10, 2024 and ends November 9, 2024

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

F: Faculty members must submit objections to proposals in writing to the Chair of EPC via facgov@plu.edu within 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 Tom Smith, Chair of the Educational Policies Committee for the 2024-25 academic year.

Curriculum Changes for Review – Summary

- **Social Work** – change course title, course description

Curriculum Changes for Information Only – Summary

- **Business** – prerequisite change within the academic unit; catalog editorial change
- **Continuing Education** – course offerings
- **History** - add GenEd element to existing courses
- **Political Science** – prerequisite change within the academic unit; catalog editorial change
- **Registrar** – catalog editorial change
- **Sociology** – add GenEd element to existing course

Curriculum Changes for Review

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

SOCIAL WORK

Fall 2025

Type 1 & 2 – change course title, course description

Courses

SOCW 505: Human Behavior in the Social Environment

This course is designed to introduce students to human behavior in the social environment through a critical race lens as students begin to explore theory and practice with diverse clients in ~~healthcare~~ **diverse** settings. **Using a lifespan development framework, students will explore theories, issues, practice considerations, and policies at local, state, federal, and global levels that affect individuals, families, groups, organizations, and communities. the** Concepts of **power**, privilege, oppression, **human rights, and social justice are explored in terms of their effects on service delivery, clinical and policy practice, social change, and the well-being of clients at all levels. With a foundation in the ecological systems and person-in-environment perspectives, students will understand how to integrate clinical and policy practice to become change agents at micro, mezzo, and macro levels. in their work with diverse clients. This course will emphasize the impact discrimination and oppression by individuals and society on the developmental experience for people from culturally diverse backgrounds and orientations. Students will develop an understanding of the ecological systems perspective and how it is utilized in social work. Issues of power and oppression will be explored at the micro, mezzo, and macro levels of social work practice.** (4)

SOCW 510: Social Work Theory & Practice I

This course provides a foundation and background for social work **clinical and policy practice for individuals and families. to the field of social work practice.** Students will be introduced to the history of social welfare **and social policy as well as and** the development of the social work profession in the United States. **Students They** will learn about foundational theories **and processes for generalist clinical and policy practice (e.g., seco-systems, strengths perspective, problem-solving, policy advocacy) with individuals and families. 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 **clinical and policy social work** practice

skills using various **anti-racist and anti-oppressive lenses**. ~~theoretical constructs (i.e. strengths perspective, problem-solving, empowerment) and evidence-informed practices.~~ **This course also will** ~~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 **practicum field** experience in the spring semester. (4)

SOCW 515: Social Work Theory & Practice II

Students will build on the foundation provided in **Social Work Theory & Practice I to explore clinical and policy practice** ~~SOCW 510 to explore work~~ with groups, organizations, and communities. **Students will learn about foundational theories and processes for generalist clinical and policy practice (e.g., group process, community organization, policy formulation and analysis) with mezzo and macro groups. Content on working with diverse populations will be integrated to assist students in developing clinical and policy practice skills using various anti-racist and anti-oppressive lenses. Students will continue developing a professional self with an integration of social work values and ethics. Prerequisite: SOCW 510.** ~~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)

SOCW 573: Policy Practice & Advocacy in Health Care

This course builds on policy content offered in **the foundation year and in selected specialist year** ~~previous~~ courses. The course provides students with knowledge, skills, and abilities for understanding the interrelationship between developments in health policy, the health care delivery system, and social work practice. Diversity, inequality, and social and economic justice are continuing themes of study in the **specialist advanced concentration** year. Prerequisite: SOCW 555, 570. (4)

SOCW 576: **Foundational** ~~Foundation~~ Practicum Experience I

This generalist course offers students opportunities to practice with individuals, families, groups, organizations, and communities. Students are assigned to a practicum setting and participate under social work (practicing MSW degreed social worker) supervision and mentorship in the delivery of social work services. In collaboration with the practicum instructor and supervisor, students will set learning goals tied to the nine CSWE competencies, which include activities such as completing intakes;

developing social histories; interviewing; developing intervention plans; and applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. ~~Students are assigned to a practicum setting (e.g. healthcare, mental healthcare, or social service agency) and participate under social work (practicing MSW-degreed social worker) supervision and mentoring in the delivery of social work services. Students will have the opportunity to practice foundational social work skills; including, completing intakes, developing social histories, interviewing, developing intervention plans, analyzing politics relevant to practice, and other skills that the student, the practicum instructor, and faculty liaison mutually develop.~~ The experience requires a minimum of 320 clock hours. Along with practice in the community, students attend a regular classroom seminar, which provides students with the opportunity to integrate the content in their courses with their practicum experience learning activities. ~~Students develop a plan to monitor and evaluate their practice in their practicum experience setting.~~ The seminar provides students with an opportunity to explore, question, and process their experiences in their placements. Prerequisite: SOCW 505 and 510. (4)

Curriculum Changes for Information Only

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

BUSINESS

Fall 2025

Type 1 – prerequisite change within the academic unit; catalog editorial change

Catalog

The School of Business offers the option of designing an individual concentration if the student has unique interests that are not satisfied through the other concentration option.

Individualized

16 semester hours

Hours must be upper-division electives in purposeful selection. Proposal must be made in advance and not later than second semester of the junior year. Proposal to include: ~~statement of objectives, rationale, program of study, and endorsement of a business faculty sponsor. Requires approval of the dean or his/her designate. Only 4 semester hours of independent study, if approved, may apply to the concentration. Variations on existing concentrations are not acceptable.~~

- **Statement of objectives**
- **Rationale**
- **Program of study**
- **Endorsement of a business faculty sponsor**
- **Requires approval of the dean or his/her designate**

Guidelines for Designing an Individual Concentration

- **No more than two courses from one of the existing concentrations.**
- **Internship does not apply to the individualized concentrations.**
- **Up to four credits of upper-division credit may be used from a discipline outside of Business.**
- **Independent study is a rare option only used when existing courses do not meet the needs of the program of study. Only 4 semester hours of independent study, if approved, may apply to the concentration.**

Nonprofit Leadership Minor

A minimum of 20 semester hours, including:

- BUSA 308: Principles of Marketing (4)
- BUSA 340: Nonprofit Management (4)
- BUSA Course (4)
- Elective: 4 semester hours
- Internship: 4 semester hours

Students in the nonprofit leadership minor (NPLM) are required to take BUSA 340 before BUSA 308 unless they are declared business majors or general business minors.

BUSA Course: ~~Students may select any business course (excluding BUSA 201 and 495) that aligns with their interests and goals to understand nonprofit organizations or apply discipline specific learning in a nonprofit setting. Business majors pursuing the NPLM select an upper division business elective that is not in their concentration or meeting the business elective requirement.~~ **This is any Business course that builds skills. For Business majors, this is an elective that does not also apply to the concentration or 16 credits of elective. For Business minors, it is any Business core course or elective that does not apply to their minor. For other majors, it is any Business course (excluding 201 and 495) as described above.**

~~Elective: Students must choose an elective, outside of the School of Business, in consultation with both their major advisor and the NPLM advisor. Final approval is made by a representative of the School of Business. The elective connects nonprofit study to the student's major, minor or other area of interest by enhancing the student's ability to understand nonprofit organizations or apply discipline specific learning in a nonprofit setting. Other courses within the School of Business, even if the student is a business major, may not be used to fulfill the elective hours. Courses used for General Education Program Elements may not be used to fulfill the elective hours.~~ **There are two major ways to think about this elective. It could (a) be a course that builds professional skills to apply in non-profit organizations, or (b) it could be a course that increases understanding of the forces and environments impacting non-profit organizations. For example:**

- **An elective that develops the skills and abilities that help you succeed in a non-profit organization. In essence, this could be any Business class for Business majors. The elective could be from another minor or major. It could also be an elective of interest from other departments.**
- **An elective that increases understanding of world and organizational forces influencing nonprofits such as broad global trends and influences, or cultures and society.**

Note: The NPLM elective must be 200 level or above. For Business majors, this elective does not also apply to the concentration or 16 credits of elective.

Courses used for General Education Program Elements may not be used to fulfill the elective hours.

Internship: The internship may be from any department or school but must be in a nonprofit setting.

Up to two courses (8 semester hours) may be counted toward both a nonprofit leadership minor and another minor or major.

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 or 253-535-8790.

Type 1 – add continuing education course offerings (through The Connecting Link)

EDUC 962A: Navigating Anxiety: Recognizing Symptoms and Crafting Solutions

EDUC 962B: Addressing the Needs of Students with Learning Disabilities and Other Neurodivergent Conditions in the Classroom

EDUC 962C: Empowering Educators: Strategies for Motivating "I Won't, I Can't, I Quit" Students

EDUC 962D: Strengthening Family-Student Relationships to Change the School Experience

EDUC 962E: Supporting Vulnerable Students and Struggling Learners

EDUC 962F: Teaching Tolerance and Thoughtfulness Through Self-Reflection and Acknowledging Differences

EDUC 963: Teaching Elementary Reading and Language Arts

Type 1 – add continuing education course offerings (Clover Park School District)

SPANISH LITERACY AND COMMUNICATION FOR HERITAGE SPEAKERS

Type 1 – add continuing education course offerings (Pacific Northwest Council for Languages)

PNCFL Clock Hour Offering

Type 1 – add continuing education course offerings (Education Partnership and Professional Development)

Benson Lecture “The Beautiful Mind” A Journey from thought to page by Tami Charles

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

Imagine Otherwise: Creative Thinking for Equitable Futures
Introduction of Adapted Physical Education
Adapted Physical Education Evaluation and Assessment
Ableism and Intersectionality in Adapted Physical Education
Behavioral Supports in Adapted Physical Education
Adapted Physical Education Instructional Design and Service Delivery
Professional Growth and Advocacy in Adapted Physical Education
Adapted Physical Education Practicum Hours - 15 hours
Becoming Critical Creatives: Human-Centered Design Thinking and Strategic Diversity Leaderships for Equitable Futures
Engaging Equity Minded Leadership: Bringing an Actionable Plan to Life

HISTORY

J-term 2025, Spring 2025

Type 1 - add GenEd element to existing courses

Courses

HIST 289 : ~~Special Topics in Non-Western History~~ **Islamic Civilizations – RL**

HIST 389 : ~~Special Topics in Non-Western History~~ **History of Photography - ES, GE**

NOTE: The Core Curriculum Committee grants a one-time approval of the Core element “RL” for the HIST 289 course with the topic “Islamic Civilizations” being offered in J-term 2025. The Core Curriculum Committee also grants a one-time approval of the Core elements “ES” and “GE” for the HIST 389 course with the topic "History of Photography” being offered in Spring 2025.

POLITICAL SCIENCE

Fall 2025

Type 1 – prerequisite change within the academic unit; catalog editorial change

Catalog

Political Science

~~Prerequisites, when required, are listed in the individual course descriptions.~~ **POLS 151 or POLS 251 is highly recommended before registering for upper division courses.** Prior consultation with the instructor of any advanced course is invited. Students wishing to pursue a major or minor in political science are requested to declare the major or minor with the department chair as soon as possible. All political science courses must be completed with a grade of C- or better.

Courses

Political Science (POLS) - Undergraduate Courses

POLS 251 : Introduction to Political Science

This course is designed for political science majors and is an introduction to the discipline of Political Science. Throughout the semester we will learn about the various subfields of the discipline and contributions that the discipline has made to our understanding of American politics. ~~Prerequisite: POLS 151.~~ (4)

POLS 287 : Special Topics in Political Science

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. ~~Prerequisite: POLS 151.~~ (1 to 4)

POLS 288 : Special Topics in Political Science

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. ~~Prerequisite: POLS 151.~~ (1 to 4)

POLS 289 : Special Topics in Political Science

To provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. ~~Prerequisite: POLS 151.~~ (1 to 4)

POLS 301 : Political Science Methods

How does political science approach analysis of the political world? This course covers the approaches borrowed and developed by the discipline, research design, and qualitative methods to conduct research. Upon completion, students should be able to critique, understand, and conduct research about politics. [Prerequisite: POLS 251.](#) (4)

POLS 361 : Political Parties and Elections - ES

Study of party and electoral systems with particular emphasis on American parties and elections. Examination of party roles in elections and government; party financing; interest groups and political action committees; and voting behavior. Intensive writing course. [Prerequisite: POLS 251.](#) (4)

POLS 365 : Race and Ethnic Politics - ES, GE

An interdisciplinary examination of the way racial and ethnic conflict shapes and structures American political, social, and economic life focused on the best path toward democratic equality. Discussions center on the literature that examines the integration of disenfranchised ethno-racial groups into in U.S. society, addressing the contemporary implications of changing demographics on institutions of power and on democracy in the U.S. (Intensive writing course). [Prerequisite: POLS 251.](#) (4)

POLS 371 : Judicial Process - IT

An examination of legal processes in various adjudicatory settings. Primary attention given to judicial processes focusing on American civil and criminal law. [Prerequisite: POLS 251.](#) (4)

POLS 372 : Constitutional Law - IT

The constitutional basis of governmental powers in the United States with special emphasis given to judicial review, separation of powers, federalism, interstate commerce, and political and constitutional restrictions on governmental power. Intensive writing course. [Prerequisite: POLS 251.](#) (4)

POLS 373 : Civil Rights and Civil Liberties - IT

The constitutional basis of rights and liberties in the United States with special emphasis given to freedom of expression and association, religious freedom, rights in criminal proceedings, due process, and equal protection. Intensive writing course. [Prerequisite: POLS 251.](#) (4)

POLS 450 : Internship in Politics

Internship in the political dimensions of non-governmental organizations. By departmental consent only. [Prerequisite: POLS 251.](#) (1 to 8)

POLS 464 : Internship in the Legislative Process

An opportunity to study the process from the inside by working directly with legislative participants at the national, state or local level. By department consent

only. (Internships with the Washington State Legislature are open only to juniors and seniors with at least one year at PLU.) ~~Prerequisite: POLS 251.~~ (1 to 12)

REGISTRAR AND CENTER FOR STUDENT SUCCESS

Spring 2025

Type 1 – catalog editorial change

Catalog

~~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.~~

SOCIOLOGY

J-term 2025

Type 1 – add GenEd element to existing course

Course

SOCI 287: Special Topics in Sociology or Criminal Justice - **ES**

NOTE: The Core Curriculum Committee grants a one-time approval of the Core element ES for the SOCI 287 course with the topic “Language, Identity, and Society” being offered in J-term 2025.