

# Introduction to the University

Point Loma Nazarene University is a Christian university, sponsored by the Church of the Nazarene. It offers programs in the liberal arts and selected professional studies. Accredited by the Western Association of Schools and Colleges, Point Loma offers degree programs at the baccalaureate and graduate levels. The University's main campus is located on the Point Loma peninsula between beautiful San Diego Bay and the shores of the Pacific Ocean with a student population of approximately 2,400. With the exception of the M.A. in Religion, the graduate programs are based at three instructional centers. The Mission Valley center is located 10 miles east of the main campus immediately adjacent to Interstate 8. The Arcadia center, serves Los Angeles, Riverside, and San Bernardino Counties from its location adjacent to the 210 freeway, 10 miles east of Pasadena. The Bakersfield center serves the San Joaquin Valley from its location in downtown Bakersfield. The M.A. in Religion is offered at the main campus.

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## Introduction to the University



*Sailing in San Diego Harbor*

### THE FACULTY

The Point Loma faculty is composed of Christian teachers/scholars who are dedicated to teaching and other scholarly activity in an environment of vital Christianity. Individuals serving as faculty are committed to lifelong learning and teaching. They strive to exemplify excellence in their profession and model a personal integration of faith, learning and living.

### THE STUDENTS

The University welcomes qualified students of any and all religious affiliations who desire an education in an environment of dynamic Christian witness. The role of Point Loma in higher education is fulfilled by helping students realize their mental, physical, social, moral, and spiritual ideals. The University's belief is that a personal commitment to Jesus Christ is the basis for achieving self-worth and understanding, the motivation for building a just social order, and the means for relating to God through worship and service.

### UNIVERSITY MILESTONES

In 1895, Phineas F. Bresee, a minister in the Methodist Episcopal Church, and J. P. Widney, a Methodist layperson and former president of the University of Southern California, founded the Church of the Nazarene in Los Angeles, California. Their primary purpose was to bring the good news of the Gospel to the poor and underprivileged. In 1902, Dr. Bresee founded

Pacific Bible College, at the urging of several laypersons. Its purpose was to train ministerial and lay leaders for the new denomination.

Through the generosity of Mr. and Mrs. Jackson Deets, Pacific Bible College was able to purchase the famed Hugus Ranch in northeast Pasadena. With the subsequent move to the new Pasadena campus in 1910, the institution became Nazarene University and enlarged the scope of the curriculum to include a typical program in the liberal arts. In 1924, it was reorganized as Pasadena College (PC), the undergraduate honor society known as Sigma Phi Mu was organized, and a system of student government was instituted.

Pasadena College received initial accreditation from the Northwest Association of Secondary and Higher Schools in 1943, and from the Western College Association in 1949. In 1951, PC received state accreditation of its education program, and the Board of Trustees approved the addition of graduate education in 1965. Faced with a growing enrollment and the need for expanding the campus, the College moved to San Diego's historic Point Loma peninsula in the summer of 1973. Today, as Point Loma Nazarene University, the institution offers numerous majors in various academic degrees, is approaching an enrollment totaling 3,000 at all of its teaching locations with a faculty and staff of over 500, and enjoys an ocean-front main campus valued in excess of \$200 million.

### AT A GLANCE

Significant Dates in the University's History:

- 1902 Founded by Phineas F. Bresee, also founder of the Church of the Nazarene
- 1910 Moved to Pasadena
- 1924 Reorganized as Pasadena College
- 1943 Accredited by the Northwest Association of Secondary and Higher Schools
- 1949 Received accreditation from the Western College Association
- 1951 Gained California accreditation of its education program
- 1965 Board of Trustees approval for graduate education
- 1973 Relocated on San Diego's historic Point Loma peninsula
- 1975 Earned accreditation from the National League for Nursing
- 1998 Name changed to Point Loma Nazarene University
- 2002 Centennial Celebration

### DENOMINATIONAL AFFILIATION

Point Loma Nazarene University is the regional educational institution of the Southwest Region of the Church of the Nazarene. A Board of

Trustees, composed of an equal number of ministers and laypersons, oversees the affairs of the University. Board members are nominated from eleven districts in the region and elected to the Board to serve on the self-perpetuating body. The Church of the Nazarene is an international protestant denomination in the holiness tradition. The Church is Wesleyan in doctrine and evangelical in mission. Its polity is representative. Emphasis is given to the conversion of sinners, the entire sanctification of believers, and the spreading of the Gospel to every person. The Church is a member of the Christian Holiness Partnership and the National Association of Evangelicals. The relationship of the University and the Church of the Nazarene is characterized by a mutual commitment to the doctrine and mission. In this relationship the University provides quality leaders for Christian service within social, civic, business, and church communities.

## Mission and Goals

### MISSION STATEMENT

*Point Loma Nazarene University provides higher education in the liberal arts and preparation for service and leadership in selected professions for students who desire such an education in an environment of vital Christianity in the evangelical and Wesleyan tradition.*

The University believes that a good education prepares one to live a full life, and that requires character, integrity, commitment, reason, and faith. Thus, Point Loma's educational program brings together opportunities for intellectual discourse, leadership development, and spiritual formation within a supportive faith community under the guidance of gifted, committed Christian faculty and staff.

### GRADUATE STUDIES: MISSION AND PROFILE

The program of graduate studies is organized for the general purpose of giving the student a fundamental understanding and thorough mastery of a major field of study and of advanced preparation for a professional career.

Graduate Studies exist to:

- Recognize and foster superior scholarship through post-baccalaureate instruction, seminars, and research;
- Develop professional skills and competence;
- Encourage the acquisition and mastery of responsible and thorough methods of research;
- Enable students to improve their ability to think critically and achieve a greater measure of intellectual independence;
- Encourage the integration of the student's faith and learning; and

- Accelerate the engagement of the graduates' faith in their professions.

Graduate study requires independent direction, a mature approach to study, and a commitment to professional goals. Students who have demonstrated a high level of achievement in undergraduate work and who want to increase their professional skills, expand their knowledge, and qualify for more demanding responsibilities are invited to apply for admission to Point Loma Nazarene University's Graduate Studies Programs.

Courses and programs are offered through departments of the University. Faculty determine the standards of admission, the standards for retention, the requirements for graduation, regulations governing transfer credit, and other matters pertaining to academic activities and responsibilities of graduate students. Thus, to receive graduate credit and to be eligible for a graduate degree, a student must be properly admitted to Graduate Studies and must meet the standards set by the faculty.

### THE UNIVERSITY SEAL

The University Seal is used on all official documents. It consists of a shield picturing the symbols of VENIA (Grace), VERITAS (Truth) and SANCTITAS (Holiness), themes that—in keeping with the heritage of Point Loma Nazarene University—have been identified with the Wesleyan-holiness tradition.



### ACADEMIC GOALS

Under the guidance of Christian faculty who are leaders in their academic disciplines, students should:

- Significantly increase the breadth and depth of their knowledge of the theoretical framework that shapes that discipline;
- Come to an understanding of how the Christian perspective uniquely shapes and influences the core values of their discipline;
- Develop skills that ensure that they are effective practitioners ;
- Grow in the development of those qualities required for effective leadership in their profession and in society.

### PERSONAL GOALS

Under the guidance of a community of faculty who are both creative scholars and committed Christians, the student will develop:

- A love for truth that includes an open mind, objectivity, persistence, and courage.
- A thirst for knowledge, especially the willingness to assume a major share of responsibility for a lifelong adventure of learning.

- The capacity to arrive at sound judgments and discriminating personal convictions; and, without being dogmatic or coercive, communicate those judgments and convictions with sincerity and grace.

### **SPIRITUAL GOALS**

Woven into the academic and life curricula of the University are programs and experiences designed to:

- Assist in the formation of a discipleship that is growing in Christlikeness.
- Build skills and habits in spiritual formation that will be developed across a lifetime.
- Develop experiences that will lift the human spirit in worship and motivate to a life of service.
- Provide opportunities for spiritual leadership development to serve the cause of Christ around the world.
- Inspire a passion to live in God's grace and the eternal pursuit of truth and holiness.
- Promote a holistic understanding that seeks the unity of the Body of Christ in the world while embracing its diversity.

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### **COMMUNITY STANDARDS**

Above all, Point Loma Nazarene University is a Christian community. Regardless of a student's personal religious perspective, when a student enrolls at Point Loma, he or she has entered into this community. As such, it is the hope of the institution that each student will sense the love and holiness that characterizes life in Christ throughout his/her period of participation in the community. Faculty and staff desire to model that life in all they do.

Studying in a Christian community has several ramifications. First it impacts the quality of workmanship—Christians offer God and each other their very best work. Students and faculty alike will be held to a very high standard of workmanship. Second, work in a Christian community is characterized by integrity. There is a level of trust that makes life in Christian community uplifting. Third, work is grounded in Christ-like love and service. Faculty and students commit themselves to service in their professions, community and places of worship. Fourth, students, faculty, and staff are expected to live disciplined lives. Living and working in Christian community affects our life-style choices.

## **Accreditation and Memberships**

Point Loma Nazarene University is numbered among those institutions of higher education that meet or exceed the rigorous standards of accrediting associations and commissions. Point

Loma is accredited by the Western Association of Schools and Colleges, for which it periodically completes a self-study that addresses recognized principles of excellence. The University is also accredited by the California Commission on Teacher Credentialing.

## **Main Campus and Facilities**

The main campus of approximately 90 acres was first established as an educational site by the Theosophical Society of America and has been occupied since by Balboa University, California Western College, and United States International University. The early occupants of this campus erected a number of wooden buildings, some of which are still in use. Since 1953, numerous additional buildings have been constructed on the campus, and today the campus includes art facilities, a theatre, physical education complex, the Fermanian Business Center, the state-of-the-art Cooper Music Center with its 400-seat Crill Performance Hall, Colt Hall, Nicholson Commons and the Bond Academic Center. Several campus buildings are of historical interest. Among these are the Greek Amphitheater, first of its type to be built in the United States; Mieras Hall, built in 1901 by the Spalding family; and Cabrillo Hall, originally the home of Madame Katherine Tingley, leader of the Theosophical Society.

### **OTHER TEACHING LOCATIONS**

**Mission Valley.** PLNU Mission Valley is a newly refurbished facility that opened its doors for classes in fall of 2001. The 51,000-square foot structure houses offices and classrooms for the University's graduate programs in education, business administration and religion. This facility brings Point Loma's program to the heart of the city. In Mission Valley the first floor houses the office of Conference Services. Because of its central location, the building is ideal for companies or groups who would like to hold seminars, conferences and retreats. For more information, contact the Conference Services office at 619.563.2840. In the future, space on the first floor will be completed for archives and a student resource center. The second floor has additional classroom and rental space for expanding programs. Third floor is home to PLNU's MBA offices and classrooms, student lounge, a satellite location for the University's Common Knowledge Bookstore, the Whitcomb Family Prayer Chapel, plus classrooms and computer lab. The fourth floor is occupied by faculty offices for teacher credentialing, graduate education, and graduate nursing as well as classroom space. The Graduate Administrative

**Bakersfield.** Located in the culturally rich San Joaquin Valley, PLNU-Bakersfield is committed to serve Kern County and the surrounding areas. The Bakersfield facility is conveniently located in the pleasant surroundings of the newly refurbished downtown area. Classes are held in state-of-the-art instructional facilities conducive to the delivery of higher education in a pleasant atmosphere.

**Arcadia.** Point Loma Nazarene University, Arcadia is located in the greater Los Angeles area in the city of Arcadia. It is adjacent to the Interstate 210 freeway between the Santa Anita and Huntington Blvd. exits.

## LIBRARY AND LEARNING RESOURCES

The Ryan Library and Learning Center is the book and periodical repository of the University. These facilities contain approximately 160,000 volumes and 53,143 microforms.

Facilities for reading, research, and study are provided for students and faculty. Many online periodical databases are available. Special collections, and resources including Information Technology Services, the Wesleyan Center, the Language Learning Center, the Center for Teaching and Learning and Media Services are also located here.

Ryan Library offers remote access to all library resources for registered students, faculty and staff. In addition to books and periodicals held at Ryan Library, more than 20 research databases are available on the Internet via the library home page: <http://www.ptloma.edu/LibraryServices/>

Choose the Reference Databases link for online research. First-time users will need to configure their Internet browsers. Follow the red link on the Reference Databases page for instructions.

PLNU students, faculty and staff may also make use of InterLibrary Loan services. Materials not housed in Ryan Library are borrowed from other facilities and delivered to the campus at which the user is currently enrolled. For example: if a Mission Valley student requests a copy of an article from a journal to which the library does not subscribe, the library will obtain a copy of the requested article and deliver it to the Mission Valley location. InterLibrary Loan forms are available from the departmental assistant at each center.

Ryan Library also offers an electronic reference desk to connect remote users with the librarians for research assistance. Users contact the library via the Electronic Reference Desk link on the library home page. There they may type in their research question or problem and expect a response from the library within two days. The library response may include citations to source material, full-text articles, and advice on other resources that may be helpful to the student.

## INFORMATION TECHNOLOGY RESOURCES

**Mission Valley.** Post-baccalaureate and graduate students in Mission Valley have access to a variety of technology resources—both at the site and from their homes and offices. The computer lab in Mission Valley is located on the third floor. There are both Apple and PCs available. Printers are located in the lab for student convenience. The computer software available in the lab include word processing, data base programs, spread sheets and video editing. In addition, all computers in the lab have Web access—this allows them access to a free e-mail account, and library links to the main campus. These library links are also available from other computers using valid student ID numbers as passwords. Some full text journals are available on line and can be printed out or sent to another e-mail address for future reference. Video cameras, VCR units, data projector and classroom access to the Web enhance classroom instruction and student presentations.

**Bakersfield.** Computer and technology-related courses at PLNU-Bakersfield are taught in the new Learning Center facility. It is owned and operated by the Kern County Superintendent of Schools Office. It is conveniently located next to the Point Loma site and is the home for the latest technological resources available for computer users in education. Combined with instruction designed for practical application, this state-of-the-art facility provides PLNU students with an opportunity to arrive at the leading edge of technology in education for the 21st Century.

**Arcadia.** Point Loma Nazarene University, Arcadia has a new computer laboratory with both Windows and Macintosh formats. There is a computer link in the library that connects to the main Point Loma Nazarene University library.

**Software.** As part of the Microsoft Campus Agreement between Point Loma Nazarene University and Microsoft, students may purchase the Microsoft Office suite of application software for only the cost of the media and shipping (approximately \$40 per software version). This agreement entitles students to use the software on their personal computer during the duration of their education at Point Loma Nazarene University. Graduates may continue to use the software after leaving, as long as Point Loma Nazarene University continues to participate in the Microsoft Campus Agreement.

## SPECIAL COLLECTIONS

The main campus is home to various works of art. As a former center for the Theosophical Society, original buildings feature interior woodworking by Reginald Machel. Ryan Library houses sculptures of the artist Scott Stearman and an original Norman Rockwell painting created for use as a Saturday Evening Post cover.

Paintings from the Spiros John *Karras Collection* of California Plein Air paintings, housed primarily in the Cooper Music Center, are prominently displayed for public viewing.

The *Fischer Collection* (a rare and unique set of matched, hand-made string instruments for use by faculty and student string quartets) is housed in the Cooper Music Center and may be viewed and heard in public recitals.

Ryan Library has two collections of note: special collections of the writings of Arminius and John Wesley and the William C. and Frances Vaughters collection of pre-Columbian artifacts.

## **EDUCATION RECORDS (FERPA) AND DIRECTORY INFORMATION**

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The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended affords students certain rights with respect to their education records. These include: 1) the right to inspect and review their own education records within 45 days of the day the University receives a request for access, 2) the right to request the amendment of the student's education records that the student believes are inaccurate or misleading, 3) the right to consent to disclosures of personally identifiable information contained in their own education records, and 4) the right to file a complaint with the U.S. Department of Education concerning alleged failures by Point Loma to comply with the requirements of FERPA.

The University has defined directory information as name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most recent previous educational agency or institution attended. This information may be provided as public information or to individuals who demonstrate a need to contact students. Students choosing not to release this information must complete a non-release form. This form is available on the PLNU home page and at each graduate location.

## **DEPARTMENT OF PUBLIC SAFETY**

It is the intention and resolve of the Department of Public Safety to provide a safe environment for the University. To this end, the Department strives to provide a safe environment in which students are free to learn and faculty may teach without undue concerns for safety. The University also has obligations to meet federal regulations relating to the reporting of crime.

The Department of Public Safety strongly encourages victims and witnesses to report all crime and suspicious incidents against persons or property, both to administrative offices of regional teaching locations and to the Department on the main campus in San Diego, Point Loma. All teaching locations maintain and frequently review evacuation procedures. Students are urged to take precautions regarding the protection of personal property, since the University cannot be responsible for the theft of personal property.

Additional resources regarding public safety are available at the Web site maintained by the Department of Public Safety. Students may also contact the Department directly at 619.849.2201.

# Admission Procedures

Admission to Graduate Studies is open to applicants who hold the bachelor's degree from a college or university that is accredited by a regional accrediting association and who meet the admissions requirements. Applicants are evaluated on their individual scholarly potential to complete graduate-level course work and curriculum requirements. It is expected that each student will have adequate undergraduate preparation for the intended major area. At the discretion of the academic department, a student may be required to have as prerequisite for graduate study any undergraduate course normally required of undergraduate majors in the field. Each student must satisfy all entrance requirements for the specific program of interest and file an approved program of study with the appropriate director.

## Admission Procedures



Ocean Beach Pier

### PROVISIONAL STUDENT STATUS

Promising applicants may be allowed to begin classes on a provisional status pending final receipt of all admission items.

The provisional status must be removed in the first semester of study. After the first semester, registration in subsequent classes will be suspended until the admission materials have been received.

### ADMISSION UNDER EXCEPTIONS

Applicants who do not meet the standards, but can demonstrate that they have an exceptionally rich experiential background and/or have demonstrated dramatic change in academic performance, may petition the department and Graduate Studies Committee to review their status. In order to apply under this exceptions policy, the following information must be submitted by the applicant:

1. A statement outlining the applicant's reasons for requesting an exception to admissions policies.
2. Two additional written recommendations from supervisors as identified by the director of the program.

*Note: If the exceptions request is due to unacceptable test scores, a minimum of two test scores must be submitted.*

After the applicant submits the above documentation, the file is reviewed by the department. After this review, a recommendation is made by the director and faculty and this is forwarded to the Graduate Studies Committee. The file is then reviewed by at least two faculty members from the Graduate Studies Committee. The Dean of Graduate Studies then reports the outcome to the appropriate Program Director.

### GRADUATE SPECIAL STANDING

This status is assigned to students who are qualified for admission to Graduate Studies but have indicated no intention to pursue a degree or credential program. Only six units of appropriate course work taken as a special student may be used in a graduate program.

### GRADUATE REGULAR STANDING

This status is granted to a student who has met all admission requirements of Graduate Studies and of the program.

Candidates will be notified of their Graduate Student Status in their first semester of enrollment.

### APPEALS

Any appeals shall be made by the candidate through the Program Director to the Dean of Graduate Studies.

## Post-Baccalaureate Credentials in Teacher Education

### MULTIPLE SUBJECT TEACHING CREDENTIAL WITH CLAD

A Multiple Subject Teaching Credential enables a person to teach in a self-contained (K-12) classroom in California. Students receive coursework in educational philosophy and psychology as well as methodology in reading, language arts, science, social studies, and mathematics.

### SINGLE SUBJECT TEACHING CREDENTIAL WITH CLAD

Individuals who plan to teach at the secondary level need to pursue the Single Subject Credential in an approved discipline of their choice. A Single Subject Credential enables a person to teach in a departmentalized (K-12) classroom.

### TUITION COSTS (PER UNIT):

	San Diego	Arcadia		Bakersfield
		Regular	Intern	
300-499	330	395	375	330
500-599	330	455	375	330

## Master of Arts

The Master of Arts degree is an advanced academic degree which builds upon an appropriate undergraduate foundation. A total of 36 semester units is required for the degree. The Master of Arts is offered in Religion with two concentrations and in Education with three concentrations.

### APPLICATION FOR ADMISSION TO MASTER OF ARTS

- A completed admission application form
- An undergraduate upper-division grade-point average of 3.000
- Official transcripts from accredited institutions indicating completion of an undergraduate degree
- A minimum of two recommendations from appropriate persons who have knowledge of the applicant's character and professional performance
- A writing sample which indicates graduate-level ability
- Test scores: Graduate Record Exam minimum raw scores: 400 verbal and 400 quantitative or Miller Analogies Test raw score of 35
- Interview with the appropriate graduate director or co-ordinator.

### TUITION COSTS (PER UNIT):

	San Diego	Arcadia	Bakersfield
MA – Education	\$ 375	\$ 455	\$ 375
MA – Religion	\$ 255	N/A	N/A

## Master of Business Administration

The Master of Business Administration is a professional degree designed for adults who have developed quality experience in the business world and desire to continue their education in a field that is beneficial to their needs and careers. The degree is offered as a cohort program.

### APPLICATION FOR ADMISSION TO MASTER OF BUSINESS ADMINISTRATION

- A completed admission application form
- Baccalaureate degree from a regionally accredited institution
- Official transcripts from accredited institutions
- Three letters of recommendation
- A personal essay that describes why the applicant desires to participate in the M.B.A. program and a description of the applicant's future goals.
- Scores from the Graduate Management Admission Test (GMAT). Scores are indexed to provide a minimum score combining undergraduate GPA and GMAT.
- Provide evidence of knowledge of the Bible and

Christian principles

- Provide evidence of quantitative skills needed to successfully complete the graduate curriculum
- Provide evidence of successful completion of an accounting course
- Provide evidence of basic knowledge of content of undergraduate courses in economics, finance, law management, marketing and statistics. If the student has not taken the undergraduate courses listed above, the evidence of knowledge of content requirement can be fulfilled in one of the following ways:
  - Special course content examination, or
  - Evidence of familiarity with curriculum content from work or other experience, or
  - Attending a seminar course for each of the basic business courses listed above.
  - Interview with a faculty member from the Department of Accountancy, Business and Economics

### TUITION COSTS

For the MBA cohort that will begin in the Fall of 2002, the cost of the program will be \$19,000.

## Master of Ministry

The Master of Ministry is a professional degree designed for the active minister who desires additional academic development leading to a master's degree focusing on Christian ministry.

### APPLICATION FOR ADMISSION TO MASTER OF MINISTRY

- A completed admission application form
- Official transcripts indicating an approved undergraduate degree
- Evidence of one year full-time Christian ministry
- Interview with the Director of Master of Ministries program.
- Writing sample which includes a statement of commitment to Christian values and to excellence in scholarship

### TUITION COSTS

\$255 per unit. Note: the per unit cost may be lower based on the size of the cohort.

## Master of Science in Nursing

The Master of Science in Nursing is an advanced degree combining instruction, research, and public service opportunities for nursing professionals. The program is offered by cohort groups.

### ADMISSION REQUIREMENTS

- A bachelor of science in nursing degree from a National League for Nursing (NLN) or Commission on Collegiate Nursing Education (CCNE) accredited program.
- A 3.000 grade-point average (Candidates with a grade-point average of 2.700–2.999 may be considered for provisional admission).
- Current California licensure as a registered nurse.
- Current Healthcare Provider CPR certificate from the American Heart Association.
- Current Malpractice insurance.
- A health examination within six months of first clinical course.
- Proof of immunizations and a current TB screening (within six months) upon admission to the program.
- A completed application for admission and three letters of reference (two professional and one personal).
- Submission of a personal essay describing educational and professional goals.
- Personal interview with the graduate nursing selection committee.
- Completion of the Miller's Analogy Test (MAT) with a minimum score of 35.
- Basic computer literacy.
- Completion of baccalaureate courses in health assessment, pathophysiology, nursing research, statistics, nursing leadership and community health nursing.
- International students will be considered on an individual basis.

### TUITION COSTS

\$455 per unit.

### EXCEPTIONS POLICY

Applicants who do not meet the above standards, but can demonstrate that they have an exceptionally rich experiential background and/or have demonstrated dramatic change in academic performance, may petition the department to review their status. The Department of Nursing will follow the exceptions policy as published in the current *Catalog*.

## Educational Specialist

The Ed.S. degree program is a post-masters program designed for experienced teachers, counselors, administrators and others interested in school change and leadership.

Earning the Educational Specialist degree requires:

- The satisfactory completion of prescribed graduate courses in the 600 series for a total of 32 semester units
- A written comprehensive examination over the field of specialization with a satisfactory score
- A positive recommendation by departmental faculty

### APPLICATION FOR ADMISSION TO EDUCATIONAL SPECIALIST

In addition to the requirements for admission to the Master of Arts degree (see page 12), applicants for admission to the Educational Specialist programs must present evidence of:

- A master's degree from an accredited institution and an academic background adequate for the specialized study required
- A minimum of three years of successful full-time classroom teaching, administrative experience, pupil personnel experience, health, or library experience in the public schools or in private schools of equivalent standing
- A grade-point average of 3.000 on Master's degree work

### TUITION COSTS (PER UNIT):

San Diego	Arcadia	Bakersfield
\$ 455	\$ 455	N/A

# Financial Aid

Financial assistance is intended to recognize and aid students who otherwise would be unable to attend Point Loma Nazarene University. The financial assistance program at PLNU includes scholarships, grants, loans, and deferred payment programs. Awards are made on a one-year basis, and federal regulations mandate that financial aid awards are disbursed in multiple disbursements. Many awards may be renewed every year, provided students complete the required procedures and remain financially and academically eligible. An award letter is issued to students after they have submitted the appropriate paperwork to the University's Financial Aid office. This paperwork includes the Free Application for Federal Student Aid (FAFSA) and the PLNU Graduate Student Application for Financial Assistance for the academic year in which they wish to receive an award letter. The FAFSA can be obtained at the Financial Aid office or on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The PLNU Graduate Student Application for Financial Assistance can be obtained on-line at [www.ptloma.edu/financialaid](http://www.ptloma.edu/financialaid), or in the Financial Aid office.

**Satisfactory Academic Progress (SAP).** In accordance with the Higher Education Act of 1965, as amended, all post-secondary institutions establish a Satisfactory Academic Progress (SAP) policy. At Point Loma Nazarene University, all students receiving federal and state financial aid (including federal loans such as federal Stafford, Perkins, or PLUS) are required to make satisfactory progress in order to maintain eligibility for financial aid programs. PLNU's SAP policy requires students to complete a minimum number of units (the quantitative requirement) and maintain a minimum grade-point average at the end of each semester of attendance (the qualitative requirement). For more complete information on the University's SAP policies, students may contact the Financial Aid office on the main campus.

### **Federal Family Educational Loan Program (FFELP)**

The Federal Family Education Loan Program (FFELP) enables students to borrow from eligible lenders at a low interest rate to help meet educational expenses at a participating college or university. Under the FFELP, the funds for a loan are lent from a private lender (a bank, credit union, or other lender that participates in the Program). Applicants must complete the FAFSA and the Financial Assistance Application.

Graduate students who are enrolled in three units or more, meet the University's SAP policy, and are

citizens of the United States or U.S. permanent residents are eligible for federal Stafford Loans. FFELP Stafford Loans are either subsidized or unsubsidized. Students can receive a subsidized and an unsubsidized loan for the same enrollment period. A subsidized loan is awarded on the basis of financial need. Student borrowers will not be charged interest before they begin repayment or during authorized periods of deferment. The government "subsidizes" the interest during these periods.

An unsubsidized loan is not awarded on the basis of need. Student borrowers will be charged interest from the time the loan is disbursed until it is paid in full. If students allow the interest to accumulate, it will be capitalized—that is, the interest will be added to the principal amount of their loan and additional interest will be based upon the higher amount.

The maximum amount that eligible, dependent, Teaching Credential Students may borrow is \$5,500 a year. These students may borrow a maximum aggregate loan limit of \$23,000. An independent, Teaching Credential Student may borrow up to an aggregate of \$46,000 (no more than \$23,000 may be subsidized). Qualifying graduates or professional students may borrow up to \$8,500 per year. The aggregate amount for graduate or professional students is \$138,500 (no more than \$65,500 may be subsidized) and includes any Stafford Loans obtained at the undergraduate level.

The interest rate on new Stafford loans is variable, adjusted annually on July 1, with a cap of 8.25 percent. Payment on principal and interest begins six months after graduation, withdrawal or if the student is enrolled less than halftime. An origination and insurance fee of up to four percent is charged with each loan.

### **FINANCIAL AID FOR TEACHING CREDENTIAL STUDENTS**

Teaching Credential Students at Point Loma Nazarene University may be eligible for Federal Stafford Loans, Cal T, Academic Scholarships, or Nazarene Grants. Teaching Credential Students who are enrolled in six units or more, meet the University's Satisfactory Academic Progress (SAP) policy, and are citizens of the United States or U.S. permanent residents are eligible for Federal Stafford Loans. (For information on the SAP policy, see the Limitation or Forfeiture of Financial Aid section below.) An award letter is issued to students after they have submitted the appropriate paperwork to Point Loma Nazarene University's Financial Aid office. This paperwork includes the FAFSA and the PLNU Application for Financial Assistance for Undergraduate and Teaching Credential Students for the academic year in which they wish to receive an award letter.

The FAFSA may be obtained at the Financial Aid Office or on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The Application for Financial Assistance for Undergraduate and Teaching Credential Students may be obtained on-line at [www.ptloma.edu/financialaid](http://www.ptloma.edu/financialaid), or at the Financial Aid office.

**Cal Grant T Program.** Cal Grant T awards help cover one year of tuition and fees at a program of professional teaching preparation in California. Up to 3,000 new Cal Grant Ts are awarded each year in exchange for teaching service. To receive benefits, students must have a bachelor's degree and plan to attend a teaching credential program at an institution approved by the California Commission on Teacher Credentialing (CCTC). Point Loma Nazarene University's teacher credential programs are approved to participate in this program.

The Cal Grant T award is for one year and is limited to only those courses required for an initial teaching authorization. For the 2002-2003 academic year, the Cal Grant T covers up to \$9,708 for tuition and fees at PLNU. Students are selected based on their GPA and financial need. Cal Grant T recipients must agree to teach at a low-performing K-12 school in California for one year for each \$2,000 in benefits they receive, for up to four years of service. Those who do not complete the service must repay the portion of the benefits they received for which they did not complete their service.

Students who received extended Cal Grant A or B benefits to attend a teaching credential program, or who are currently eligible for extended benefits, are not eligible for a Cal Grant T, nor are those who already hold a preliminary teaching credential. (For information on the Cal T Program, students may visit the web site at [www.csac.ca.gov](http://www.csac.ca.gov).)

At Point Loma Nazarene University full-time for a Teaching Credential Student is twelve units. To be eligible for the Cal T Program, students must carry at least six units or more.

Students may receive a Cal T Application from PLNU's Financial Aid office. The Cal T Application for the coming academic year must be returned to the California Student Aid Commission, and a current FAFSA completed by June of that year.

### **ACADEMIC SCHOLARSHIPS AND NAZARENE GRANTS FOR TEACHING CREDENTIAL STUDENTS**

Academic Scholarships and Nazarene Grants will only be applied to Teaching Credential Students who either began their undergraduate coursework at PLNU and graduated in four years or less, or took the last twenty-four units of their

undergraduate coursework at PLNU. A Teaching Credential Student must be full-time to receive either of these awards. The Academic Scholarship has a minimum GPA requirement. This requirement depends on the policy during the year of the students' first enrollment at PLNU.

**Federal PLUS Loans (Parent Loans for Undergraduate Students).** These loans are for parents or stepparents who need to borrow for their dependent, Teacher Credential Student's educational costs. These loans are not based on a family's income or assets. To be eligible to receive a PLUS Loan, parents generally are required to pass a credit check. PLUS Loans carry a variable interest rate, adjusted annually on July 1 each year, with a cap of 9 percent. Origination and insurance fees of up to 4 percent may be deducted from each loan disbursement. Repayment begins 60 days after the final loan disbursement of the academic year. There is no grace period for these loans; this means that interest begins to accumulate at the time the first disbursement is made. Parents must begin repaying both principal and interest while students are enrolled at the University.

### **LIMITATION OR FORFEITURE OF FINANCIAL ASSISTANCE**

Special students, not officially working for degrees or credentials and part-time students registered for less than six semester units, are not eligible for financial assistance. Defaulted loans from prior institutions or PLNU automatically exclude students from receiving federal aid until they have been rectified with the bank, collection agency, or U.S. Department of Education. Back payments owed on a federal grant also excludes students from receiving federal aid.

### **REQUIREMENTS, DEADLINES, AND APPLICATION PROCEDURES**

All financial assistance students must do the following:

- Make formal application for admission, be officially accepted by the Admissions Office and the particular graduate program, and enroll for at least a half-time of course work;
- Complete and file the Application for Financial Assistance with the Financial Aid office; and
- Complete and file the FAFSA form.

Financial awards are made on a one-year basis. The award amount is used one-half per semester. Many awards may be renewed every year, provided the student completes the required procedures and remains financially and academically eligible.

**VETERANS' BENEFITS**

Point Loma Nazarene University is approved for the training of veterans. Any students receiving veterans' benefits are required to maintain satisfactory academic progress and conduct according to standards established and enforced by the University, and published in this *Catalog*. The Student Accounts office monitors all veterans' progress on a regular basis and is responsible for reporting all changes in status to the Veterans' Administration, which may affect benefits received by students. Failure to make satisfactory academic progress will result in the loss of eligibility to receive benefits. If withdrawal from the University occurs, veterans' benefits will be terminated as of the official termination of enrollment.

**MISCELLANEOUS FINANCIAL REGULATIONS**

Students are responsible for handling all financial matters related to their attendance at the University and are charged for all courses for which they are registered unless a change of schedule form is filed with the Records Office, completed with the proper signatures. Any refunds or adjustments of student accounts arising from changes are made as of the date on which the change of schedule form is filed at the Records Office. This is true regardless of the date on which the student may have ceased attending classes.

At the time a student leaves the University all accounts must be paid in full. Any unpaid balance will accrue interest at eighteen (18%) percent per annum. In addition, Point Loma Nazarene University may report unpaid accounts to a national credit bureau. Students are responsible for paying all collection costs, including attorney fees and court costs as adjudged reasonable, in the event a suit must be instituted. Transcripts will not be released, nor will a student be permitted to participate in graduation, until all accounts at the University have been paid.

Operational costs are sometimes affected by factors over which the institution has no control. Therefore, the charges and financial-aid policies quoted in this *Catalog* are subject to change without notice.

The University is not responsible for loss or damage to personal property.

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**FEES**

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**HEALTH AND ACCIDENT INSURANCE FEE**

Graduate students may obtain this insurance, but must specifically apply for the insurance during the first three weeks of each semester. The fee for 2002-2003 will be determined at a future date. The fee for 2001-2002 was \$195 per semester. Application forms for this insurance are available at each graduate location.

**SPECIAL FEES**

Student teaching fee, per unit . . . . .	\$25.00
Late registration fee, \$15.00 beginning with the first day of instruction, increasing by \$5.00 each day to a maximum of . . . . .	.30.00
Late payment fee, 5% of payment due, minimum charge of . . . . .	.25.00
Change of class schedule fee, per class beginning with the second week of classes . . . . .	.5.00
Special examination fee . . . . .	15.00 to 30.00
Graduation fee (all degrees) . . . . .	40.00
Thesis binding fee (for two library copies only) . . . . .	35.00
Matriculation fee . . . . .	25.00
Credential analysis fee . . . . .	45.00
Teacher placement fee . . . . .	45.00
Career file (placement) . . . . .	15.00

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**Payment Information**

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**REFUND POLICIES**

Fees—Non-refundable  
Tuition—Questions regarding refunds of tuition and fees should be directed to the University's Student Accounts office, 619.849.2666 or studentaccounts@ptloma.edu.

# Academic Policies

## ACADEMIC GOVERNANCE

Point Loma Nazarene University is committed to broad-based participation in decision making as evidenced in the organization of the faculty and administration. Both groups serve, often with student members, on a wide range of councils and committees that deal with administrative and faculty areas of concern. Recommendations are brought to faculty meetings and/or to the administration through the Administrative Cabinet. A complete listing of the committee structure is included in the Faculty Handbook.

In matters of curriculum, the various academic units (education, arts and sciences, and social science and professional studies) propose changes through the Graduate Studies Committee or the Academic Policies Committee, and then on to a general meeting of the faculty acting as a committee of the whole. The Provost provides general direction to these efforts with the assistance of the Associate Provosts. The Academic Affairs Committee of the Board of Trustees acts upon matters of policy relative to the academic program.

All colleges and universities establish certain academic requirements which must be met before a degree is granted. These requirements concern such things as curricula, courses, and campus residency. Advisors, directors, department chairs, and deans are available to help the student understand and arrange to meet these requirements, but the student is responsible for fulfilling them. At the end of a student's course of study, if requirements for graduation have not been satisfied, the degree will not be granted. For this reason it is important for students to acquaint themselves with all regulations, to remain currently informed throughout their course of study, and to be responsible for completing requirements. The policies of Graduate Studies are formulated by the Graduate Studies Committee. This Committee operates within the framework of the total objectives of the University. The official record of these policies is contained in the Minutes of the Graduate Studies Committee. The University *Catalog* is published at regular intervals to advise students of these policies.

## TRANSCRIPTS

A complete and official transcript is available at the Records Office upon graduation or withdrawal. Requests for transcripts must be in writing. Transcripts may not be released to anyone other than the student except by written authorization. Students are entitled to one free transcript. Subsequent transcripts are available for a nominal fee. Unofficial transcripts are available at the Records Office as well as on the web.

## CLASS SCHEDULES

All class schedules are posted on the Web. The schedule of classes is available each spring for the following year's classes. Also, in the spring a Summer Sessions schedule of classes is posted. The University reserves the right to cancel any class with insufficient enrollment and make necessary changes in its schedule and programs.

## ACADEMIC HONESTY

The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of campus life. Academic honesty and integrity are strong values among faculty and students alike. Any violation of the University's commitment is a serious affront to the very nature of Point Loma's mission and purpose.

Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations.

A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course. The faculty member will file a written report of the incident and the action taken with the Program Director. The Director, after an examination of the event, will submit a report to the Dean of Graduate Studies. If he/she believes other disciplinary action should be taken, consultation between the faculty member and the administrators will determine the resulting discipline.

The student or students involved in the academic dishonesty may appeal the action by talking first to the Program Director then, if necessary, to the Dean of Graduate Studies, and finally to the Graduate Studies Committee. The appeal decision reached by this committee is final. If a grade of "F" is received in a course due to academic dishonesty, the student may not withdraw from the course nor can the course be dropped to remove the "F" grade.

## REGISTRATION LIMITATIONS

**Concurrent Enrollment.** A registered student may not transfer credit for a course taken concurrently at another institution if a similar course is offered at the University except by prior approval of the Director of the Program. In computing a student's maximum load, all courses being taken are considered.

## ALTERNATE-YEAR OFFERINGS

Some of the courses listed in this *Catalog* are offered on alternate years. These courses are noted by Alt.+ or Alt.\* in the course descriptions.

The University reserves the right to withdraw courses and to make changes in its class schedule and academic program as necessary.

#### **PREREQUISITE/COREQUISITE**

Some courses listed in this *Catalog* stipulate either a prerequisite or a corequisite. A prerequisite is a condition or requirement that must be fulfilled prior to enrolling in a course, such as a specific student classification, permission of the instructor, or another course. A corequisite refers to a condition or a requirement that must be met prior to or concurrent with enrollment in a course.

#### **TIME LIMIT FOR COMPLETION OF GRADUATE DEGREE**

All requirements for the graduate degree and/or a credential, including courses accepted as transfer credit from other institutions, must be completed within an eight-year period.

To request an extension a student must submit in writing a petition for an extension of the eight-year limit to the Dean of Graduate Studies. The student's advisor must submit to the Dean a written statement of support for the petition. The Graduate Director in the student's field of study may endorse the advisor's letter of support for an extension.

#### **DEPARTMENTAL RECOMMENDATION FOR DEGREE COMPLETION**

Prior to recommending a student for a degree, the Department will evaluate the student's:

- Knowledge base, including a capstone academic experience
- Grade-point average, writing, speaking, and other requirements

The Records Office will review documents prior to graduation to assure that all requirements for graduation have been met.

All work taken toward a degree must be completed in full before graduation. Degrees are conferred only once a year at the close of the academic year. A candidate who is deficient in meeting graduation requirements by an amount which could reasonably be earned in the Summer Sessions following, may be permitted to participate in the spring Commencement. The student will not receive a diploma, but will be publicly recognized as a summer graduate, and the fact will be indicated on the Commencement program. The diploma will be presented only upon satisfactory completion of all work for the degree.

#### **CURRICULAR EXCEPTIONS**

Occasionally, due to transfer credits or other acceptable reasons, an exception to *Catalog* requirements may be appropriate. For such considerations students may petition the Graduate

Studies Committee. Decisions regarding exceptions will be made by this committee based upon the merit of each individual case.

#### **APPLICABLE CATALOG**

Students in continuous enrollment may elect to graduate under the curricular requirements of either: the *Catalog* for the year in which they entered the University; or the *Catalog* of a subsequent year. Those whose enrollment is not continuous (i.e. not enrolled for more than one semester) as regular students will be subject to the *Catalog* requirements for the year in which they re-enter the University or that of a subsequent year. A student may not combine requirements from two or more catalogs.

#### **COURSE NUMBERING SYSTEM**

- 300-399 Foundational lower-division courses open to post-baccalaureate and graduate students when approved by a director.
- 400-499 Upper-division courses open to post-baccalaureate and graduate students when approved by the director of the graduate program.
- 500-599 Graduate courses open to post-baccalaureate and graduate students.
- 600-699 Graduate courses open to students who hold a valid master's degree.

#### **COURSE LOADS**

Six semester units are considered a minimum full-time course load for a graduate student during one semester. Nine semester units are considered the minimum full-time course load for post-baccalaureate students working on a teaching credential.

The maximum course load during the entire summer is 15 units.

No student who is employed full-time may register for more than two courses of graduate credit in addition to accompanying field work in any regular semester.

The maximum graduate course load is twelve units. Overloads (over twelve units) may be carried with the written approval of the advisor and the program director.

#### **REGISTRATION AND USE OF UNIVERSITY FACILITIES**

Graduate study commonly involves periods of independent study. Students who have completed all course requirements for a degree often need to use a laboratory or other facilities to carry out required independent study or thesis research. For the protection of both the student and the University, any student using facilities or making use of the professional time of faculty members must be enrolled for credit.

## **ADD/DROP POLICY**

**Adding a Class.** During the first two weeks of the semester students may add classes with the permission of the academic advisor and the course instructor.

Courses which begin or end at dates other than the beginning or end of the academic semester, may be added or dropped on a schedule with the same proportion as a regular semester course.

**Dropping a Class.** A class may be dropped through the half-way point of the course with the approval of the academic advisor. Drops through the first twenty-five percent of the course will result in the course being deleted from the student's permanent record. Drops after that (up to the half-way point) will result in a grade of "W" being recorded on the student's permanent record.

A student who has not participated in the course or who has not officially dropped, and whose name appears on the final grade report list will receive a failing grade. Instructors may not record drops on final grade sheets.

Students should refer to the refund policy when considering dropping a class.

## **TRANSFER CREDIT**

Students who transfer into a graduate program from another accredited institution may apply, with the approval of the program director, a maximum of six graduate semester units.

## **GRADES AND GRADING SYSTEM**

**Grading.** Traditional letter grades (A, B, C, D, F) including plus and minus grades are used to indicate the level of scholarship earned for each course. Except for the correction of an error, all traditional letter grades are final at the conclusion of a term. Once the degree has been posted on the student's official transcript, no change of grade action is allowed for courses leading to the degree. The grade of C is the lowest grade acceptable for graduate credit.

**[AU] Audit.** The grade assigned when a course is taken as an audit course. A student wishing only exposure to a course may elect to audit the course. The student will register in the regular manner and pay the regular fees. Regular attendance at all class meetings is the responsibility of the student, but written assignments and examinations are not mandatory. A grade of AU will be awarded for satisfactory attendance. A grade of F will be awarded for non-attendance. Courses audited carry no credit toward the grade-point average, toward graduation, or toward meeting professional requirements. Audit units count toward the student's course load, except in determining financial aid. Audits may be repeated for credit.

**[I] Incomplete.** A grade of Incomplete is given for work which has been completed partially in a satisfactory manner, but which, for valid reasons such as illness or death in the family, is not finished. The grade of "I" is to be given only on the basis of extraordinary circumstances clearly beyond the student's control. The grade of "I" is regarded as a deficiency grade and may be removed by the assignment of additional work to make up the deficiency; or, in cases where the "incomplete" is assigned because of inability to take a final examination, by a special examination. A grade of "I" must be made up, if at all, by the end of the next regular semester. Until made up, a grade of "I" is considered as "F" in determining the student's grade-point average, and eligibility for financial assistance and intercollegiate competition.

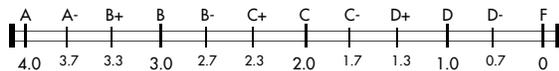
**[IP] In Progress.** A provisional grade used in certain courses which may extend longer than a semester. The grade of "IP" carries no grade points, and is replaced by the letter grade earned when the requirements for the course are properly completed. The grade of IP (In Progress) is used in connection with education courses that extend beyond one semester (Education 402, 405, 411 and 415; Graduate Education 582, 583, 585, 586, 587, 590, 695 and 696; Christian Ministries 512, 522, 532, 542, 552, 562, 572, 575, 582, 585, 590; Graduate Religion 590, 599, Business 595.) The IP is assigned at the completion of the intervening term and is replaced with CR (Credit) when the student has completed the work. If the work is not completed within one calendar year from the date of enrollment (two years for Graduate Education 587 and 696), the course will be computed into the grade-point average as an NC (No Credit). It is the student's responsibility to take initiative in completing the coursework during the one-year period.

**[W] Withdrawn.** This grade is recorded when a student doing passing work is given permission by the Associate Provost for Academic Administration to drop a course after the first 25% of the course, but before the half-way point. In exceptional circumstances (i.e., personal and family emergency) a student may be granted a *W* after the the half-way point if he/she is passing the course at the time of withdrawal.

**[WF] Withdrawn under failing conditions.** This grade is recorded when a student officially withdraws from a course after the last date to drop and when the work is below passing at the time. A grade of "WF" is considered the same as an "F" in calculating the grade-point average.

Courses in which grades of IP, I, W, AU, CR and NC are received are not included in determining the grade-point average.

**Grade Points.** Letter grades are converted to numerical equivalents for computation according to the following scale:



### **COURSE GRADE APPEAL**

It is the responsibility of the faculty to evaluate student performance and assign grades. The University has established a course grade appeal policy, however, that may be used when a student believes the syllabus was not followed in the grade calculation or if it is thought that grading was done in a capricious and arbitrary manner. The appeal policy does not include student dissatisfaction with a grade based on the faculty member's professional judgment. A Course Grade Appeal Form is available from the Associate Provost for Academic Administration or from the Program Director at each location and must be filed within one year from the end of the course in which the grade was given.

### **CLASS ATTENDANCE**

Regular and punctual attendance at all classes in which a student is registered is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements to be met. There are no allowed or excused absences except when absences are necessitated by certain University-sponsored activities and are approved in writing by the Provost.

Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes (this is equivalent to one and one-half weeks of a 16-week semester course), the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment. If more than 20% (three weeks of a semester-long course) is reported as missed, the student will automatically be de-enrolled. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" or "NC."

Absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. A student who registers late must therefore be exceptionally careful about regular attendance during the remainder of the semester. Registered students who neither attend the first class session nor inform the faculty of their desire to remain on the class roll may, at the request of the instructor, be dropped from the roll.

Exceptions to the foregoing attendance regulations due to extenuating circumstances may be granted only by appeal to the Associate Provost for Academic Administration. Students should

consult the syllabus of each course for specific applications of and elaborations on the above attendance policy.

### **WITHDRAWAL FROM THE UNIVERSITY**

Any student who has no unpaid accounts or charges of misconduct is entitled to an honorable withdrawal. In such cases a grade of "W" is given in those courses where the work was of passing grade at the time of withdrawal. For unsatisfactory work a grade of "WF" is given. A student withdrawing without permission will be given a grade of "F" with the notation of withdrawal without permission. If there are no unpaid accounts, a transcript of record with a statement of academic status may be sent to another institution upon request.

### **EXAMINATIONS AND REPORTS**

Examinations may be deferred only on account of illness or because of other equally valid conditions over which the student has no control.

### **GRADES REQUIRED**

Except as indicated below, all students admitted to a master's degree program must maintain a grade-point average of 3.000 (B) or better as a condition of remaining in the program.

- The minimum acceptable grade-point average for Master of Ministry students is 2.750.
- The minimum acceptable grade-point average for Educational Specialist students is 3.250
- The grade-point average is computed on all courses taken since admission to graduate study. Courses accepted as transfer credit are not used in computing the grade-point average.
- A low grade earned in a graduate course may not be raised by repeating the course. It is advisable for the student to repeat such a course, but in this case, both grades will be used in computing the grade-point average.
- The Dean of Graduate Studies reserves the right to deny or to revoke admission to a program for any graduate student who receives unsatisfactory grades.

### **APPEALS PROCESS**

A student who wants to appeal a decision shall set forth in writing the request and the basis for it.

The appeal shall be made in the following order:

- The course professor
- The Program Coordinator
- The Director of Graduate Studies responsible for student's academic area.
- The Dean of Graduate Studies
- The Provost

Decisions may be appealed ten working days after postmark date of the semester's grade report or ten working days after decision is postmarked.

The University is committed to responding within ten working days following the receipt of an appeal.

### **READMISSION**

Students who have been admitted to Graduate Studies but who were not enrolled during the previous two semesters must apply for readmission. Students who have completed a graduate degree or credential program and wish to begin a new graduate program must apply for readmission and meet the program standards.

### **INTERNATIONAL STUDENTS**

In addition to admission requirements, international students must submit an Affidavit of Support and a score on the Test of English as a Foreign Language (TOEFL) of 550 (213 on the computer-based exam) or International English Language Testing System (IELTS) Band 6. A student from a non-English speaking country who has received a bachelor's degree from an American college or university and has demonstrated proficiency with the English language need not submit a TOEFL score.

Further information on the TOEFL may be obtained by writing to Test of English as a Foreign Language, Box 899, Educational Testing Service, Princeton, New Jersey 08540.

International students planning to enter in the fall semester should submit all application materials and test scores by June 1st. Students planning to enter in the spring semester should submit all application materials and test scores by October 1st.

### **THESIS REQUIREMENTS**

The purpose of a thesis is to give students experience in carrying out the kind of research they may expect to be doing throughout their professional careers. A thesis involves investigation of primary sources. It may involve a reexamination or reevaluation of primary sources which others have already studied in an effort to confirm or revise the conclusions of others. It may involve a new program of testing and analyzing procedures or methods. In any event, it is intended to demonstrate the student's ability to work independently on a problem, to demonstrate wide familiarity with the literature in the field of the program, to demonstrate command of the techniques and principles of research, and to demonstrate ability to form valid generalizations from the data used.

### **ONE MASTER'S DEGREE**

Only one Master of Arts degree may be taken at Point Loma Nazarene University. Any exception to this policy must be approved in advance by the Graduate Studies Committee and the Dean of Graduate Studies.

## **Programs and Course Descriptions**

The faculty of Point Loma Nazarene University annually reviews curricular proposals through its committee structure. The following section is a summary of approved graduate-level programs and course descriptions. The listing of course descriptions does not imply that they are offered in a given academic year. Students should contact their respective academic departments and the Web for specific information on current offerings. Programs are also subject to change.



# CREDENTIALS IN TEACHER EDUCATION

*"Teaching is an instinctual art, mindful of potential, craving of realizations, a pausing, seamless process."*

~ A. Bartlett Giamatti, President, Yale University

Faculty in Education believe that the world can be radically changed and brought closer to the Kingdom of God through graduates from PLNU. It is for this reason that our faculty strive not only to teach students the fundamentals of being in the education field, but also strive to build character and critical thinking in the future leaders enrolled at PLNU. Students develop strong reading, thinking, listening, speaking, mathematical, research, technological, writing and interpersonal skills as they learn their particular area of study. Small class sizes allow more opportunities for faculty-student interaction, which offers a more personalized approach in and out of the classroom. A teacher placement service helps the candidates establish a placement file. Many PLNU alumni who have remained in the teaching profession are in leadership roles at the school-site level, at the central office level, and in related educational activities.

## PROGRAM OBJECTIVES

- To prepare thoughtful, culturally sensitive, scholarly, professional educators who utilize the latest research and exemplary methods that ensure student learning and achievement;
- To provide an array of selected credential and degree programs of academic rigor;
- To equip students to become influential moral and ethical educational leaders in a highly competitive, diverse and ever-changing society.

## TITLE II INFORMATION

According to Federal regulations, all accredited departments, schools and colleges of education are required to report information regarding their institutions' candidates' passing rates on examinations.

Reading Instruction Competence Assessment (RICA)

In California all candidates for the Multiple Subject Credential are required to take and pass the RICA exam in order to apply for the credential.

## PRAXIS/MULTIPLE SUBJECT ASSESSMENT TEST

This exam measures the candidates' understanding of the content required to teach the subjects covered by the Multiple Subjects Credential. Candidates who take this exam completed a BA with a major in a field other than a State-approved Liberal Studies program.

## PRAXIS/SSAT

This exam measures the candidates' understanding of a content area required for a specific discipline in a secondary school setting. Candidates who take this exam did not major in a State-approved program in the area in which they would like to teach.

## Multiple Subject Teaching Credential with CLAD

A Multiple Subject Teaching Credential enables a person to teach in a self-contained (K-12) classroom in California. Students receive coursework in educational philosophy and psychology as well as methodology in reading, language arts, science, social studies, and mathematics.

## CROSSCULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT EMPHASIS (CLAD)

The purpose of this emphasis is to prepare teachers to effectively deliver English language development and specifically designed instruction for academic content to limited English proficient students from all languages. Students must complete specialized coursework for the CLAD (EDU 400 or GED 540, EDU 442/GED 542, EDU 468/GED 568), students teach in a classroom with a significant population of English Language Learners as well as a trained master teacher, and have experience learning a second language by the time of the completion of the program. This last requirement may be fulfilled by providing written evidence of one of the following:

- Successful completion of three years of coursework in a language other than English in grades 7-12 in a public school with an average grade of “B” or better.
- Six semester units or nine quarter units of coursework in a second language with a grade “C” or better.
- Residence in a non-English speaking country or countries for twelve consecutive months at age 18 or older.
- Other options—Contact the coordinator of the CLAD emphasis program for specifications.

**1. SUBJECT MATTER COMPETENCE**

All students must demonstrate subject matter competence by either completing a State-approved Liberal Studies major with a cumulative and major grade-point average of 2.750, or passing the Multiple Subject Assessment Test (MSAT).

Second Teaching Areas. Additional teaching areas are called supplementary authorizations. Some supplementary authorizations limit the teacher to certain grade level material. For specific requirements, contact the Credentialing and Educational Placement Office or the Coordinator of the Multiple Subject Credential program.

**2. PROFESSIONAL PREPARATION**

The following courses are required for a Multiple Subject Teaching Credential. For detailed explanations of these courses see descriptions in this section of the *Catalog*.

<b>COURSE #</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 300	Foundations of Education	3
EDU 301	Methods and Curriculum in Elementary Reading and Language Arts	3
EDU 400*	Multicultural Education	3
EDU 401	Advanced Methods and Curriculum in Elementary Language Arts and Elementary Reading	3
EDU 402	Elementary Student Teaching I and Seminar	2-6
EDU 403	Methods and Curriculum in Science and Social Studies	2
EDU 404	Advanced Methods and Curriculum in Science and Social Studies	2
EDU 405	Elementary Student Teaching II	3-6
EDU 405A	Elementary Student Teaching Seminar I	1
EDU 408/		
GED 508	Educational Psychology	3
EDU 442/	Language Acquisition and English	
GED 542	Language Development	3
EDU 468/	Bilingual Education and Specially	
GED 568	Designed Academic Instruction in English (SDAIE)	3
GED 515	Curriculum Development, Innovation & Evaluation	3

MATH 314 Math for Elementary and 324 Teachers I and II . . . . . 8  
*\*Post BA candidates in Arcadia and Bakersfield fulfill this requirement through the completion of GED 540 School Communities in a Pluralistic Society*

**3. CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)**

Student are required to take the CBEST, before being approved for student teaching (Education 402, 405). Information and application forms are available from the program director.

**4. EDUCATION**

Completion of a baccalaureate or higher degree from a regionally accredited college or university.

**5.U.S. CONSTITUTION**

Met by exam available on the main campus or by taking Political Science 490. Consult your program director for specific dates and times of the workshop. or approved course.

**6.METHODS OF TEACHING READING**

Met by taking Education 301.

**7. READING INSTRUCTION COMPETENCE ASSESSMENT (RICA).**

Students are required to pass the RICA exam. Information is available at each location. By completing steps 1-7 satisfactorily a student may apply for a Preliminary Multiple Subject Teaching Credential which is valid for five years.

**PROFESSIONAL CLEAR CREDENTIAL REQUIREMENTS**

The State of California requires the completion of the Professional Clear Credential requirements within five years of the granting of the Preliminary Teaching Credential. This Credential may be obtained by completing 32 approved upper-division or graduate semester units past a bachelor’s degree and must include the following three courses and certificate: a health education course (Physical Education 301 or Family and Consumer Sciences 315 or workshops Education 491-59); a special education course (Education 430 or Graduate Education 577), a computers in education course (Graduate Education 528); and a CPR Certificate (Adult, Child, and Infant) which can be fulfilled either through PLNU or at a community college. The Professional Clear Credential is valid for five years. Subsequent renewals will be facilitated through the district of employment.

# Single Subject Teaching Credential with CLAD

Individuals who plan to teach at the secondary level need to pursue the Single Subject Credential in an approved discipline of their choice. A Single Subject Credential enables a person to teach in a departmentalized (K-12) classroom.

## CROSSCULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT EMPHASIS (CLAD)

The purpose of this emphasis is to prepare teachers to effectively deliver English language development and specifically designed instruction for academic content to limited English proficient students from all languages. Students must complete specialized coursework for the CLAD (Education 400/Graduate Education 540, Education 442/Graduate Education 542, Education 468/Graduate Education 568), student teach in a classroom with a significant population of English Language Learners as well as a trained master teacher, and have experience learning a second language by the time of the completion of the program. This last requirement may be fulfilled by providing written evidence of one of the following:

- Successful completion of three years of coursework in a language other than English in grades 7-12 in a public school with an average grade of "B" or better.
- Six semester units or nine quarter units of coursework in a second language with a grade "C" or better.
- Residence in a non-English speaking country or countries for twelve consecutive months at age 18 or older.
- Other options—Contact the coordinator of the CLAD emphasis program for specifications.

## 1. SUBJECT MATTER COMPETENCY

In order to acquire adequate knowledge in the specific academic discipline, the candidate must complete either 1) A California Commission on Teacher Credentialing approved Single Subject Program with a cumulative and major grade-point average of 2.750; or 2) Pass the appropriate subject matter examinations. Point Loma Nazarene University offers Single Subject Programs in the following areas: Art, Music, Physical Education, English, Social Science, Home Economics, Mathematics, Biology.

## SECOND TEACHING AREAS

Additional teaching areas are called supplementary authorizations. Some supplementary authorizations limit the teacher to certain grade level material. For specific requirements contact the Credentialing and Educational Placement Office

or the Coordinator of the Single Subject Credential program.

## 2. PROFESSIONAL PREPARATION

The following courses are required for the Single Subject Credential.

COURSE #	TITLE	UNITS
EDU 300	Foundations of Education	3
EDU 400*	Multicultural Education	3
EDU 408/		
GED 508	Educational Psychology	3
EDU 410	Methods in Teaching Reading in the Content Areas	3
EDU 411	Secondary Student Teaching I	2-6
EDU 411A	Secondary Student Teaching Seminar	5
EDU 412	Methods of Teaching in Secondary Schools	3
EDU 414/	Curriculum Development,	
GED 515	Innovation and Evaluation	3
<i>May also be taken within department of the major.</i>		
EDU 415	Secondary Student Teaching II	2-6
EDU 416	Secondary Classroom Management and Discipline	1
EDU 442/	Language Acquisition and English	
GED 542	Language Development	3
EDU 468/	Bilingual Education and Specially	
GED 568	Designed Academic Instruction in English (SDAIE)	2

*\*Post BA candidates in Arcadia and Bakersfield fulfill this requirement through the completion of GED 540 School Communities in a Pluralistic Society*

## 3. CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)

Students are required to take the CBEST before being approved for student teaching (Education 411, 415). Information and application forms are available from the program director.

## 4. EDUCATION

Completion of a Baccalaureate or higher degree from a regionally accredited college or university.

## 5. U.S. CONSTITUTION

Met by exam or approved course.

## 6. METHODS OF TEACHING READING

Met by taking Education 410.

By completing steps 1-6 satisfactorily a student may apply for a Preliminary Teaching Credential, which is valid for five years.

## PROFESSIONAL CLEAR CREDENTIAL REQUIREMENTS

The State of California requires the completion of the Professional Clear Credential requirements within five years of the granting of the Preliminary Teaching Credential. This Credential may also be obtained by completing 30 approved

upper-division or graduate semester units past a bachelor's degree and must include the following three courses and certificate: a health education course (Physical Education 301 or Family and Consumer Sciences 315 or workshops); a special education course (Education 430 or Graduate Education 577), a computers in education course (Graduate Education 528); and a CPR Certificate (Adult, Child, and Infant) which can be fulfilled either through PLNU or at a community college. The Professional Clear Credential is valid for five years. Subsequent renewals will be facilitated through the district of employment.

### **CROSSCULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT EMPHASIS (CLAD)**

The purpose of this emphasis is to prepare teachers to effectively deliver English language development and specifically designed instruction for academic content to limited English proficient students from all languages.

To be recommended for this emphasis, teacher candidates must take the following courses:

EDU 400/GED 540

EDU 442/GED 542

EDU 468/GED 568

Candidates must have experience learning a second language by the time of completion of the program. This requirement may be fulfilled by providing written evidence of one of the following:

1. Successful completion of three years of coursework in a language other than English in grades 7 through 12 in a public school with an average grade of "B" or better.
2. Six semester units or nine quarter units of coursework in a second language with a grade of "C" or better.
3. Residence in a non-English speaking country or countries for twelve consecutive months at age 18 or older.

For specifications and other options, contact the coordinator of the CLAD Emphasis Program.

### **APPROVAL FOR STUDENT TEACHING I**

Application for Student Teaching I should be made the semester before the anticipated start.

The following steps need to be taken before a candidate will be considered for approval to student teaching (all necessary forms are in the Handbook for Prospective Teachers):

- Completion of the appropriate application form. (Form A)
- Letters of recommendation. Two letters of recommendation other than a professor. (Form B)
- Speech clearance. An acceptable grade ("C" or above) in an introductory speech course or satisfactory rating in speech obtained from the Department of Communication Studies or

Department of Teacher Education. (Form C)

- Scholarship. A cumulative and major grade-point average of 2.750 or higher.
- Health clearance. Evidence must be presented that the student is free from tuberculosis. The University Wellness Center is able to provide the skin test. In some cases, a lung X-ray may be required. (Form D)
- Students who have completed a CCTC approved program must obtain a letter from the credential analyst at the granting institution. Students who have not completed such a program should begin the process of preparing for passage of the MSAT exam for multiple subject credential) or the appropriate subject matter exams (PRAXIS and SSAT) for the single subject credential.
- Certificate of Clearance. Forms for this certificate should be obtained in the Teacher Education Office. The candidate must have filed for the certificate before approval.
- Verification that the California Basic Educational Skills Test (CBEST) has been taken.
- Teacher Education Program Interview. Teacher education candidates interview with faculty. Following the submission of all required materials and the completion of the admissions interview, candidates will be notified in writing of the action regarding their approval for student teaching. All teacher education admission procedures are under the supervision of the Teacher Education Committee.

Students who do not meet one or more of these requirements may be admitted as "exceptions" by the Teacher Education Committee at the respective location. Such students will be "provisional" for one semester, after which the status will be reviewed by the program director. Depending upon the student's progress, at that time the program director will decide whether the student shall continue in the program.

### **APPROVAL FOR STUDENT TEACHING II**

Student teaching is a privilege granted to the candidate through the courtesy of the cooperating schools to which the student teacher is assigned. Prompt and regular attendance is required, along with complete cooperation with the master teacher. In order that a student may receive the greatest benefit from these experiences, the student's academic load and schedule of outside work must be limited. In considering the individual's application, faculty in the Teacher Education Program review the following procedures and minimum standards in addition to formal application:

- Completion of the "Application for approval to Elementary/Secondary Student Teaching II."
- Subject Matter Competency. Subject matter competency is demonstrated either by

coursework or examination(s). Passage of the MSAT exam or completion of an approved program is required for the MS credential. To receive the SS credential, students must pass the appropriate subject matter exams (PRAXIS and SSAT) or complete an approved program. (Students should see the credential analyst or a faculty advisor for examination information.)

- Scholarship. A cumulative and major grade-point average of 2.750 or higher.
- English language and speech qualification. Use of clear, correct language, both oral and written is required. A pleasing voice and good speech are essential for successful student teaching.
- A passing score on the CBEST.
- Physical fitness. All candidates for teacher education and student teaching must show evidence that they are physically fit to engage in teaching.
- Experience. Evidence that the candidate has had experience with youth at the appropriate level of development is required.
- Personal character. Personal traits required in professional service are expected. These include appearance, dress, poise, force, temperament, emotional security, and personal habits and manners not offensive to pupils, co-workers, and school patrons.
- Professional attitude. Ability to work with pupils, parents, and school officials must be apparent.

## Education COURSES

### EDU 300 (3) FOUNDATIONS OF EDUCATION

An overview of historical, philosophical, sociological, economic, and legal foundations of education. Requires thirty-five hours of fieldwork.

### EDU 301 (3) METHODS AND CURRICULUM IN ELEMENTARY READING AND LANGUAGE ARTS

A study of literary acquisition and assessment. Curricular areas include: developmental language acquisition, listening, speaking, reading, the writing process, and appreciation of literature.

*Corequisite (in San Diego): Education 401 and 402.*

### EDU 400 (3) MULTICULTURAL EDUCATION

A course which provides a knowledge base and current instructional practices about teaching and learning in a multilingual educational context. Students participate in fieldwork experiences that prepare them to teach students from a diverse cultural, ethnic, linguistic, and/or socio-economic background. This course is required for students working toward cross-cultural language, and academic development (CLAD) emphasis credential. Requires thirty-five hours of fieldwork.

*Prerequisite: Education 300.*

### EDU 401 (3) ADVANCED METHODS AND CURRICULUM IN ELEMENTARY LANGUAGE ARTS AND ELEMENTARY READING

Methods of reading and language arts applied across the curriculum in upper elementary grades. Topics include: integrated approaches, curriculum planning, listening, speaking, reading, writing and literature response.

*Corequisite: Education 301 and 402.*

### EDU 402 (2-6) ELEMENTARY STUDENT TEACHING I AND SEMINAR

Student teaching experience in the elementary level under the skilled professional guidance of a cooperating teacher. Graded Credit/No Credit. May be repeated up to six units.

*Prerequisite: Admission to the Teacher Education program and approval to Level 2.*

### EDU 403 (2) METHODS AND CURRICULUM IN SCIENCE AND SOCIAL STUDIES

Provides a study of instructional procedures and curriculum materials, and appropriate use of technology.

*Corequisite: Education 404 and 405.*

### EDU 404 (2) ADVANCED METHODS AND CURRICULUM IN SCIENCE AND SOCIAL STUDIES

Provides a study of instructional procedures and curriculum materials and technology for science and social studies with an emphasis of integrated long-range planning for diverse populations.

*Corequisite: Education 403 and 405.*

### EDU 405 (3-6) ELEMENTARY STUDENT TEACHING II

Student teaching experience in the elementary school under the skilled professional guidance of a cooperating teacher. Graded Credit/No Credit. May be repeated up to 6 units.

*Prerequisite: Approval for Student Teaching II.*

*Corequisite: Education 405A.*

### EDU 405A (1) ELEMENTARY STUDENT TEACHING SEMINAR

Classroom management strategies for grades K-6 classroom teacher. Required of all elementary student teachers.

*Prerequisite: Approval for Student Teaching II.*

*Corequisite: Education 405.*

### EDU 408/GED 508 (3) EDUCATIONAL PSYCHOLOGY

Students explore learning from perspectives of behavioral, cognitive and human psychology, centering on such topics as developmental states, intelligence, culture, mainstreaming, motivation, evaluation and classroom discipline.

*Prerequisites: Education 300, Education 303 and/or corequisite 402 or 405 or 415.*

**EDU 410 (3) METHODS IN TEACHING READING IN THE CONTENT AREAS (SECONDARY)**

Reading strategies and assessment in the content area with application to unit plans on the Education 411 teaching site.

*Prerequisites: Admission to the Teacher Education program.*

*Corequisites: Education 411 and 412.*

**EDU 411 (2-6) SECONDARY STUDENT TEACHING I**

A preliminary secondary student teaching experience under the skilled guidance of a cooperating teacher and a university supervisor. May be repeated to a maximum of six units. Graded Credit/No Credit.

*Prerequisites: Admission to Teacher Education Program and approval to Student Teaching I.*

*Corequisites: Education 411A.*

**EDU 411A (.5) SECONDARY STUDENT TEACHING SEMINAR**

Classroom management strategies for grades 7-12 classroom teacher. Required of all secondary student teachers.

*Prerequisite: Approval to Student Teaching II.*

*Corequisites: Education 411.*

**EDU 412 (3) METHODS OF TEACHING IN SECONDARY SCHOOLS**

Students demonstrate mastery of specific competencies including writing objectives and student learning plans, classroom management, measurement, evaluation, questioning, and use of technology in the classroom. This class is required of all single subject candidates.

*Corequisites: Education 410 and 411.*

**EDU 415 (2-6) SECONDARY STUDENT TEACHING II**

Student teaching experience in the secondary school under the professional guidance of a cooperating teacher and includes curriculum construction, teaching methods, and evaluation of student performance. Graded Credit/No Credit. May be repeated to a maximum of 6 units.

*Prerequisites: Approval for Student Teaching II.*

*Corequisite: Education 416.*

**EDU 416 (1) SECONDARY CLASSROOM MANAGEMENT AND DISCIPLINE**

Classroom management strategies for grades 7-12 classroom teacher. Required of all secondary student teachers.

*Prerequisite: Approval for Student Teaching II.*

*Corequisite: Education 415.*

**EDU 430 (3) PSYCHOLOGY OF THE EXCEPTIONAL CHILD**

A survey of the field of special education and persons with disabilities. Students will explore the nature, degree and incidence of conditions which characterize children, youth, and adults with disabilities. Topics include: psychological theory and research including information processing and applications of brain research related to learning; developmental theory related to maturation patterns and emotional development in exceptional children and youth; state and federal law relating to persons with disabilities; effective methods/strategies for educating and counseling persons with disabilities and their families.

**EDU 442/GED 542(3) LANGUAGE ACQUISITION AND ENGLISH LANGUAGE DEVELOPMENT**

The emphasis of this course is to identify and apply the various aspects of the structure of the English language, the theoretical framework of language acquisition research, and the socio-cultural factors effecting language development. Through the course and fieldwork assignment, students will explore the concepts of primary language development, second language acquisition, language proficiencies, and the implementation of successful English Language Development (ELD) programs for English language learners (ELLs).

*Prerequisite: Education 400.*

**EDU 468 (2)/GED 568 (3) BILINGUAL EDUCATION AND SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)**

The purpose of this course is to provide a knowledge base of the theory and practice of bilingual education and other related socio-political issues. Models of teaching specially designed academic instruction in English (SDAIE) is emphasized in this course. This course is required for students working toward a cross-cultural, language, and academic development (CLAD) emphasis credential.

*Prerequisite: Education 400.*

**EDU 490 (1-3) SPECIAL STUDIES IN EDUCATION**

Intensive study of a special topic in education under the direction of a faculty member. Consent of department chair. May be repeated to a total of six units.

**EDU 491 (1-3) WORKSHOP IN EDUCATION**

An intensive study of a special topic in education involving University faculty and expert lecturers. May be repeated to a total of six units. Graded Credit/No Credit.

**EDU 499 (1-3) RESEARCH IN EDUCATION**

Open to students of proven ability. Consent of instructor and department chair.



# Graduate Programs in **BUSINESS**

*"The conventional definition of management is getting work done through people, but real management is developing people through work."*

~ Agha Hasan Abedi, President, Bank of Credit and Commerce International (Luxembourg)

## **Master of Business Administration**

### **MISSION STATEMENT**

To prepare experienced professionals for enhanced performance in organizations through quality graduate business education from a vital Christian perspective.

The Master of Business Administration degree is an advanced academic degree which builds upon an appropriate undergraduate foundation. A total of 40 units (taken in a cohort) are required for the degree. The Graduate Program in Business exists primarily to serve adults who have developed quality experience in the business world and desire to continue their education in a field that is beneficial to their needs and careers. It is designed to reach out to those individuals who are interested in the acquisition of knowledge and skills shared from a vital Christian perspective, where values and human dignity are stressed and expected. This program, from start to finish, takes two years. Completion of the program provides students with the tools and the credentials to advance in their respective fields.

### **GRADUATION REQUIREMENTS**

1. Successfully complete the requirements for the core Common Professional Component (This is done either by meeting a prescribed set of pre-requisite courses prior to enrolling or by attending a prescribed set of seminars as assigned by the Program Director.)
2. Complete the approved graduate program of 40 units, including the final project.
3. Achieve a cumulative grade point average of 3.000 or higher. A student may earn a maximum of two "C" grades in the program.
4. Pay all tuition and fees in full.
5. Complete (with appropriate approval) the application for Master of Business Administration degree by the time indicated for the program.

### **COHORT PROGRAM**

1. The cost of the entire program was \$18,000 for 2001-2002. The 2002-2003 program cost is \$19,000. There is be an additional charge for students who are required to attend seminars to complete the Common Professional Component.
2. Students apply for the entire program, not individual courses within the program. Books, materials, identification, and fees are added.
3. All classes are taken within a cohort as follows:
  - BUS 500 Learning Faithfully: Management History and Current Practice
  - BUS 510 Organizational Behavior and the Future
  - BUS 515 Managerial Accounting
  - BUS 520 Managing Human Resources
  - BUS 530 Managerial Economics
  - BUS 540 Technological Innovation and Management Knowledge
  - BUS 550 Operations Management
  - BUS 555 Marketing in an Entrepreneurial World
  - BUS 560 Contemporary Management in a Competitive World
  - BUS 570 Financial Management
  - BUS 575 Strategic Management
  - BUS 580 Managing Faithfully: Putting Faith to Work in the Marketplace
  - BUS 595 Masters Applied Project (6units)

Students should read carefully the general regulations concerning admission to a graduate program at Point Loma Nazarene University and the basic requirements for graduate degrees.

**BUS 500 (1) LEARNING FAITHFULLY: MANAGEMENT****HISTORY AND CURRENT PRACTICE**

This course explores the progression of management thought from a foundation found in the scriptures through its development to current practice. An understanding of the impact of historical management thought upon today's manager is explored. Students are also exposed to Wesleyan (Grace, Faith, and Holiness) thought as it relates to the curriculum of management. Students are introduced to seminal works through reading assignments prior to starting the class. Concepts such as classical management theory, behavioral theory, cohort learning, and the impact of faith in the marketplace are discussed.

**BUS 510 (3) ORGANIZATIONAL BEHAVIOR AND THE FUTURE**

This course is about the study of how organizations behave and the impact of values, diversity, and technology upon organizational behavior. Students examine the process through which managers learn to apply concepts from the behavioral sciences to observe, understand, and influence behavior in the workplace. Concepts such as motivation, leadership and application of techniques for individual and organizational growth and decision-making in a global environment are discussed.

**BUS 515 (3) MANAGERIAL ACCOUNTING**

Develops the concepts and techniques necessary to analyze financial statements and management accounting reports. In particular, participants will learn to use these statements and reports as effective management tools for decision making in the coordination of managerial and organizational activities.

**BUS 520 (3) MANAGING HUMAN RESOURCES**

Explores the management of human resource functions including employee selection, training, evaluating, and compensation. Stresses the importance of Human Resources in a rapidly changing global environment impacted by different sets of values and progressive technology. Examines the impact of the setting in which human resources takes place. It also addresses labor relations, collective bargaining and equal employment opportunity issues.

**BUS 530 (3) MANAGERIAL ECONOMICS**

This course is about the study of the main principles and techniques of managerial economics and its applications to designing practical solutions to everyday business problems and managerial challenges. The major topics covered in this course include the theories of

price, production, consumer behavior, cost, distribution, the firm, risk and uncertainty, transaction costs, and games. The analysis of the various market structures is also an integral aspect of the course. This course introduces students to managerial applications of demand, supply, consumer choice, cost and marginal analysis, pricing behavior in different market structures, and optimal resource allocation, and also provides them with the opportunity through which they become familiar with new developments in the techniques of managerial economics. The design and delivery of this course create the requisite environment through which students come into contact and grapple with pertinent ethical issues, questions, and the significance of biblical principles in the management process. Due to the objectives and nature of this course, assignments, class discussions, and group work encourage students to develop critical thinking and problem solving skills in a global context. The course is organized around biblical principles and the significance of the human quality in managerial decision making.

**BUS 540 (3) TECHNOLOGICAL INNOVATION AND MANAGEMENT KNOWLEDGE**

This course will investigate and demonstrate the planning and implementation of strategies that help organizations improve productivity, satisfaction, and responsiveness to the environment. The course views management from the perspective of human systems and organizational development, technological innovation, and strategic management.

**BUS 550 (3) OPERATIONS MANAGEMENT**

This course focuses on the delivery of high quality products and services in competitive environments. It addresses the issues of total quality management and continuous process improvement. The approach is quantitative in nature, exploring collection of relevant data, data analysis techniques and development of information systems to support management decision-making. In addition the course is designed to allow for the exploration of the use of the data generated by the tools used in this field.

**BUS 555 (3) MARKETING IN AN ENTREPRENEURIAL WORLD**

This course examines the issues involved in organizing and operating start-up businesses and new ventures as well as the role of marketing in today's organizations. Attention is given to the ethical, social, and economic problems faced by entrepreneurs and marketing managers.

**BUS 560 (3) CONTEMPORARY MANAGEMENT IN A COMPETITIVE WORLD**

This course explores how high performance in organizations is related to ones ability to adapt to changing internal and external needs and the impact of values upon the performance of the organization. It will examine the environmental, structural, and human dynamics of organizational change, including factors bearing on organizational rigidity or flexibility. The role of leaders in implementing collaborative change processes will be stressed along with a study of strategies for involving others in the designing and execution of change projects in a technologically and culturally changing world. The course will include an assessment of the student's own orientation to change and style of change leadership.

**BUS 570 (3) FINANCIAL MANAGEMENT**

This course explores the role of the financial manager in providing the financial resources necessary for successful operation of the firm. It addresses the topics of evaluating financial performance, financial forecasting, asset valuation, capital budgeting, planning the firm's capital structure, and corporate restructuring.

**BUS 575 (3) STRATEGIC MANAGEMENT**

The aim of this course is to give the student a through understanding of the analytical techniques and skills necessary to identify and exploit strategies successfully. Students explore steps taken toward achieving the objective by understanding an overview of the main elements of the strategic management process, and examination of how they fit together, and a discussion of the factors that affect the quality of strategic decisions generated by the process.

**BUS 580 (3) MANAGING FAITHFULLY: PUTTING FAITH TO WORK IN THE MARKETPLACE**

This course integrates the student's professional management analysis and decision making, with the academic knowledge gained throughout the graduate experience. It is intended to re-emphasize to the student the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders with Biblical, ethical, and legal considerations. Specifically how does being a Christian impact the application of management in general and at the student's place of employment and how does the student integrate his or her faith into the marketplace.

**BUS 595 (1-6) MASTERS APPLIED PROJECT**

To complete the graduation requirements for the MBA program, the student must complete and defend a project applying academic and professional experience in the development of a recommended solution of a specific complex situation found within an organization. Development of the project is done as a directed study with the guidance of the student's mentor in the program. The project is divided into four parts: proposal, fact finding, solution building, and presentation to a faculty committee.

# Graduate Programs in EDUCATION



"The aim of education is the knowledge not of facts but of values."

~ William Ralph Inge (1860-1954)

## Master of Arts in Education

The Master of Arts degree in Education is an advanced academic degree which builds upon an appropriate undergraduate foundation. A total of 36 semester units is required for the degree which is distributed between core courses and those in specific concentrations.

### CONCENTRATIONS

#### Teaching, Learning and Technology

The concentration in Teaching, Learning and Technology refines and expands the ability of classroom teachers to understand and apply the latest research, methodology and technology in order to enhance achievement for all students.

COURSE #	TITLE	UNITS
GED 540*	School Communities in a Pluralistic Society	.3
GED 542*	Language Acquisition and English Language Development	.3
GED 568*	Bilingual Education and Specially Designed Academic Instruction in English (SDAIE)	.3
GED 582*/3/5	Research in Learning, Technology or Diversity	.3
<b>* CLAD Certificate</b>		<b>.12</b>
GED 501	Indiv. Students Learning Styles and the Effective Teacher	.3
GED 528	Computers/Technology in Education	.3
GED 529	The Computer as a Thinking Tool	.3
GED 570	Advanced Educational Psychology (3)	.or
GED 508	Educational Psychology	.3
GED 572	Philosophy of Education	.3
GED 577	Special Ed. Procedures and Integration of Except. Learners	.3
GED 580	Educational Measurement and Evaluation	.3
<b>Masters Total</b>		<b>.33</b>

### SUPPLEMENTAL COURSE (AS NEEDED)

GED 590 Special Studies in Education . . . .1-6

### Counseling and Guidance

The purpose of the concentration in counseling and guidance is to prepare school counselors for service to students in a changing world. Candidates may be eligible for a Pupil Personnel Services credential upon successful completion of requirements.

### REQUIRED COURSES FOR THE CREDENTIAL & COUNSELING AND GUIDANCE DEGREE

COURSE #	TITLE	UNITS
GED 533	Educational Law and Finance	.3
GED 540	School Communities in a Pluralistic Society	.3
GED 562	Counseling Theory and Techniques	.3
GED 563	Group and Interpersonal Relations	.3
GED 564	Educational & Vocational Counseling	.3
GED 566	Coordination, Consultation and Current Issues in Counseling	.3
GED 570	Advanced Educational Psychology (3)	.or
GED 508	Educational Psychology	.3
GED 572	Philosophy of Education	.3
GED 580	Educational Measurement and Evaluation	.3
GED 587	Research, Field Studies & Practicum in Counseling and Guidance.	.9
<b>Credential and Masters Total</b>		<b>.36</b>

### Educational Leadership

The purpose of the program leading to a concentration in educational leadership is to prepare leaders to meet the challenges of school improvement and improve student achievement in a rapidly changing society. Candidates may be eligible for a Preliminary Administrative Services Credential upon successful completion of requirements.

**REQUIRED COURSES FOR THE CREDENTIAL & EDUCATIONAL LEADERSHIP DEGREE**

<b>COURSE #</b>	<b>TITLE</b> .....	<b>UNITS</b>
GED 500	Foundations of Leadership & Educational Issues .....	3
GED 515	Curriculum Development, Innovation & Evaluation .....	3
GED 520	Instructional Supervision & Personnel Administration .....	3
GED 533	Educational Law and Finance .....	3
GED 536	Elementary & Secondary School Management .....	3
GED 540	School Communities in a Pluralistic Society .....	3
GED 586	Field Studies & Practicum in School Management .....	6
<b>Credential Total</b> .....		<b>24</b>
GED 570	Advanced Educational Psychology (3) .....	or
GED 508	Educational Psychology .....	3
GED 572	Philosophy of Education .....	3
GED 580	Educational Measurement & Evaluation .....	3
	Elective .....	3
<b>Masters Total</b> .....		<b>36</b>

**Educational Specialist**

The Educational Specialist Degree is a post-masters program designed for experienced teachers, counselors, and administrators and others interested in school change and leadership. A total of 32 semester hours balanced between course requirements and active research is required. At the conclusion, a comprehensive examination is written on The Educational Specialist Degree may be accepted by other institutions as applicable toward the doctoral degree.

The program provides advanced education in the leadership complexities involved in school site and central operations. Graduates will be prepared for promotion in educational leadership. The Professional Administrative Services Credential may be earned in conjunction with this program.

**REQUIRED COURSES FOR THE EDUCATIONAL SPECIALIST DEGREE**

<b>COURSE #</b>	<b>TITLE</b> .....	<b>UNITS</b>
GED 600	Leadership Theories and Human Relations .....	3
GED 615	Instructional Leadership and Staff Development .....	3
GED 625	Management of Human Resources	3
GED 630	Decision Making for Curriculum Change and Improvement .....	3
GED 640	Educational Law, Finance and Governance .....	3
GED 655	Professional and Political Issues in Organizations .....	3
GED 660	School/Community Relations in a Changing Society .....	3

GED 680	Philosophical & Sociological Backgrounds in Education .....	3
GED 695	Concurrent Course Assignments ..	8
<b>Ed.S. Total</b>	.....	<b>32</b>
GED 696*	Advanced Fieldwork, Mentoring and Induction .....	4

*\*Required for the Professional Administrative Services Credential/Tier II*

**Graduate Education**

**COURSES**

**GED 500 (3) FOUNDATIONS OF LEADERSHIP AND EDUCATIONAL ISSUES**

A study of leadership theory and skills in the context of today's management/administrative problems as they relate to current critical educational issues, especially those in public education.

**GED 501 (3) INDIVIDUAL STUDENTS LEARNING STYLES AND THE EFFECTIVE TEACHER**

A variety of the most effective strategies developed through research, learning theory and effective schools.

**GED 508 (3) EDUCATIONAL PSYCHOLOGY**

Students explore learning from perspectives of behavioral, cognitive and human psychology, centering on such topics as developmental states, intelligence, culture, mainstreaming, motivation, evaluation and classroom discipline.

**GED 515 (3) CURRICULUM DEVELOPMENT, INNOVATION AND EVALUATION**

Principles and problems of curriculum development; procedures for evaluation of curriculum and curricular innovation; methods for stimulating change in education.

**GED 519 (3) CURRICULUM, INSTRUCTION AND TECHNOLOGY FOR MILD/MODERATE DISABILITIES**

Development of teaching skills in the methods and materials in prescribed academic, vocational and independent living skills areas for students with mild/moderate disabilities. Emphasis on skill development in mathematics, science, social studies, pre- and vocational, and independent living skills. Course content will include the teaching of cultural or language-diverse students with mild/moderate disabilities.

**GED 520 (3) INSTRUCTIONAL SUPERVISION AND PERSONNEL ADMINISTRATION**

Organization, techniques, principles, objectives, evaluation of instruction, and personnel management in elementary and secondary schools.

**GED 528 (3) COMPUTERS/TECHNOLOGY IN EDUCATION**

Development of general and specific skills in the use of computers and other technologies; analysis of computer software and its integration in appropriate subject areas and grade levels.

**GED 529 (3) THE COMPUTER AS A THINKING TOOL**

Critical examination of the use of computers to teach thinking skills. Content includes theoretical background, research on technology effectiveness, applications in educational settings and grant writing procedures for technology funding.

*Prerequisite: Graduate Education 528 or equivalent.*

**GED 533 (3) EDUCATIONAL LAW AND FINANCE**

Legal principles, laws relating to children, students, and school management; principles of financing public education; practices, techniques, and problems associated with financial administration of schools.

**GED 536 (3) ELEMENTARY AND SECONDARY SCHOOL MANAGEMENT**

Planning, organizing, implementing, facilitating and evaluating the daily operation of the school in order to achieve organizational goals and create a safe, productive environment conducive to student achievement.

**GED 540 (3) SCHOOL COMMUNITIES IN A PLURALISTIC SOCIETY**

Current teaching and practices for working with diverse ethnic groups and cultures, promoting good human relations and having the school relate desirably and effectively to the community.

**GED 542 (3) LANGUAGE ACQUISITION AND ENGLISH LANGUAGE DEVELOPMENT**

The emphasis of this course is to identify and apply the various aspects of the structure of the English language, the theoretical framework of language acquisition research, and the socio-cultural factors effecting language development. Through the course and fieldwork assignment, students will explore the concepts of primary language development, second language acquisition, language proficiencies, and the implementation of successful English Language Development (ELD) programs for English language learners (ELLs).

*Prerequisite: Education 400 (In San Diego only).*

**GED 562 (3) COUNSELING THEORY AND TECHNIQUES**

Theories of change appropriate for use by counselors in educational situations; techniques and procedures applicable in the implementation of the respective counseling theories.

**GED 563 (3) GROUP AND INTERPERSONAL RELATIONS**

Group process theory and procedures including theory and practice of group and self development, group evaluation, and group work in educational settings including special attention to family, pupil-pupil, pupil-teacher, and teacher-parent relationships. A laboratory learning experience in analysis of group behavior with emphasis upon understanding the effects of group process on learning.

*Prerequisite: Graduate Education 562 or equivalent.*

**GED 564 (3) EDUCATIONAL AND VOCATIONAL COUNSELING**

Administration and interpretation of tests commonly used by counselors; use of case study to illustrate practices and problems; psychological bases of vocational choices; application of vocational information in the counseling process.

*Prerequisite: Graduate Education 562 or equivalent.*

**GED 566 (3) COORDINATION, CONSULTATION AND CURRENT ISSUES IN COUNSELING**

This course will give students an understanding of the operation and management of a comprehensive developmental guidance program at all levels—elementary, middle, and secondary. The course will describe, define, and discuss the elements necessary for the delivery of an effective guidance program—coordination, counseling, and consultation.

**GED 568/EDU 468 (3) BILINGUAL EDUCATION AND SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (TAUGHT IN ENGLISH)**

The purpose of this course is to provide a knowledge base of the theory and practice of bilingual education and other related socio-political issues. Models of teaching specially designed academic instruction in English (SDAIE) is emphasized in this course. This course is required for students working toward a cross-cultural, language, and academic development (CLAD) emphasis credential.

*Prerequisite (in San Diego): Education 400.*

**GED 570 (3) ADVANCED EDUCATIONAL PSYCHOLOGY**

Application of research and theory with major attention devoted to the problems of learning, individual differences, and behavior.

**GED 572 (3) PHILOSOPHY OF EDUCATION**

Exploration of major classical and modern philosophies as they relate to contemporary educational theories and practices.

**GED 577 (3) SPECIAL EDUCATION PROCEDURES AND INTEGRATION OF EXCEPTIONAL LEARNERS**

Study of the special education IEP process with emphasis on legal requirements, procedures, and timelines. Review of current research, theory and practice in the effective integration of exceptional students and the implementation of the least restrictive environment.

**GED 580 (3) EDUCATIONAL MEASUREMENT AND EVALUATION**

Study of validity and accuracy of examinations and marking systems; use of statistical procedures to interpret test results; nature, function and use of standardized tests and authentic assessment including portfolio methods for diagnosis and guidance; brief overview of educational research methods.

**GED 582 (3) FIELD STUDIES /ACTION RESEARCH IN TECHNOLOGY INSTRUCTION**

Supervised field experiences in technology applications in classroom settings and/or educational institutions. Graded Credit/No Credit. May be repeated.

**GED 583 (1-6) FIELD STUDIES AND ACTION RESEARCH IN INSTRUCTION**

Supervised field experiences in teaching; utilizing school laboratory situations to expose the student to a variety of classroom instructional experiences. Concurrent seminar may be required. Graded Credit/No Credit. May be repeated.

**GED 585 (1-6) RESEARCH, FIELD STUDY, AND SPECIAL TOPICS IN MULTICULTURAL EDUCATION**

Supervised field experience and practice in action research on special topics related to multicultural education. Concurrent seminar may be required. Graded Credit/No Credit. May be repeated.

**GED 586 (1-6) FIELD STUDIES AND PRACTICUM IN SCHOOL MANAGEMENT**

Directed experiences in school supervision, management, and leadership. Concurrent seminar may be required. Graded Credit/No Credit. May be repeated.

**GED 587 (1-9) RESEARCH, FIELD STUDIES, AND PRACTICUM IN COUNSELING AND GUIDANCE**

Supervised field work in counseling and guidance. Concurrent seminar may be required. Graded Credit/No Credit. May be repeated.

**GED 589 (3-9) MASTER'S PROJECT**

A research study organized and conducted under the supervision of a faculty member with approval of the Dean of Education and the Director of Graduate Education. The Master's Project is one option for those who do not choose to write a formal thesis. Concurrent seminar may be required. Graded Credit/No Credit. May be repeated.

**GED 590 (1-9) EDUCATIONAL WORKSHOPS/SPECIAL STUDIES IN EDUCATION**

An intensive study of a special topic in education involving university faculty and/or lecturers. May be repeated. Graded Credit/No Credit. Available for continuing education units.

**GED 599 (3-9) THESIS**

Credit granted for the completion of an acceptable thesis. Includes a weekly seminar. Graded Credit/No Credit. May be repeated.

**GED 600 (3) LEADERSHIP THEORIES AND HUMAN RELATIONS**

Advanced study of theory and application of leadership, management, administration, motivation, and organizational development.

**GED 615 (3) INSTRUCTIONAL LEADERSHIP AND STAFF DEVELOPMENT**

Role of the administrator and supervisor in positively impacting instruction, staff performance, and student achievement.

**GED 625 (3) MANAGEMENT OF HUMAN RESOURCES**

District organization as it relates to recruitment, selection, evaluation, discipline and employer-employee relations in educational organizations.

**GED 630 (3) CURRICULUM CHANGE AND IMPROVEMENT**

The role of the educational leader in the development of programs. Techniques for generating change and innovation in curriculum and instruction in order to enhance student learning.

**GED 640 (3) EDUCATIONAL LAW, FINANCE AND GOVERNANCE**

The federal, state, and local legal and financial foundations for effective organizational governance.

**GED 655 (3) PROFESSIONAL AND POLITICAL ISSUES IN ORGANIZATIONS**

Dealing with current, critical, professional, social, and political issues impacting education.

**GED 660 (3) SCHOOL/COMMUNITY RELATIONS IN A CHANGING SOCIETY**

Understanding and working with interest groups, individuals, and coalitions in society; an in depth understanding of diversity.

**GED 680 (3) PHILOSOPHICAL AND SOCIOLOGICAL BACKGROUNDS IN EDUCATION**

A concept of the cultural matrix in which educational problems occur; exploration in depth of educational philosophical backgrounds, and the impact of sociological environment on education.

**GED 690 (1-9) ADVANCED STUDIES WORKSHOPS ON CURRENT AND HISTORICAL ISSUES**

Present-day issues examined against the background of European and early American educational thought and practice to gain a knowledge of the origin and impact on current problems in school management and program planning. Graded Credit/No Credit. May be repeated.

**GED 695 (1-8) ACTION RESEARCH/CONCURRENT COURSE ASSIGNMENTS**

Through a series of projects, the candidate will deal with selected complex and controversial issues facing educators today. Development of a project may include a historical review, current status, and a projected solution for the issue. Graded Credit/No Credit. May be repeated.

**GED 696 (4) ADVANCED FIELDWORK, MENTORING AND INDUCTION**

Application of administrative theory in practical situations on school or district level projects. Graded Credit/No Credit. May be repeated.

# Master of Science in NURSING



"Whosoever is spared personal pain must feel called to help in diminishing the pain of others."

~ Albert Schweitzer, M.D. (1875-1965)

## MISSION STATEMENT

Through the efforts of a professionally prepared and caring faculty and staff, Point Loma Nazarene University Department of Nursing aspires to prepare MSN graduates who are leaders among their peers in a global community. These graduates think critically, value diversity, and are committed to the highest spiritual and ethical good. These MSN graduates expand educational opportunities that empower individuals to optimal health and effective citizenship; and work to become models of creative Christian leadership who seek to improve the quality of life in their communities.

Graduates are exposed to a broad foundation of knowledge to meet the rapidly changing needs of today's healthcare environment. PLNU combines instruction, research, and public service opportunities that advance the intellectual, spiritual, professional, and economic potential of its MSN graduates for productive nursing practice in settings around the globe.

## GRADUATION REQUIREMENTS

1. Complete the approved graduate program of 40-43 units, including the Thesis or Project.
2. Achieve a cumulative grade point average of 3.0 or higher. A student may earn a maximum of two "C" grades in the program.
3. Pay all tuition and fees in full.
4. Complete and have accepted the application for Masters' Degree at the time indicated by the program.

## MSN CURRICULAR OUTCOMES

Each masters level nursing course is designed to include competency development which incorporates the following five curricular outcomes:  
**Critical Thinking** – A learned approach to the practice of nursing which reflects intellectual development in reasoning, analysis, research and decision-making.

**Therapeutic Nursing Interventions** – A series of theory-based, nurse initiated actions which are

goal-directed and designed to optimize health. These interventions are client-centered, interdisciplinary, research based, and focus on empowering the client.

**Communiation** – A dynamic, interactive process that transmits thoughts, ideas, and feelings through the use of symbols which are culturally appropriate.

**Service** – The provision of leadership in clinical practice and the socio/political environment

**Spirituality** – The dimension of life that provides meaning to existence. Within the context of vital Christianity, ethics arise out of a spiritual framework. The ethical practice of nursing adheres to the ethical and legal standards of the nursing process.

## MSN COURSE PROGRESSION

### Year One—FALL SEMESTER

COURSE #	TITLE	UNITS
GNSG 501	Theoretical Foundations and Research	4
GNSG 502	Teaching Faithfully: Communicating With Adult Learners in a Diverse Society	2
<b>Total units</b>		<b>6</b>

### SPRING SEMESTER

GNSG 505	Advanced Assessment and Health Promotion Across the Lifespan	2-2
GNSG 506	Advanced Pathophysiology	3
<b>Total units</b>		<b>7</b>

### SUMMER SESSIONS

GED 570	Advanced Educational Psychology	3
GED 572	Philosophy of Education	3
GED 580	Educational Measurement and Evaluation	3
<b>Total units</b>		<b>9</b>

### Year Two—FALL SEMESTER

GNSG 503	Healthcare Issues, Ethics and Politics	2
GNSG 508	Development of Educational Programs	2
GNSG 509	Nursing Education Role Practicum	2
<b>Total units</b>		<b>6</b>

**SPRING SEMESTER**

GNSG 504	Thesis	3
GNSG 507	Advanced Pharmacology	3
<b>Total units</b>		<b>6</b>

**SUMMER SESSIONS**

GNSG 504	Thesis	3
GNSG 510, 511, 512 or 513	Clinical Elective	3-6*
<b>Total units</b>		<b>6-9</b>

**NURSING TOTAL . . . . .40-43 UNITS**

\* 6 units required for those seeking CNS certification

**MSN CORE COURSES**

COURSE #	TITLE	UNITS
GNSG 501	Theoretical Foundations and Research in Nursing	4
GNSG 502	Teaching Faithfully: Communicating With Adult Learners in a Diverse Society	2
GNSG 503	Healthcare Issues, Ethics and Politics From a Christian Perspective	2
GNSG 504	Thesis/Project in Nursing (3-3)	6
<b>Total</b>		<b>14</b>

**CLINICAL CORE COURSES**

COURSE #	TITLE	UNITS
GNSG 505	Advanced Assessment and Health Promotion	4
GNSG 506	Advanced Pathophysiology	3
GNSG 507	Advanced Pharmacology	3
<b>Total</b>		<b>10</b>

**EDUCATION CORE COURSES . . . . .**

COURSE #	TITLE	UNITS
GED 570	Advanced Educational Psychology	3
GED 572	Philosophy of Education	3
GED 580	Educational Measurement and Evaluation	3
GNSG 508	Development of Educational Programs in Nursing	2
GNSG 509	Nursing Education Role Practicum	2
<b>Total</b>		<b>13</b>

**ELECTIVE CLINICAL COURSES (ONE REQUIRED)**

COURSE #	TITLE	UNITS
GNSG 510	Mental Health Nursing	3-6*
<i>Select one of the following clinical focus areas:</i>		
GNSG 511	Medical-Surgical Nursing (Adult focus OR Child/Adolescent focus)	3-6*
GNSG 512	Gerontological Nursing	3-6*
GNSG 513	Family Health Nursing	3-6*
<b>TOTAL UNITS FOR DEGREE</b>		<b>40-43</b>

**MSN** CORE COURSES

**GNSG 501 (4) THEORETICAL FOUNDATIONS AND NURSING RESEARCH**

This course focuses on the interaction of theory, research and practice in the development of clinical or educational outcomes. Middle range

theories from nursing and other disciplines are examined as a basis for practice and research. Historical events, philosophical views and conceptual frameworks, which have influenced the development of theory and research, are explored. In addition, the course includes both qualitative and quantitative research methodology.

**GNSG 502 (2) TEACHING FAITHFULLY: COMMUNICATING WITH ADULT LEARNERS IN A DIVERSE SOCIETY**

This course will focus on the development of skills necessary for effective professional communications, both written and oral. Scientific writing and effective oral presentation principles will be discussed. Wesleyan thought as it relates to nursing education is integrated through interdisciplinary teaching. A review of the history of nursing education based on religious teachings is discussed with an emphasis on the role of faith in education and nursing practice.

**GNSG 503 (2) HEALTHCARE ISSUES, ETHICS AND POLITICS FROM A CHRISTIAN PERSPECTIVE**

This course is an introduction to global, federal, state and local issues as they affect health services. Selected health policies are considered in their historical perspective, present status, and future direction within their social, economic and political contexts. All are studied through the lens of a Christian perspective.

**GNSG 504 (6) THESIS / PROJECT IN NURSING**

To complete requirements for the MSN with an emphasis on Nursing Education, the student must complete and defend a thesis or project that applies to the educational process in a program of nursing, hospital education setting, or patient education program. This project will be conducted over two semesters of instruction with mentorship from a designated faculty member.

**Clinical** CORE COURSES

**GNSG 505 (4) ADVANCED ASSESSMENT AND HEALTH PROMOTION ACROSS THE LIFESPAN (2 THEORY UNITS AND 2 CLINICAL UNITS)**

This course provides a focused examination of theories of assessment across the lifespan. A study of human development theories focusing on the concepts of health promotion, disease prevention, and nursing care. (For CNS certification, 2 clinical units equates to 80 clinical hours).

**GNSG 506 (3) ADVANCED PATHOPHYSIOLOGY**

This course is designed to provide the student with a comprehensive theoretical foundation of the phenomena that produce alterations in human physiologic function across the life span.

**GNSG 507 (3) ADVANCED PHARMACOLOGY**

This course is designed primarily for graduate students in nursing who require an appreciation of pharmacology in their careers. The one

semester course defines basic principles of drug action, drug disposition and pharmacokinetics. Specific areas of discussion include central nervous system, cardiovascular, respiratory, gastrointestinal and endocrine pharmacology.

## **Educational** CORE COURSES

### **GED 570 (3) ADVANCED EDUCATIONAL PSYCHOLOGY**

Application of research and theory with major attention devoted to the problems of learning, individual differences, and behavior.

### **GED 572 (3) PHILOSOPHY OF EDUCATION**

Exploration of major classical and modern philosophies as they relate to contemporary educational theories and practices.

### **GED 580 (3) EDUCATIONAL MEASUREMENT AND EVALUATION**

Study of validity and accuracy of examinations and marking systems; use of statistical procedures to interpret test results; nature, function and use of standardized tests and authentic assessment including portfolio methods for diagnosis and guidance; brief overview of educational research methods.

### **GNSG 508 (2) DEVELOPMENT OF EDUCATIONAL PROGRAMS IN NURSING**

This course builds upon students previous conceptual knowledge base and practice experiences necessary for clinical and classroom instruction. Students synthesize a conceptual foundation for developing effective learning activities to provide realistic problem solving opportunities. Instructional design principles are applied to clinical and classroom teaching. Traditional and innovative learning environments are analyzed in relationship to the adult learner. Issues and research findings important to teaching are addressed.

### **GNSG 509 (2) NURSING EDUCATION ROLE PRACTICUM**

This course is designed to help prospective teachers of nursing conceptualize and operationalize elements of clinical instruction in a variety of practice settings. Students have the opportunity to enact the role of a Christian nurse-educator through guided, preceptorship experience in an area relevant to the student's practice and education interest. (For CNS certification, 2 clinical units equates to 80 clinical hours).

## **Elective Clinical** COURSES

Select one of the following:

### **GNSG 510 (3-6) MENTAL HEALTH NURSING\***

Exploration of advanced mental health concepts with an emphasis on critical synthesis from nursing and the social sciences as it relates to individuals and groups with a focus on wellness and mental health promotion.

### **GNSG 511 (3-6) MEDICAL-SURGICAL NURSING (ADULT)\***

Exploration of advanced health concepts with an emphasis on critical synthesis from nursing and the social sciences as it relates to individuals with a focus on medical-surgical care of the adult. This course includes advanced theories of human development as it relates to the practice of nursing and education of clients as individuals or in groups.

### **GNSG 512 (3-6) GERONTOLOGICAL NURSING\***

Exploration of advanced health concepts with an emphasis on critical synthesis from nursing and the social sciences as it relates to individuals with a focus on the older adult.

### **GNSG 513 (3-6) FAMILY HEALTH NURSING**

Exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to individuals, including children/adolescents and child bearing women, with the context of the family.

*\* Note: Students desiring CNS certification must complete 6 units which equates to 240 clinical hours*

### **MSN ASSESSMENT PLAN**

The assessment of the MSN program will occur annually and include the following:

1. The program's professional, educational and spiritual emphases are centered around five curricular outcomes: Critical Thinking, Therapeutic Nursing Interventions, Communication, Service, and Spirituality. The evaluation of these outcomes will be demonstrated through an ongoing review of a student-developed portfolio of their coursework as they progress through the master's program. The goal of the portfolio is to produce evidence of meeting the graduate competencies related to the five curricular outcomes.
2. Evaluation of student progress with the cohort will be ongoing and reported annually. A capstone course (thesis project) will provide evidence of a student's ability to present and defend a professional project with the mentorship of a designated nursing faculty member.
3. Faculty evaluation and assessment of teaching will be conducted at the end of each course. Faculty are responsible for maintaining current in their area of clinical expertise and actively engaged in research and writing in their discipline.
4. Program, professional, educational and spiritual competencies will be evaluated annually through review of individual course evaluations, student portfolios, and faculty, graduate and employer surveys.
5. MSN Advisory Council will meet annually and review the annual report of the MSN program director. The Advisory Council will be invited to dialogue concerning the changing healthcare environment and determine if the program is meeting the educational needs in the community and beyond.
6. Director of the MSN program will provide the Graduate Studies Committee at Point Loma Nazarene University with an annual report of all assessment components.



# Graduate Programs in **RELIGION**

*"Christ's lore, and His apostles twelve, He taught, and first, He followed it Himself."*

~ Geoffrey Chaucer, *Canterbury Tales* (1343-1400)

## **Graduate Programs in Religion**

The Graduate Program exists primarily as a response to the need for post graduate theological education for ministry in the educational region of the Church of the Nazarene served by Point Loma Nazarene University. This graduate program exists in a community of learning and living in covenant to Christ, embodied in a Christian liberal arts context. This offers the strength of rich diversity of various Christian traditions and of critical reflection in the inter-disciplinary relationship of learners and leaders. Therefore, those providing leadership in the program see their task as:

- Preparing both clergy and lay leaders for serving in Christian congregations and related institutions;
- Preparing scholars for higher education in the public realm, the church and the academy; and
- Enlarging the vision of practical theology and Christian mission as a public enterprise, responding to the increasingly complex theological, ethical and socio-political issues facing the worlds of the present and the future.

### **Master of Arts in Religion**

The Master of Arts degree in Religion is an academic degree building on an appropriate undergraduate foundation with study on a more advanced level. The degree may lead directly into ministry, be applied to a seminary degree, or prepare one for further graduate study in religion. Two concentrations are available: Theology and Biblical Studies.

#### **VISION STATEMENT**

The purpose of this degree is to provide an academic program immersed in the classic disciplines and texts of the Christian faith. The ability to do responsible, independent research, to think theologically in critical and constructive terms, and to interpret and integrate data, are

targeted outcomes. The program aims at credibility in the three public arenas of church, society and the academy. It encourages responsible engagement in nurturing Christian community in contemporary society in a manner that is academically accountable. This degree prepares a student for ministry, public service or entrance to doctoral or seminary programs.

#### **REQUIREMENTS**

- Quantitative and Verbal Aptitude test of the GRE with a raw score of 400 on each of the two sections or a raw score of 35 on the Miller Analogy. Students may not continue enrollment after the first semester without the minimum score.
- An acceptable thesis written under the supervision of a committee appointed by the Director of Graduate Studies in Religion. Four units of credit are earned for the thesis.
- An oral examination on a syllabus of books assigned for the core courses. The exam will also cover the subject of the thesis. The exam will be graded either Pass with Distinction, Pass, or Fail. A failed examination may be retaken.

Students who, in the opinion of the Director of Graduate Studies in Religion, lack an adequate undergraduate background for graduate study in Religion will be required to take remedial courses as necessary and in consultation with the Director.

#### **GRADUATE RELIGION CORE COURSES**

<b>COURSE #</b>	<b>TITLE</b> . . . . .	<b>UNITS</b>
GRE 500	Research Methods and Bibliography . . . . .	3
THE 545	History of Christian Thought I . . . .	3
THE 546	History of Christian Thought II . . . .	3
THE 595	Seminar in Wesleyan Theology . . . .	3
BIB 595	Seminar in Biblical Literature . . . .	3
GRE 590	Special Studies in preparation for the thesis . . . . .	1-4
GRE 599	Thesis . . . . .	4

## Concentration in Theology

- Graduate Religion Core courses
- The balance of courses to be taken from 400 and 500 level courses in Philosophy and Religion

COURSE #	TITLE	UNITS
THE 547	Contemporary Theology and Ethics	.3

## Concentration in Biblical Studies

- Graduate Religion core courses
- Competency in a Biblical language
- One course outside of Bible taken from 400 and 500 level courses in Philosophy and Religion
- The balance of courses to be taken from 400 and 500 level courses in Bible

## Master of Ministry

The Master of Ministry is a professional degree designed for the active minister who desires additional academic development leading to a master's degree focusing on Christian ministry.

The program for the degree consists of eight basic courses combined with elective Master of Ministry courses (575 and 585) and/or other electives chosen from 400 and 500 level courses in the Department of Philosophy and Religion for a total of 36 semester units. All elective courses must be approved by the Director of Graduate Studies in Religion.

### VISION STATEMENT

The purpose of this degree is to provide a program in academic and professional ministry competencies that is rooted in the classic theological disciplines and engaged with contemporary life, resulting in leadership skills in the formation of character in Christian communities. The desired outcome is the integration of theology and ministry culminating in graduates who are "practical thinkers and thinking practioners." The program builds on basic prerequisites in undergraduate work and professional experience and provides education intended to lead to lifelong learning for the active minister.

The following eight courses are team taught by guest lecturers, professionals in their respective fields, along with professors from the Department of Philosophy and Religion and other appropriate academic departments of the University.

### REQUIERED COURSES

COURSE #	TITLE	UNITS
CMI 512	The Life of the Minister	.3
CMI 522	Communicating the Gospel	.3
CMI 532	The Old Testament in the Christian Pulpit	.3
CMI 542	The New Testament and Ministry	.3

CMI 552	The Christian Faith	.3
CMI 562	Worship, Leadership and Liturgy	.3
CMI 572	Contemporary Ministry	.3
CMI 582	Stewardship and Management in Ministry	.3
<b>TOTAL</b>		<b>.24</b>

### ELECTIVES

COURSE #	TITLE	UNITS
CMI 575	Theology and Christian Ministry	.3
CMI 585	Bible and Christian Ministry	.3

Electives may be repeated.

### PREREQUISITES

Completion of an acceptable undergraduate degree from an accredited institution plus the completion of one year of full-time Christian ministry in a local church setting.

Students should read carefully the general regulations concerning admission to a graduate program at Point Loma Nazarene University and the basic requirements for graduate degrees that appear in the section of the *Catalog* captioned Graduate Programs.

## Graduate Bible COURSES

### BIB 570 (3) CONTEMPORARY PREACHING

The use of the Bible for preaching today. Alt.\*

### BIB 595 (3) SEMINAR IN BIBLICAL LITERATURE

Selected studies in the canonical literature, its historical backgrounds, literary character, and theological witness. May be taken twice. Alt.+

### BIB 596 (2) INTRODUCTION TO ISRAELITE HISTORY AND THE HEBREW BIBLE

An introduction to the history of Israel from the early Iron Age into the Hellenistic period, with special attention to its place within Syro-Palestinian material culture and history, and the relationship of this history to the content and history of composition of the Hebrew Bible. Alt.\*

### BIB 597 (2) INTRODUCTION TO CHRISTIAN ORIGINS AND THE NEW TESTAMENT

An introduction to the early Jesus movement and the diversity of Christian origins within the social-historical context of the Greco-Roman world and their relationship to documents that later became the New Testament. Alt. +

## Graduate Christian Ministries COURSES

### CMI 512 (3) THE LIFE OF THE MINISTER

A study of factors that occur in the life of the minister. The study could include psychological profiles, stress factors, family life issues or relationships. Designed for the Master of Ministry student.

**CMI 522 (3) COMMUNICATING THE GOSPEL**

Aspects of public speaking, learning theory, writing, the minister as prophet, priest, and king, the reading of Scripture, and the proclamation of scriptural holiness. Designed for the Master of Ministry student.

**CMI 532 (3) THE OLD TESTAMENT IN THE CHRISTIAN PULPIT**

The proclamation of the Old Testament. The literature and theology of the Old Testament are utilized in developing a perspective for ministry. Designed for the Master of Ministry student.

**CMI 542 (3) THE NEW TESTAMENT AND MINISTRY**

The New Testament, its literature and theology, will be explored as a resource for ministry. Designed for the Master of Ministry student.

**CMI 552 (3) THE CHRISTIAN FAITH**

Examination of one or more significant doctrines, persons, or historical movements with particular application for contemporary ministry. Designed for the Master of Ministry student.

**CMI 562 (3) WORSHIP, LEADERSHIP AND LITURGY**

Aspects of corporate worship and renewal, spiritual formation, models and theology of leadership, sociology of groups, community resources, and pastoral counseling. Designed for the Master of Ministry student.

**CMI 572 (3) CONTEMPORARY MINISTRY**

An analysis of demographic, social and cultural factors impacting ministry, with attention to pastoral care and church growth including ethnic diversity, urbanization, evangelism, and missions. Designed for the Master of Ministry student.

**CMI 575 (3) THEOLOGY AND CHRISTIAN MINISTRY**

Selected topics relating to theological understanding and ministry. Designed for the Master of Ministry student. May be repeated.

**CMI 582 (3) STEWARDSHIP AND MANAGEMENT IN MINISTRY**

The principles of finance as they relate to pastoral involvement in church and life, church budgeting, fund raising, building financing, family budgeting and long-range financial planning. Designed for the Master of Ministry student.

**CMI 585 (3) BIBLE AND CHRISTIAN MINISTRY**

Selected topics relating to Biblical interpretation and ministry. Designed for the Master of Ministry student. May be repeated.

**CMI 590 (1-4) SPECIAL STUDIES**

Selected studies in an area of Christian ministry. Permission of the Director of Graduate Studies in Religion is required. May be repeated up to eight units.

**Graduate Religion** COURSES**GRE 500 (3) RESEARCH METHODS AND BIBLIOGRAPHY**

Graduate level instruction in the scholarly methods used in the study of religion.

**GRE 590 (1-4) SPECIAL STUDIES**

Selected studies in an area of Religion. Permission of the Director of Graduate Studies in Religion is required. May be repeated for up to nine units.

**GRE 599 (4) THESIS**

Credit granted for the completion of an acceptable thesis. Permission of the Director of Graduate Studies in Religion is required. Committee is approved by the Dean of Graduate Studies.

**Graduate Theology** COURSES**THE 545 (3) THE HISTORY OF CHRISTIAN THOUGHT I**

A study of the development of Christian thought from the apostolic fathers to the beginnings of the Reformation. Alt.\*

**THE 546 (3) THE HISTORY OF CHRISTIAN THOUGHT II**

A study of the development of Christian thought from the Reformation to the twentieth century. Alt.\*

**THE 547 (3) CONTEMPORARY THEOLOGY AND ETHICS**

A study of selected contemporary Christian theologians, ethicists and themes. Alt.+

**THE 595 (3) SEMINAR IN WESLEYAN THEOLOGY**

A study of the Wesleyan theological heritage from John Wesley's antecedents to present developments in the tradition. Alt.+

**Courses Designed for the Graduate Level**

400 courses in the Department of Philosophy and Religion may be approved as electives by the Director of Graduate Studies in Religion. Graduate students taking such courses must do extra academic work in order for the course to qualify for graduate credit.

Those courses which are normally offered in 2001-2002 and odd numbered years are designated "Alt.\*." Those courses which are normally offered in 2002-2003 and even numbered years are designated "Alt+."

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*Dr. Larry D. Scott*  
Albuquerque, New Mexico  
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The Pasadena/Point Loma Alumni Association exists to establish and carry out means through which the University may regularly communicate with and serve alumni and through which the alumni may communicate with, serve, and financially support the University.

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*Linda Talbert ('66)*

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## STUDENT REPRESENTATIVE

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Karen DeSollar

*Director of Communications*

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Darrel Falk

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Rebecca A. Havens

*Associate Provost for Faculty Development and Dean of Social Science and Professional Studies*

Sharon Irwin

*Director of Academic Advising*

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*Director of Library Services*

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*Director of the Wesleyan Center*

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*Director of Outreach Ministries*

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*Director of Church Relations*

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*Director of Development*

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**Bob Brower, Ph.D.**  
*Professor of Communication*

## PRESIDENT EMERITUS

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## PROFESSORS EMERITI, *date elected to emeritus status.*

**Fordyce Bennett, Ph.D., 1988**

*Professor Emeritus of English*

**Willo May Beresford, M.Mus., 1992**

*Associate Professor Emerita of Music*

**Frank Gould Carver, Ph.D., 1996**

*Professor Emeritus of Religion*

**Val J. Christensen, Ph.D., 1994**

*Professor Emeritus of Chemistry*

**James G. Crakes, Ph.D., 1994**

*Professor Emeritus of Physical Education*

**Beryl R. Dillman, Ed.D., 1990**

*Professor Emeritus of Education*

**Clifford S. Fisher, D.Min., 1992**

*Professor Emeritus of Religion*

**Ruth N. Grendell, D.N.Sc., 2000**

*Professor Emerita of Nursing*

**L. Paul Gresham, Ph.D., 1977**

*Professor Emeritus of History*

**Nancy M. Hardison, Ph.D., 1998**

*Professor Emerita of Business*

**Billy F. Hobbs, Ph.D., 1996**

*Professor Emeritus of Mathematics*

**Keith A. Holly, Ed.D., 2001**

*Professor Emeritus of Psychology*

**Sheila L. Holly, M.A., 2001**

*Assistant Professor Emerita of Education*

**James H. Jackson Sr., Ph.D., 1990**

*Professor Emeritus of Speech*

**Gerald E. Lashley, Ed.D., 2000**

*Professor Emeritus of Mathematics  
and Computer Science*

**C. Eugene Mallory, Ph.D., 1993**

*Professor Emeritus of Psychology*

**Cecil W. Miller, Ed.D., 1985**

*Professor Emeritus of Education*

**Garth E. Morse, Ph.D., 1986**

*Professor Emeritus of Physics*

**Keith A. Pagan, D.Mus.Ed., 1998**

*Professor Emeritus of Music*

**Reuben E. Rodeheaver, D.Mus.Ed., 2001**

*Professor Emeritus of Music*

**Esther O. Saxon, D.M.A., 1996**

*Professor Emerita of Music*

**Arthur F. Seamans, Ph.D., 2000**

*Professor Emeritus of Literature*

**Esther Schandorff, M.S. in L.S., 1986**

*Librarian Emerita*

**Nelson F. Sheets, M.S.W., 1998**

*Associate Professor Emeritus of Sociology*

**Margaret R. Stevenson, Ed.D., 1999**

*Professor Emerita of Nursing*

**Lewis R. Thompson, M.A., 1998**

*Associate Professor Emeritus of Education*

**Myron L. Tweed, D.M.A., 2000**

*Professor Emeritus of Music*

**Reuben R. Welch, B.D., D.D., 1990**

*Associate Professor Emeritus of Religion*

**David P. Whitelaw, D.Th., 2000**

*Professor Emeritus of Religion*

## FULL-TIME FACULTY

With the exception of the President, the names of the faculty are arranged alphabetically. The year of the first appointment is given after each name. The appointments and academic rank indicated are for the academic year 2002-2003, except for changes after deadlines.

**Bob Brower, Ph.D. (1998)**

*President*

*Professor of Communication*

B.A., Trevecca Nazarene College;

M.A., University of Cincinnati;

Ph.D., University of Kansas.

**Senyo Adjibolosoo, Ph.D. (2000)**

*Professor of Economics*

B.A., University of Ghana;

M.A., York University;

Ph.D., Simon Fraser University.

**A. Patrick Allen, Ph.D. (1995)**

*Provost and Chief Academic Officer*

*Professor of Business*

B.A., Olivet Nazarene University;

M.A., Southern Methodist University;

M.S., Southern Nazarene University;

Ph.D., University of Oklahoma.

**Laura K. Amstead, Ed.D. (1998)**

*Associate Professor of Education*

B.A., Pasadena College;

M.A., University of La Verne;

Ed.S., Point Loma Nazarene College;

Ed.D., Northern Arizona University.

**Theodore J. Anderson, Ph.D. (1986)**

*Professor of Physical Education*

*Chair of the Department of Kinesiology*

A.B., Point Loma College;

M.Ed., College of Idaho;

Ph.D., Texas A & M University.

**Sue Crider Atkins, Ph.D. (2002)**

*Professor of Journalism*

B.A., University of Missouri at Columbia;

M.A., Ph.D., University of Alabama at

Tuscaloosa.

**Kevin Archer, M.A., (2000)**

*Assistant Professor of Political Science*

*Director of International Studies*

B.A., Southern Nazarene University;

M.A., University of Central Oklahoma.

**Kenneth B. Aring, Ph.D. (1973)**

*Professor of Physics*

A.B., University of California, Riverside;

Ph.D., Cornell University.

**Jerry L. Arvin, M.S. (1994)**

*Assistant Professor of Physical Education*

B.S., Greenville College;

M.S., Butler University.

† Sabbatical Leave \* Leave of Absence

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## Directory of Personnel

## Directory of Personnel

- Margaret T. Bailey, Ph.D. (2000)**  
*Director of the Armenian Center*  
*Associate Professor of Business*  
 B.A., California State University, Fresno;  
 M.B.A., University of California, Berkeley;  
 Ph.D., University of Southern California.
- Simmone Ballinger, Ph.D., (2000)**  
*Associate Professor of Psychology*  
 B.A., University of California, San Diego;  
 M.A., University of California, San Diego;  
 Ph.D., University of California, Los Angeles.
- David C. Barrows, Ph.D. (1999)**  
*Associate Professor of Sociology*  
*Chair of the Department of Sociology and Social Work*  
 B.A., University of California, Irvine;  
 M.A., California State University, Fullerton;  
 M.P.H., University of California, Berkeley;  
 Ph.D., University of California, San Francisco.
- Paul R. Bassett, M.F.A., J.D. (1978)**  
*Associate Professor of Communication and Theatre*  
 A.B., Pasadena College;  
 M.F.A., Trinity University;  
 J.D., Southern Methodist University.
- Linda M. Beail, Ph.D. (1994)**  
*Director of the Margaret Stevenson Center for Women's Studies*  
*Associate Professor of Political Science*  
*Chair of the Department of History and Political Science*  
 B.A., Wheaton College;  
 Ph.D., University of Iowa.
- Keith R. Bell, Ph.D. (1992)**  
*Associate Provost for Academic Administration*  
*Professor of Spanish*  
 B.A., Eastern Nazarene College;  
 M.A., Texas Tech University;  
 Ph.D., University of Oklahoma.
- Elisa V. Bernal, Ph.D. (1998)**  
*Assistant Professor of Philosophy and Religion*  
 B.A., University of Santo Tomas, Philippines;  
 M.Div., Asia-Pacific Nazarene Theological Seminary;  
 M.Th., Presbyterian College and Theological Seminary; Seoul, Korea;  
 Ph.D., Princeton Theological Seminary.
- Jo A. Birdsell, Ed.D. (1994)**  
*Dean of Education—San Diego*  
*Associate Professor of Education*  
 B.A., M.A., San Diego State University;  
 M.S., National University;  
 Ed.S., Point Loma Nazarene College;  
 Ed.D., Northern Arizona University.
- Carol A. Blessing, Ph.D. (1993)**  
*Associate Professor of Literature*  
 B.A., Messiah College;  
 M.A., California State University, Los Angeles;  
 Ph.D., University of California, Riverside.
- Philip D. Bowles, Ph.D. (1980)**  
*Professor of English*  
 A.B., Trevecca Nazarene College;  
 M.A., Middle Tennessee State University;  
 Ph.D., Claremont Graduate School and San Diego State University.
- David D. Brown, Ph.D. (1970)**  
*Professor of Biology*  
 B.S., Bethany Nazarene College;  
 M.S., Ph.D., University of Oklahoma.
- Ruth C. Bullock, Ph.D. (1991)**  
*Professor of Sociology*  
 B.A., Pasadena College;  
 M.S.W., University of Southern California;  
 Ph.D., University of Chicago.
- Don A. Burnard, M.A. (1998)**  
*Director of Bakersfield Center*  
*Assistant Professor of Education*  
 B.S., LaVerne University;  
 M.A., California State University, Bakersfield.
- Lorinda J. Carter, Ph.D. (2002)**  
*Assistant Professor of Mathematics and Computer Science*  
 B.A., Point Loma Nazarene University;  
 M.S., California State University, Northridge;  
 Ph.D., University of California, San Diego.
- William P. Clemmons, Ph.D. (1996)**  
*Associate Professor of Music*  
 B.M., University of Louisville;  
 M.A., Queens College;  
 Ph.D., City University of New York.
- Mary E. Conklin, Ph.D. (1993)**  
*Professor of Sociology*  
 A.B., M.A., State University of New York, Binghamton;  
 Ph.D., Johns Hopkins University.
- C. S. Cowles, S.T.D. (2001)**  
*Professor of Religion*  
 B.A., Azusa Pacific University;  
 B.D. (M.Div.), Nazarene Theological Seminary;  
 S.T.D., San Francisco Theological Seminary.
- Gregory D. Crow, Ph.D. (1992)**  
*Professor of Mathematics*  
 B.A., MidAmerica Nazarene College;  
 M.S., Ph.D., University of Notre Dame.
- Daniel A. Croy, Ed.D. (2002)**  
*Professor of Business*  
 B.S., MidAmerica Nazarene University;  
 M.A., University of Northern Colorado;  
 Ed.D., Vanderbilt University.
- Dorothy E. Crummy, Ph.D. (1983)**  
*Associate Professor of Nursing*  
*Chair of the Department of Nursing*  
 B.S.N., M.S.N., California State University, Los Angeles;  
 Ph.D., University of San Diego.
- Kathleen Czech, M.A. (2001)**  
*Assistant Professor of Communications*  
 B.S., Northern Arizona University;  
 M.A., University of Nevada, Reno.
- Karen R. Davis, M.A. (1996)**  
*Assistant Professor of Education*  
 B.A., M.A., California State Polytechnic University, Pomona.
- William James DeSaegher, Ph.D. (1988)**  
*Professor of Literature*  
 A.B., Westmont College;  
 M.A., Ph.D., University of California, Los Angeles.

- Charles R. Downing, Ph.D. (1996)**  
*Professor of Education*  
*Chair of the Department of Teacher Education*  
 B.S., San Diego State University;  
 M.A., University of Redlands;  
 Ph.D., Walden University.
- Donald S. Evans, B.S. (1997)**  
*Visiting Instructor in Mathematics*  
 B.S., Stanford University.
- Darrel R. Falk, Ph.D. (1988)**  
*Associate Provost for Research and Dean of Graduate and Continuing Education*  
*Professor of Biology*  
 B.Sc., Simon Fraser University;  
 Ph.D., University of Alberta.
- Rebecca J. Flietstra, Ph.D. (1997)**  
*Associate Professor of Biology*  
 B.A., Calvin College;  
 Ph.D., University of Kansas Medical Center.
- Gordon L. Forward, Ph.D. (1995)**  
*Professor of Communication*  
*Chair of the Department of Communication and Theatre*  
 B.A., Eastern Nazarene College;  
 M.Div., Nazarene Theological Seminary;  
 M.A., Emerson College;  
 Ph.D., Ohio State University, Columbus.
- Ben E. Foster, M.A. (1968)**  
*Associate Professor of Physical Education*  
 A.B., Pasadena College;  
 M.A., San Diego State University.
- Beverly B. Foster, Ed.D. (1997)**  
*Professor of Education*  
 B.A., M.A., San Diego State University;  
 Ed.S., Northern Arizona University;  
 Ed.D., Point Loma Nazarene College.
- Sandra B. Foster, M.S. (1970)**  
*Associate Professor of Family and Consumer Sciences*  
 A.B., Pasadena College;  
 M.S., Texas Technological College.
- Phyllis E. Fox, M.L.S. (1997)**  
*Head of Media Services*  
*Assistant Professor*  
 B.A., Point Loma Nazarene College;  
 M.L.S. University of California, Los Angeles.
- Douglas L. Fruehling, M.L.S. (1992)**  
*Librarian, Assistant Professor*  
 B.S., Olivet Nazarene University;  
 M.L.S., Kent State University.
- Kerry D. Fulcher, Ph.D. (1993)**  
*Associate Professor of Biology*  
*Chair of the Department of Biology*  
 A.B., Northwest Nazarene College;  
 Ph.D., University of Idaho.
- Susan E. Ganz, M.S. (1997)**  
*Assistant Professor of Physical Education*  
 B.A., Azusa Pacific University;  
 M.S., Austin Peay State University.
- James F. Gates, Ph.D., (2001)**  
*Assistant Professor of Sociology*  
*Director of the Center for Justice and Reconciliation*  
 B.A., Eastern Nazarene College;  
 M.Div., Nazarene Theological Seminary;  
 Ph.D., University of Florida.
- Gordon Golsan, Ed.D. (1988)**  
*Vice President for Student Development*  
*Professor of Education*  
 A.B., Bethany Nazarene College;  
 M.A., Central State University;  
 Ed.D., University of Northern Colorado.
- Jill Hamilton-Bunch, M.A. (2002)**  
*Assistant Professor of Education*  
 B.A., Point Loma Nazarene University;  
 M.A., Fresno Pacific University.
- David S. Haney, Ed.D. (1994)**  
*Director of Arcadia Center*  
*Professor of Education*  
 B.A., M.A., Pasadena College;  
 Ed.S., Point Loma Nazarene College;  
 Ed.D., Northern Arizona University.
- Eugene E. Harris, M.A. (1981)**  
*Assistant Professor of Art*  
 A.B., Fresno Pacific College;  
 M.A., San Diego State University.
- Rebecca A. Havens, Ph.D. (1990)**  
*Associate Provost for Faculty Development and Dean of Social Science and Professional Studies*  
*Professor of Economics*  
 B.A., Point Loma Nazarene College;  
 M.A., Ph.D., University of California, San Diego.
- Victor L. Heasley, Ph.D. (1963)**  
*Professor of Chemistry*  
 A.B., Hope College;  
 Ph.D., University of Kansas.
- Teresa Tana Herchold, Ed.D. (1998)**  
*Professor of Education*  
 B.A., University of San Diego;  
 M.A., Eastern Michigan University;  
 Ed.D., University of Santa Barbara.
- Richard Hill, Ph.D. (2000)**  
*Professor of Writing*  
 B.A., University of California, Santa Cruz;  
 M.F.A., University of Iowa;  
 Ph.D., University of Southwestern Louisiana.
- Richard M. Hills, M.A. (1985)**  
*Assistant Professor of Physical Education*  
 A.B., Point Loma College;  
 M.A., San Diego State University.
- Alan C. Hueth, Ph.D. (2002)**  
*Professor of Communication Studies*  
 B.A., California State University, Chico;  
 M.A., San Diego State University;  
 Ph.D., University of Dayton.
- Cynthia G. Hurley, M.A. (2002)**  
*Associate Professor of Education*  
 B.A., California Polytechnic State University;  
 M.A., California State University, Bakersfield.

## Directory of Personnel

- Holly M. Irwin-Chase**, Ph.D. (1998)  
*Associate Professor of Psychology*  
B.A., M.A., Ph.D., University of Louisville.
- Daniel S. Jackson**, M.A. (2002)  
*Assistant Professor of Music*  
B.A., M.A., California State University, Fresno.
- Jesús Jiménez**, Ph.D. (1992)  
*Professor of Mathematics*  
B.S., M.S., National Autonomous University of Mexico;  
Ph.D., University of Utah.
- James E. Johnson**, Ed.D. (1991)  
*Professor of Education*  
B.A., M.A., Pasadena College;  
Ed.D., University of Southern California.
- Rick A. Kennedy**, Ph.D. (1995)  
*Professor of History*  
B.A., M.A., Ph.D., University of California, Santa Barbara.
- Paul S. Kenyon**, D.M.A. (1990)  
*Professor of Music*  
*Chair of the Department of Music*  
B.M., Mansfield University;  
M.M., Bowling Green University;  
D.M.A., Michigan State University.
- David K. Kerk**, Ph.D. (1992)  
*Professor of Biology*  
B.A., University of California, San Diego;  
Ph.D., University of California, Los Angeles.
- Stephanie L. Armitage Kerr**, M.S. (1999)  
*Assistant Professor of Physical Education*  
B.S., M.S., Washington State University.
- Son Chae Kim**, Ph.D. (2001)  
*Associate Professor of Nursing*  
B.S., University of Washington;  
M.S., Ph.D., University of San Diego.
- Randall E. King**, Ph.D. (1997)  
*Associate Professor of Communication*  
B.A., Olivet Nazarene College;  
M.A., Southwestern Baptist Theological Seminary;  
Ph.D., University of Tennessee.
- R. Paul Kinsman**, M.F.A. (2000)  
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