

# *GRADUATE CATALOG 2007-2008*

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## ***INTRODUCTION TO THE UNIVERSITY***

Point Loma Nazarene University is a liberal arts institution sponsored by the Church of the Nazarene. 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 3,500 at all teaching locations.

### **Heritage**

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 of 3,800 at all of its teaching locations with a faculty and staff of over 600, and enjoys an ocean-front main campus valued in excess of \$350 million.

### **Church and University**

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.

### **The University Community**

**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.

**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 Staff.** The University community also includes qualified persons who provide vital support services to academic and co-curricular enterprises. Often directly involved in the lives of students and faculty, dedicated staff work diligently to provide services that make a quality difference at Point Loma.

**The Alumni.** Graduates and former students of Point Loma Nazarene University are an equally important—though extended—part of the University community. They embody the Mission and Goals of the University and seek to make a difference literally all over the world. Alumni participate in the life of the University as well through giving opportunities and frequent memorable events on the main campus.

# *UNIVERSITY MISSION*

## **Mission Statement**

### **TO TEACH ~ TO SHAPE ~ TO SEND**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **MISSION CONTEXT**

The University, established in 1902 by the Church of the Nazarene, offers quality liberal arts and professional programs on its main campus in San Diego and select graduate and professional programs throughout the denomination's southwest educational region.

### **CORE VALUES**

- Excellence in teaching and learning
- An intentionally Christian community
- Faithfulness to our Nazarene heritage and a Wesleyan theological tradition
- The development of students as whole persons
- A global perspective and experience
- Ethnic and cultural diversity
- The stewardship of resources
- Service as an expression of faith

## **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.

## **University Profile**

Programs at the graduate level are 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 Programs 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 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 and schools 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 a graduate degree program and must meet the standards set by the faculty.

## **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 AFFILIATIONS***

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. For a complete list, please see Accreditation and Affiliations.

## ***ACCREDITATION AND MEMBERSHIPS***

Point Loma Nazarene University is accredited by the Western Association of Schools and Colleges (WASC), for which it periodically completes a self-study that addresses recognized standards and principles of excellence.

**WASC may be contacted at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, or by telephone at (510) 748-9001.**

In addition, Point Loma Nazarene University has gained professional and program accreditation from the following agencies:

*American Dietetic Association*

*Association of Collegiate Business Schools and Programs*

*California Board of Registered Nursing*

*California Commission on Teacher Credentialing*

*Commission on Accreditation of Athletic Training Education*

*Commission on Collegiate Nursing Education*

*National Association of Schools of Music*

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Point Loma Nazarene University and individual faculty members hold membership in the following organizations:

*Academy of Management*

*African Studies Association*

*American Academy of Religion*

*American Anthropological Association*

*American Association for Higher Education*

*American Association for the Advancement of Science*

*American Association of Christian Counselors*

*American Association of Colleges for Teacher Education*

*American Association of Colleges of Nursing*

*American Association of Family and Consumer Sciences*

*American Association of Health, Physical Education, Recreation and Dance*

*American Association of Presidents of Independent Colleges and Universities*

*American Chemical Society*

*American Choral Directors Association*

*American College Health Association*

*American College of Nurse-Midwives*

*American College of Sports Medicine*

*American College Personnel Association*

*American Conference of Academic Deans*  
*American Council on Education*  
*American Counseling Association*  
*American Dietetic Association*  
*American Economic Association*  
*American Educational Research Association*  
*American Historical Association*  
*American Institute of Certified Public Accountants*  
*American Library Association*  
*American Marketing Association*  
*American Mathematical Society*  
*American Physical Society*  
*American Political Science Association*  
*American Psychological Association*  
*American School Counselors' Association*  
*American Scientific Affiliation*  
*American Sociological Association*  
*American Studies Association*  
*Associated Writing Programs*  
*Association for Christians in Student Development*  
*Association for Christians in the Mathematical Sciences*  
*Association for Institutional Research*  
*Association for Psychological Science*  
*Association for Supervision and Curriculum Development*  
*Association for Women in Mathematics*  
*Association for Women's Health and Neonatal Nurses*  
*Association of American Colleges and Universities*  
*Association of California Nurse Leaders*  
*Association of California School Administrators*  
*Association of Christian Economists*  
*Association of Christian Librarians*  
*Association of Christian Schools International*  
*Association of Christian Schools International Administrators*  
*Association of College and Research Libraries*

*Association of Computing Machinery*

*Association of Governing Boards of Universities and Colleges*

*Association of Independent California Colleges and Universities*

*Association of the United States Army*

*Broadcast Education Association*

*Bronte Society*

*California Academic and Research Libraries*

*California Association for Resource Specialists and Special Education Teachers*

*California Association of Bilingual Educators*

*California Association of Colleges for Teacher Education*

*California Association of Colleges of Nursing*

*California Association of Health, Physical Education, Recreation and Dance*

*California Association of Professors of Education Administration*

*California Association of Teachers of English*

*California Clinical Nurse Specialist Network*

*California College Health Nurses Association*

*California Council on Education of Teachers*

*California Council on Teacher Education*

*California Psychological Association*

*California Society of Certified Public Accountants*

*California Sociological Association*

*Catholic Biblical Asssocation of America*

*Charles Wesley Society*

*Christian Association for Psychological Studies*

*Christian Business Faculty Association*

*Christian Holiness Partnership*

*Christian Library Consortium*

*Christians in the Visual Arts*

*College and University Personnel Association*

*College Music Society*

*Collegiate Media Advisors*

*Commission on Accreditation of Allied Health Education Programs*

*Committee on the Status of Women in the Economics Profession*

*Conference on Faith and History*  
*Council for Christian Colleges and Universities*  
*Council for Higher Education*  
*Council for the Advancement and Support of Education*  
*Council for Undergraduate Research*  
*Council of Administrators of Family and Consumer Sciences*  
*Council of Independent Colleges*  
*Council on Social Work Education*  
*Credential Counselors and Analysts of California*  
*Direct Marketing Association*  
*Family and Consumer Sciences Education Association*  
*Golden State Athletic Conference*  
*Institute of Management Accountants*  
*International Association for Jazz Education*  
*International Network for Social Network Analysis*  
*International Reading Association*  
*Learning Disabilities Association*  
*Marian Association of Helpers*  
*Mathematical Association of America*  
*Modern Languages Association*  
*Music Educators National Conference*  
*Music Teachers National Association*  
*NAFSA: Association of International Educators*  
*National Association for Education of Young Children*  
*National Association for Research in Science Teaching*  
*National Association of Branch Campus Administrators*  
*National Association of Church Musicians*  
*National Association of Christians in Special Education*  
*National Association of Christian Social Workers*  
*National Association of Clinical Nurse Specialists*  
*National Association of Evangelicals*  
*National Association of Foreign Student Advisors*  
*National Association of Independent Colleges and Universities*  
*National Association of Intercollegiate Athletics*

*National Association of Schools of Music*  
*National Association of Social Workers*  
*National Association of Student Personnel Administrators*  
*National Athletic Trainer's Association*  
*National Career Development Association*  
*National Council of Teachers of English*  
*National Organization of Scholars*  
*National Parliamentary Debate*  
*National Science Teachers Association*  
*National Society of Hispanic MBA's*  
*National Strength and Conditioning Association*  
*National Women's Studies Association*  
*Nazarene Association of Colleges for Teacher Education*  
*North American Association of Christians in Social Work*  
*North American Christian Foreign Language Association*  
*Nurses Serves Organization*  
*Nursing Christian Fellowship (Intervarsity)*  
*Pacific Sociological Association*  
*Phi Delta Lambda*  
*Phi Kappa Delta*  
*Phi Kappa Phi*  
*Phi Upsilon Omicron*  
*San Diego/Imperial County Libraries Disaster Response Network*  
*Shakespeare Association of America*  
*Sigma Theta Tau, International Honor Society for Nursing*  
*Society for Applied Anthropology*  
*Society for Christian Ethics*  
*Society for the Study of Early Modern Women*  
*Society for the Study of Psychology and Wesleyan Theology*  
*Society for the Study of Reproduction*  
*Society of Biblical Literature*  
*Society of Professional Journalists*  
*Southern California Instruction Librarians*

*Statewide California Electronic Library Consortium*

*TASH: Equity, Opportunity, and Inclusion for People with Disabilities*

*The Association of Departments of English*

*The Association of Independent Liberal Arts Colleges for Teacher Education*

*The College Board*

*The Conference on Christianity and Literature*

*Victorian Interdisciplinary Studies Association of the Western United States*

*Wesleyan Philosophical Society*

*Wesleyan Theological Society*

*Western Association of Graduate Schools*

*Western Decision Sciences Institute*

# ***UNIVERSITY 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 Amphitheatre, 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, 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, nursing, 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 Bookstore, the Whitcomb Family Prayer Chapel, plus classrooms, computer lab and graduate Nursing. The fourth floor is occupied by faculty offices for teacher credentialing and graduate education as well as classroom space. The Graduate Administrative Services offices are also located in Mission Valley on the first floor.

### **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.

### **INLAND EMPIRE**

Southern California's fast-growing Inland Empire is currently served from two locations. The primary business of the campus is run from Point Loma Nazarene University, Inland Empire offices in Corona, California. This facility is conveniently located at the convergence of Route 91 and Interstate 15. The other facility is located within the Alta Loma School District offices in Rancho Cucamonga. In addition, classes are offered in the Chino Valley School District.

## **Library and Learning Resources**

The Ryan Library and Learning Center is the book and periodical repository of the University. These facilities contain approximately 150,000 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 30 research databases are available on the Internet via the library home page: [www.pointloma.edu/RyanLibrary.htm](http://www.pointloma.edu/RyanLibrary.htm).

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 on-line reference assistance via both email and chat technologies. Users can expect a reply to email queries within two days. Chat reference is a live, real-time exchange with a reference librarian, available during posted service hours.

## **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.

#### **INLAND EMPIRE**

All the classrooms in the Corona and Rancho Cucamonga facilities are equipped with state-of-the-art presentation hardware to assist the technology training of California educators. Both facilities are served by secured and public wireless network systems for students, faculty, and staff.

#### **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.

### **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 REQUIREMENTS AND PROCEDURES*

## **University Admission Policies and Program Eligibility**

### **ADMISSION POLICIES**

Admission to Point Loma Nazarene University graduate programs is selective and is determined by University standards. 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 academic preparation for the intended major area of study. Students apply for admission to the University and eligibility to a specific program through the Office of Graduate Admissions. Acceptance to the University for post-baccalaureate study does not mean eligibility for a specific degree or certificate program. Program eligibility is determined by the appropriate academic department or school.

### **PROGRAM ELIGIBILITY POLICIES**

Program eligibility is decided by the more specialized program standards within each academic department or school. Specific programs may require a national entrance examination and the meeting of other eligibility standards. Each student must satisfy all eligibility requirements for the specific program of interest and have an approved program of study filed with the Office of Records as part of the program eligibility process.

### **GRADUATE PROGRAM ELIGIBILITY GUIDELINES**

Students should refer to the department or school website or in subsequent pages of this catalog for the specific program requirements for eligibility to the program for which the student is applying. Being admitted to the University does not guarantee acceptance into a specific academic department or school.

### **POLICY REGARDING FALSE INFORMATION**

A student's acceptance to a Point Loma Nazarene University post-baccalaureate program is contingent upon the truthfulness of the information contained in the application materials. Discovery of false information prior or subsequent to admission is grounds for immediate dismissal. Such dismissal results in the forfeiture of all charges, tuition, and fees paid as well as all academic credits earned. If the student is enrolled and attending courses at the time of dismissal, the resulting grade for those courses will be recorded as a grade of WF (withdrawal while failing).

### **CHANGE OF PROGRAM**

If a graduate student changes plans related to academic goals and wishes to enroll in a program other than the one to which s/he was accepted, the student must file a Change of Program form with the Office of Records before course work may begin in the new program. Students who fail to file the Change of Program risk not receiving financial aid or credit for work done toward program completion. Students must meet all admissions requirements and be accepted officially into each program.

### **GRADUATE STUDENT SERVICES**

Graduate student support services are comprised of the Office of Graduate Admissions, the Office of Graduate Student Financial Services, the Office of Records, Information Technology Services, Ryan Library, and Common Knowledge Bookstore. These support services are available to graduate students through the respective Regional Centers.

### **COMPUTER AND INTERNET ACCEPTABLE USE POLICY (AUP)**

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. It is the responsibility of students who utilize University resources to do so in a responsible, legal, and ethical manner. Users must respect the rights and privacy of others and act in compliance with all University policies as well as federal, state, and local laws.

The University reserves the right to restrict the use of its computer facilities and to limit access to its networks when faced with evidence of violations of policies or standards, of contractual obligations, or of federal, state, or local laws. PLNU has the right to remove or limit access to materials posted on or transmitted by its computers. By connecting to the campus network, the user agrees to the terms and conditions of the Acceptable Use Policy. Actions deemed detrimental or inappropriate when accessing University and Internet resources may be viewed by clicking Acceptable Use Policy.

## **Graduate Admission to the University**

### **APPLICATION GUIDELINES**

Before a student is considered for admission to the University for a post-baccalaureate program, s/he must have on file with the Office of Graduate Admissions the following documents:

1. **Application:** a completed application for admission;

2. **Letters of Recommendation:** two or more letters of recommendation, as required by the appropriate program to which the student is applying;
3. **Fee:** the application fee currently in effect (students seeking admission to programs in the School of Theology and Christian Ministry may request a waiver of the application fee based on financial need); and
4. **Transcripts:** official transcripts showing completion of a baccalaureate or higher-level degree from an institution that is accredited by a regional accrediting association.

#### **APPLICATION DEADLINES**

Point Loma Nazarene University accepts students for admission in fall, spring, and summer semesters. The application deadline for a semester is one week before the start of the semester and one week before the start of the Quad for which the student is applying. Late application and course registration closes the two days before the end of the second week of the semester and two days before the end of the first week of the Quad (late application fee is charged).

Individual academic departments and schools will evaluate whether or not the student applicant meets the eligibility requirements and notify the Office of Graduate Admissions regarding the program eligibility decision. The Office of Graduate Admissions will, in turn, notify the student applicant. Program eligibility is dependent on the student's acceptance to the University.

#### **ADMISSION APPLICATION FEE**

An application fee (see Tuition and Fees) must accompany each post-baccalaureate application. The fee is non-refundable. Applicants to the School of Theology and Christian Ministry may request a waiver of this fee based on financial need. An additional late fee is required for applications not meeting stated deadlines.

#### **PROVISIONAL ADMISSION**

Candidates may be admitted officially to the University upon receipt of all materials (see above). However, candidates may be allowed to begin classes with provisional status if they have not submitted an official transcript but have filed an unofficial copy (showing completion of a baccalaureate or higher-level degree) and a receipt showing that official transcripts have been requested. Financial aid will not be available to provisionally admitted students until they have been admitted formally to the University and have been removed from provisional admission status. A provisional status request must be filed with the Office of Graduate Admissions. After the first semester of provisional status, subsequent registration is suspended until full admission status is confirmed.

#### **PROGRAM ELIGIBILITY UNDER EXCEPTION**

Applicants who do not meet the minimum standards for program eligibility, but who can demonstrate an exceptionally rich experiential background and/or have shown a dramatic change in academic performance, may petition the academic department or school for review of their status. The academic department or school will review the petition along with the student's application package and determine the merits and appropriateness of the request.

A copy of the petition must be filed with the Office of Graduate Admissions. In order to apply for Program Eligibility under Exception, the applicant must also provide the following documents with the petition:

1. A statement outlining the applicant's reasons and justification for requesting an exception to admissions policies with supporting documentation; and
2. Two additional written recommendations from supervisors or previous faculty who can attest to the applicant's potential for success at the graduate level and support the applicant's petition.

Academic departments and schools then notify the Graduate Studies Committee within thirty days of any student approved for Program Eligibility under Exception and the reasons for the exception. The Graduate Studies Committee and the Vice Provost for Graduate Studies reserve the right to reverse a decision.

#### **GRADUATE STANDING AND APPEALS**

**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. A maximum of 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. Applicants are notified of their status in their first semester of enrollment.

**Appeals.** Any appeals must be made by the candidate through the program director to the Vice Provost for Graduate Studies

#### **INTERNATIONAL STUDENT ADMISSION**

PLNU is approved by the Department of Homeland Security (DHS) to admit non-resident students under an F-1 Visa for the purpose of pursuing a graduate degree on a full-time basis. Full-time enrollment is defined as six units per semester. An F-1 student is a non-immigrant who is pursuing a "full-time course of study" toward a specific educational or professional objective at an academic institution in the United States designated by the DHS. Once the educational or professional objective has been attained, the F-1 student is expected by the U.S. government to return to her/his residence abroad. An I-20 (Certificate of Eligibility) for a non-immigrant student is issued by the University after the student has submitted all required admission materials and has a confirmation of admission to PLNU.

#### **REQUIRED DOCUMENTATION FOR INTERNATIONAL STUDENT ADMISSION**

The following documentation is required for admission of international students:

1. **Application:** a completed application for admission;
2. **Letters of Recommendation:** two or more letters of recommendation, as required by the appropriate program to which the student is applying;
3. **Fee:** the application fee currently in effect (students seeking admission to programs in the School of Theology and Christian Ministry may request a waiver of the application fee based on financial need);
4. **Transcripts:** official transcripts showing completion of a baccalaureate or higher-level degree from an approved institution (NOTE: transcripts of academic work outside the United States must be evaluated by an approved credentialing service agency);
5. **Affidavit of Support:** as required for all international students by the U.S. government, an original copy of financial certification no older than six months that shows adequate funds for the program of study (NOTE: though required only for the first year of attendance, the applicant should indicate how the remaining years during program completion will be financed); and
6. **Proof of Language Proficiency:** The University requires a score of 216 (computer-based) or 550 (paper-based) on the Test of English as a Foreign Language (TOEFL) examination or a score of 80 on the TOEFL IBT. (NOTE: PLNU's college code is 4605; international students who receive a bachelor's degree from a U.S.-approved post-secondary institution where English is the principal language of instruction may receive a waiver of the TOEFL).

International students are encouraged to contact the Director of International Student Services at the University for more information at (619) 849-2524 or may contact that office by email at [internationalstudentsdirector@pointloma.edu](mailto:internationalstudentsdirector@pointloma.edu).

# FINANCING AN EDUCATION

## Tuition and Fees

This Catalog section contains information on financing an education at Point Loma Nazarene University. In addition to tuition rates and fees, it outlines financial aid policies and enumerates the financial aid available to the credential or graduate student. Questions on financing an education at PLNU should be referred to the Office of Graduate Student Financial Services.

### TUITION RATES

The following tuition rates apply to **graduate programs** at various Regional Centers.

<u>REGIONAL CENTER</u>	<u>COST PER UNIT</u>
Arcadia - Education	\$465
Bakersfield - Education	\$445
Inland Empire - Education	\$425
Mission Valley	
M.A./M.S. in Biology	\$525
M. A. in Education	\$465
M.A. in Religion	\$255
M.B.A.	\$600
M.Min.	\$125
M.S.N.	\$570

The following rates apply to all post-baccalaureate **credential programs** at various Regional Centers.

<u>REGIONAL CENTER</u>	<u>COST PER UNIT</u>
Arcadia	\$430
Bakersfield	\$420
Inland Empire	\$425
Mission Valley	\$430

### UNIVERSITY FEES

Application fee	\$35
Late application fee	\$50
Audit fee, per unit	\$100
Student teaching fee, per unit (School of Education)	\$75
Teacher Education Assessment fee - non-refundable (School of Education)	\$500
BIO 693 Extension fee, per semester	\$525
BUS 695 Extension fee, per semester	\$600
GNSG 604 Extension fee, per semester	\$570
Graduation fee	\$80

### PAYMENT OPTIONS

**Payment in Full.** Payment of total charges for the enrolled session is due by the date specified on the student's monthly bill.

**Multiple Payments.** Payment of total charges for a semester or a Quad is divided into a maximum of four equal payments, all of which must be paid before the end of the applicable term. Students interested in this option must complete an Automatic Monthly Debit/Credit Card Authorization Form, available at the Office of Graduate Student Financial Services at each Regional Center. Debit or credit cards only.

**Financial Aid.** Students desiring to use scholarships, grants, and/or loans to pay their charges must complete the FAFSA and the Financial Assistance Application for Credential and Graduate Students, available at the Office of Graduate Student Financial Services at each Regional Center. Students who do not complete the financial aid application process (including application for loans) at the beginning of the

Quad or semester will be required to pay their charges under one of the other options above.

**REFUND POLICY**

Refunds or adjustments of student accounts arising from registration changes are made as of the date the Change of Schedule form is filed at the student's location. Students may receive a refund for any dropped course provided that: 1) the course is dropped within the parameters of the refund schedule 2) the course is dropped via on-line registration, email, or a signed Change of Schedule form turned into the appropriate Regional Center by the close of the business week for which the student wishes to receive a refund (Friday at 4:30 pm, exempting holidays).

**REFUND SCHEDULE**

**16-WEEK SEMESTER:**

Class dropped in weeks:	1-2	3-4	5-6	7-8	9-16
Refund amount:	100%	75%	50%	25%	none

**8-WEEK QUAD:**

Class dropped in weeks:	1	2	3	4	5-8
Refund amount:	100%	75%	50%	25%	none

**5-WEEK COURSE:**

Class is dropped in weeks:	1	2-3	4-5
Refund amount:	100%	50%	none

**FIVE 8-HOUR CLASS MEETINGS:**

Class dropped after class:	1	2-3	4-5
Refund amount:	100%	50%	none

**3-WEEK COURSE:**

Class dropped after class:	1-2	3-4	5	6-7	8-12
Refund amount:	100%	75%	50%	25%	none

**GRADUATION FEE**

A non-refundable graduation fee is charged to all graduate students during the final semester during which they are candidates for a degree. The fee supports the costs associated with graduation, especially the activities around Graduate Commencement Convocation. The fee is assessed once, even if the student does not plan to participate in graduation exercises.

**HEALTH AND ACCIDENT INSURANCE FEE**

Teacher Credential and graduate degree students may obtain insurance but must apply specifically for the insurance during the first four weeks of each semester. The fee for each academic year is determined at the time the Catalog is posted. Applications for insurance are available at each Regional Center. The University is not responsible for loss or damage to personal property.

**Financial Aid Policies**

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 a limited number of scholarships, grants, and loans. The University recognizes that the primary responsibility for paying expenses rests with the students, who are expected to contribute in proportion to their resources. Any financial assistance awarded by the University is intended to help bridge the gap between the student's (and, in the case of dependent students, their parents) Expected Family Contribution (EFC) and the cost of attending PLNU.

Financial assistance is usually awarded to students based on need. The student's financial need and eligibility for various programs and the family's ability to pay are determined by analyzing the information submitted on the Free Application for Federal Student Aid (FAFSA). Various federal and state regulations, institutional policies, and funding-level limitations may affect the types and amounts of financial assistance that a student may receive. Additionally, changes in information and circumstances may cause financial assistance awards to be reduced, increased, or eliminated subsequent to the initial determination of these awards.

Awards may be renewed every two consecutive semesters 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 Office of Graduate Student Financial Services. This paperwork includes the FAFSA and the Financial Assistance Application for Credential and Graduate Students for the academic year in which they wish to receive financial aid. The FAFSA can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The Financial Assistance Application for Credential and Graduate Students can be obtained at [www.pointloma.edu/financialaid](http://www.pointloma.edu/financialaid), or in the Office of Graduate Student Financial Services at each Regional Center.

#### **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 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 the academic year (the qualitative requirement). For more complete information on the University's SAP policies, students may contact the Office of Graduate Student Financial Services office at each Regional Center.

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

All students requesting financial assistance must do the following:

1. Make formal application for admission, be officially accepted by the Office of Graduate Admissions or Teacher Credential Program, and be enrolled at least half-time;
2. Complete and file the Financial Assistance Application for Credential and Graduate Students with the Office of Graduate Student Financial Services; and
3. Complete and file the FAFSA.

Financial awards are made every two consecutive semesters. These awards are disbursed on Quads or on a semester basis for programs based on semesters, provided the student completes the required procedures and remains financially and academically eligible.

More information regarding requirements, deadlines, and application procedures can be obtained in Graduate and Credential Financial Aid Policies and Procedures at this website: [www.pointloma.edu/financialaid](http://www.pointloma.edu/financialaid).

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

Students with special standing, not officially working for degrees or credentials and part-time students registered for less than six semester units in the credential program or graduate students with less than three units, are not eligible for financial assistance. Defaulted loans from prior institutions or from PLNU automatically exclude students from receiving federal aid until students have made satisfactory arrangements with the bank, collection agency, or the U.S. Department of Education. A balance owed as a result of the over-awarding of a federal grant also excludes students from receiving federal aid. In this case, in order to receive aid, students are required either to provide written documentation of an approved and current repayment arrangement or to pay the balance in full.

#### **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 the standards established and enforced by the University, and published in this Catalog. The Office of Student Financial Services 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 results in the loss of eligibility to receive these benefits. If withdrawal from the University occurs, veterans benefits will be terminated in accordance with the official date of de-enrollment.

#### **PAYMENT INFORMATION AND REFUND POLICY**

Students are responsible for handling all financial matters related to their attendance at the University. Students are charged for all courses for which they are registered unless a Change of Schedule form is filed with the student's Regional Center or the main campus Office of Records, complete with the proper signatures.

#### **WITHDRAWALS**

At the time a student leaves the University, all accounts must be paid in full. Any unpaid balance will accrue interest at ten percent (10%) 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 is instituted. Transcripts will not be released, nor will a student be permitted to participate at Commencement, until all accounts at the University have been paid.

Operational costs are sometimes affected by factors over which PLNU has no control. Therefore, the charges and financial-aid policies quoted in this Catalog are subject to change without notice. (NOTE: Students should see also the information on withdrawal under the section entitled Academic Policies and Procedures in this Catalog.)

## **Financial Aid Programs**

### **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 borrowed from a private lender (a bank, credit union, or other lender that participates in the Program). Applicants must complete the FAFSA and the PLNU Application for Financial Assistance.

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, and borrowers will not be charged interest before they begin repayment or during authorized periods of deferment. The federal government subsidizes the interest on this loan from the time of disbursement until six months after the student graduates, withdraws, or drops below half-time status. An unsubsidized loan is not awarded on the basis of need. 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 (the interest will be added to the principal amount of the loan) and the student will pay interest on a higher amount.

Before Stafford loan funds are released, a Stafford Loan Entrance Interview is required. This is a mandatory federal requirement to advise student borrowers of their rights and responsibilities in receiving a student loan. Entrance interviews can be completed on-line at [www.edfund.org](http://www.edfund.org).

When a student graduates, withdraws from the University, or takes an approved leave of absence, a Stafford Loan Exit Interview is required. This is a mandatory federal requirement for all students who have received a Stafford loan. At the end of each semester, live loan exit interviews may be scheduled at each Regional Center. Exit interviews may also be completed on-line at [www.edfund.org](http://www.edfund.org). Schedules and more information can be obtained in the Office of Graduate Student Financial Services.

Beginning July 1, 2006, all new Stafford loans disbursed thereafter have a fixed interest rate of 6.8%. The Stafford Loan is not a credit-based loan. Payment on principal and interest begins six months after graduation, withdrawal, or if the student is enrolled less than half-time.

## **Financial Aid for Graduate Degree Students**

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. Qualifying graduates or professional students may borrow up to \$20,500 every two consecutive semesters. The aggregate amount for graduate or professional students is \$138,500 (no more than \$65,500 may be subsidized) and includes any Stafford loans received at the undergraduate level.

### **GRADUATE PLUS LOAN**

Graduate students may be eligible for the Graduate PLUS loan. The Graduate PLUS loan is intended for graduate students whose educational costs exceed their maximum Stafford eligibility. Although the loan is not based on need, the FAFSA must be completed. The Graduate PLUS loan is a credit-based loan and students can begin the application process on-line at [www.pointloma.edu/financialaid](http://www.pointloma.edu/financialaid) and by submitting the Financial Assistance for Credential and Graduate Students. Beginning July 1, 2006, the interest rate is fixed at 8.5% for loans disbursed thereafter. Repayment begins 60 days after the final loan disbursement is made for the academic year.

PLNU releases loan funds in multiple disbursements, once or twice a semester, depending on the student's academic program.

## **Financial Aid for Teaching Credential Students**

Teaching Credential Students at Point Loma Nazarene University may be eligible for federal, state or institutional aid. Teaching Credential students who are enrolled in six 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. Qualifying Teaching Credential students may borrow, every two consecutive semesters, up to a maximum of \$5,500 as a dependent student, or up to a maximum of \$12,500 as an independent student. Dependency status is determined by the FAFSA. The maximum aggregate loan limit for a dependent student is \$23,000. An independent Teaching Credential student may borrow up to an aggregate

loan limit of \$46,000 (no more than \$23,000 may be subsidized). These aggregate loan limits include any Stafford loans received as an undergraduate student. A financial aid award letter is issued to students after they have submitted the appropriate paperwork to Office of Graduate Student Financial Services. This paperwork includes the FAFSA and the Financial Assistance Application for Credential and Graduate Students for the academic year in which they wish to receive an award. The FAFSA may be obtained on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The Financial Assistance Application for Credential and Graduate Students may be obtained on-line at [www.pointloma.edu/financialaid](http://www.pointloma.edu/financialaid), or in the Office of Graduate Student Financial Services office at each Regional Center.

PLNU releases loan funds in multiple disbursements, once or twice a semester, depending on the student's academic program.

#### **CAL GRANT TEACHING CREDENTIAL PROGRAM (TCP)**

Cal Grant A or B recipients who meet the following requirements should contact the California Student Aid Commission (CSAC) for information and application materials or visit CSAC at this website: [www.csac.ca.gov](http://www.csac.ca.gov):

1. Have received a bachelor's degree;
2. Are accepted to and have enrolled in a professional teaching preparation program at PLNU within 15 months of the end of the semester for which the recipient last received a Cal Grant payment;
3. Have not received or submitted an application for a Preliminary Teaching Credential;
4. Do not currently possess any other initial teaching credential;
5. Continue to maintain financial need for a Cal Grant;

To be eligible for the Cal TCP Program, students must be enrolled in at least six units and must be considered full-time at 12 or more units. Students enrolled in at least 6 units but less than 12 will have their Cal Grant awards pro-rated.

Students interested in applying for the Cal Grant TCP must submit a G-44 form to CSAC, and the Commission must approve the application prior to PLNU awarding the Cal Grant.

#### **INSTITUTIONAL AID FOR TEACHING CREDENTIAL STUDENTS**

Institutional aid includes academic scholarships, church scholarships, Nazarene Matching and District Grants, and Missionary and Pastor Child Discounts.

Institutional aid will only be applied to Teaching Credential students who either earned a baccalaureate degree from PLNU within four academic years or for students who transferred to PLNU and earned the last twenty-four undergraduate units in residence. Students must begin their credentialing program in the next regular semester following graduation (not including summer). Institutional aid is available for up to two regular semesters plus a single summer session. More information regarding institutional aid may be obtained on-line at [www.pointloma.edu/financialaid](http://www.pointloma.edu/financialaid).

#### **FEDERAL PLUS LOANS (PARENT LOANS FOR UNDERGRADUATE STUDENTS)**

Federal PLUS loans are for parents or step-parents who need to borrow money for their dependent student's teaching credential educational costs. These loans are not based on a family's income or assets, although the parent borrower is required to pass a credit check. Parents must apply online at [www.pointloma.edu/financialaid](http://www.pointloma.edu/financialaid) to be eligible to receive a PLUS Loan. In addition, the student must complete and submit the Financial Assistance Application for Credential and Graduate Students. Beginning July 1, 2006, all new PLUS Loans disbursed thereafter have an interest rate fixed at 8.5%. Repayment begins 60 days after the final loan disbursement. There is no grace period for these loans, and interest begins to accumulate at the time the first disbursement is made. Parents of dependent students in the Teaching Credential program must begin repaying both principal and interest while students are enrolled at the University.

#### **SCHOOL OF EDUCATION AND SCHOOL OF THEOLOGY**

Students who have not completed their coursework within the one-year or two-year period, depending on the course, must re-enroll for the incomplete class and will be charged the current rate of the semester in which they register.

# *OFFICE OF ACADEMIC AFFAIRS*

## **Provost**

Location Mieras Hall, Room 201  
Telephone (619) 849-2217  
Fax (619) 849-2579  
Provost John W. Hawthorne, Ph.D.  
E-mail johnhawthorne@pointloma.edu  
Administrative Assistant Mary Lynn Hewett

## **Academic Administration**

Location Mieras Hall, Room 203  
Telephone (619) 849-2658  
Fax (619) 849-2579  
Vice Provost Keith R. Bell, Ph.D.  
E-mail keithbell@pointloma.edu  
Administrative Assistant Judy Brundrett

## **Graduate Studies**

Location Mieras Hall, Room 203  
Telephone (619) 849-2395  
Fax (619) 849-2579  
Vice Provost Margaret T. Bailey, Ph.D.  
E-mail maggiebailey@pointloma.edu  
Administrative Assistant TBD

## **Professional Development**

Location Bond Academic Center, Deans' Suite  
Telephone (619) 849-2295  
Fax (619) 849-7018  
Vice Provost Hadley Wood, Ph.D.  
E-mail hadleywood@pointloma.edu  
Administrative Assistant Lauren Johnson

# COLLEGE OF ARTS AND SCIENCES

## Administration

Location	Bond Academic Center, Deans' Suite
Telephone	(619) 849-2221
Fax	(619) 849-7018
Dean, College of Arts and Sciences	David L. Strawn, Ph.D.
E-mail	davidstrawn@pointloma.edu
Administrative Assistant	Judy Ashcraft

## General Information

The College of Arts and Sciences is at the very heart of liberal arts education at Point Loma Nazarene University. Programs in the arts and sciences are offered through seven academic departments and the School of Theology and Christian Ministry. Course offerings in the arts and sciences are designed to help students explore a wide range of ideas. The College's highly qualified faculty members are professionally active and committed to engaging students in the learning experience. By emphasizing the University's mission To Teach, To Shape, To Send, the faculty challenge students to become life-long learners, to value the process of personal and intellectual development, and to give their lives in meaningful service to others.

## Curricula

Students should refer to the information in this Graduate Catalog for a complete listing of program characteristics, degree requirements, and course descriptions offered by academic areas within the College of Arts and Sciences.

### MASTER'S DEGREES

Master of Arts/Science in General Biology  
Master of Arts in Religion  
Master of Ministry

### CREDENTIAL AND INTERNSHIP PROGRAMS

California Commission of Teacher Credentialing in single-subject arts and science content areas, Christian Ministries Internship, Institute for Holy Land Studies (a division of Jerusalem University College).

## Centers

Point Loma Nazarene University maintains several centers, and one in particular falls within the organization of the College of Arts and Sciences.

### CENTER FOR PASTORAL LEADERSHIP

*Norman V. Shoemaker, D.Min, Founding Director*

The Center for Pastoral Leadership exists to enhance the education mission of the University through its work with ministerial students, pastors, and the Church. The Center is an educational and service resource designed to strengthen the relationship of the University and the sponsoring denomination, the Church of the Nazarene, and to promote effectiveness in pastoral ministry.

Activities of the Center include oversight of the Master of Ministry degree program, mentoring of pre-ministerial students, continuing education for pastors, and other aspects of Church and University relations including, especially, pastoral support.

## Accreditations and Affiliations

Point Loma Nazarene University is accredited by the Western Association of Schools and Colleges (WASC) and the National Association of Schools of Music (NASM).

## Academic Organization

The College of Arts and Sciences, under the direction of the dean of the college, functions with the supervision of academic departments, schools, and centers. The following is a list of chairs, directors, and deans in the College.

**Department of Art and Design** – James Skalman, chair

**Department of Biology** – Kerry D. Fulcher, chair

**Department of Chemistry** – Kenneth A. Martin, chair

**Department of Literature, Journalism, and Modern Languages** – Karl E. Martin, chair

**Department of Mathematical, Information, and Computer Sciences** – Maria R. Zack, chair

**Department of Music** – Paul S. Kenyon, chair

**Department of Physics and Engineering** – Dee G. Puntenney, chair

**School of Theology and Christian Ministry** – Samuel M. Powell, dean

# *COLLEGE OF SOCIAL SCIENCES AND PROFESSIONAL STUDIES*

## **Administration**

Location	Bond Academic Center, Deans' Suite
Telephone	(619) 849-2653
Fax	(619) 849-7018
Dean, College of Social Sciences and Professional Studies	Rebecca A. Havens, Ph.D.
E-mail	beckyhavens@pointloma.edu
Administrative Assistant	Helen Pedersen

## **General Information**

The College of Social Sciences and Professional Studies centers on areas of study at Point Loma Nazarene University that focus on preparation in the social sciences and professions. Programs in the social sciences and professions are offered through six academic departments, the School of Business, and the School of Nursing. Course offerings in the social sciences and professional studies are designed to help students explore a wide range of people-related, theoretical, and practical knowledge and skills. The College's highly qualified faculty members are professionally active and committed to engaging students in the learning experience. By emphasizing the University's mission To Teach, To Shape, To Send, the faculty challenge students to become life-long learners, to value the process of personal and intellectual development, and to give their lives in meaningful service to others.

## **Curricula**

Students should refer to the information in this Graduate Catalog for a complete listing of program characteristics, degree requirements, and course descriptions offered by academic areas within the College of Social Sciences and Professional Studies.

### **POST-MASTER'S DEGREE**

Education Specialist Degree (Ed.S.)

### **MASTER'S DEGREES**

Master of Arts in Education (M.A.)

Master of Business Administration (M.B.A.)

Master of Science in Nursing (M.S.N.)

## **Credential and Internship Programs**

California Commission of Teacher Credentialing in single-subject social science and professional content areas.

## **Centers**

Point Loma Nazarene University maintains several centers within the organization of the College of Social Sciences and Professional Studies, including:

- Armenian Center for International Development
- Center for Justice and Reconciliation
- Early Childhood Learning Center
- Fermanian Business Center
- Health Promotion Center in the School of Nursing
- Institute of Politics and Public Service
- Margaret Stevenson Center for Women's Studies

## **Accreditations and Affiliations**

Point Loma Nazarene University is accredited by the Western Association of Schools and Colleges (WASC), the Association of Collegiate Business Schools and Programs (ACBSP), the Commission on

Accreditation of Allied Health Education Programs, the American Dietetic Association, and the Commission on Collegiate Nursing Education.

## **Academic Organization**

The College of Social Sciences and Professional Studies, under the direction of the dean of the college, functions with the supervision of academic departments, schools, and centers. The following is a list of chairs, directors, and deans in the College:

***Department of Communication and Theatre*** – Paul R. Bassett, chair  
***Department of Family and Consumer Sciences*** – Kay M. Wilder, chair  
***Department of History and Political Science*** – Rick A. Kennedy, chair  
***Department of Kinesiology*** – Jeffery A. Sullivan, chair  
***Department of Psychology*** – Holly Irwin-Chase, chair  
***Department of Sociology and Social Work*** – Kevin F. Modesto, chair  
***Fermanian School of Business*** – Bruce A. Schooling, dean  
***School of Nursing*** – Barbara J. Taylor, dean  
***The Armenian Center for International Development*** – Robert C. Gailey, director  
***The Center for Justice and Reconciliation*** – James F. Gates, director  
***The Early Childhood Learning Center*** – Susan Rogers, academic director  
***The Fermanian Business Center*** – Randolph M. Ataide, director  
***The Institute of Politics and Public Service*** – Ronald B. Kirkemo, director  
***The Margaret Stevenson Center for Women's Studies*** – Linda M. Beail, director

# *ACADEMIC POLICIES AND PROCEDURES*

## **University Policies**

### **RESERVATION OF RIGHTS**

Point Loma Nazarene University reserves the right to change, update, or alter any of its policies without prior notice, including but not limited to administrative policies, tuition and fees, course-unit values, course offerings, curricula, grading policies, graduation and program requirements, and admission standards and policies. PLNU further reserves the right to refuse admission to any applicant and to disqualify, discontinue, or exclude any student at the discretion of the University.

### **ACADEMIC HONESTY**

The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of university 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 Vice Provost for Graduate Studies. If the Vice Provost 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 Vice Provost, 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.

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

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 (including electronic mail), telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, participation in officially recognized activities, and the most recent previous educational agency or institution attended. This information may be provided, upon review of the Vice Provost for Academic Administration, as public information or to individuals who demonstrate a need to contact students. Photographs of students may also be used in various University publications or on the University website. Students choosing not to release this information or who prefer that their photograph not be used, must inform the Office of Community Life (on the main campus) of their request prior to the second Monday of each semester.

The University may disclose education records to college officials with legitimate educational interests. A college official is a person employed by the University; a member of the Board of Trustees; or an individual serving on a committee, such as disciplinary or grievance committees. PLNU also includes among college officials a student appointed to an official committee or assisting another official in performing tasks. A college official has a legitimate educational interest if the

information aids the official in fulfilling professional functions.

Questions related to FERPA policies should be referred to the Office of the Vice Provost for Academic Administration or may be referenced at [www.pointloma.edu/FERPA](http://www.pointloma.edu/FERPA).

#### **APPLICATION FOR GRADUATION**

A student who intends to graduate must complete an Application for Degree Candidacy (on-line or in the Office of Records, main campus). The form must be filed with the Office of Records no less than 60 days prior to the anticipated degree posting date. Graduation fees will be applied to the student's account. Work for all courses considered for a degree must be completed prior to the anticipated degree posting date. Passing grades for all said courses must be recorded prior to a degree posting. Posting dates are available on the Academic Calendar.

#### **EXAMINATIONS**

Examinations may be deferred due only to illness or other equally valid conditions over which the student has no control. Approval for deferral must occur before the scheduled examination. Faculty and/or the department or school has the authority to grant examination deferral.

#### **CLASS ATTENDANCE**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements. 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 course. Registered students who neither attend the first class session nor inform the instructor of record of their desire to remain in the class may, at the request of the instructor, be removed from the class roster.

Exceptions to the foregoing attendance regulations due to extenuating circumstances beyond the student's control may be granted only by appeal to the Vice Provost for Graduate Studies. Students should consult the syllabus of each course for specific applications of and elaborations on the above attendance policy.

## **Registration and Records**

#### **TRANSCRIPTS**

A complete and official transcript of coursework is available in the Office of Records. By federal law, requests must be accompanied by a written signature. Transcripts may not be released to anyone other than the student except by written authorization. There is no charge for transcripts unless a rush order is requested. Unofficial transcripts are available from the Office of Records. Forms for ordering both are available on the University website. Current students may print their own unofficial transcripts from the University website.

#### **COURSE OFFERINGS AND CLASS SCHEDULES**

All course offerings are posted on the University website. 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.

#### **COURSE NUMBERING SYSTEM**

- 400-499 Upper-division courses open to post-baccalaureate and graduate students when approved by the director of the graduate program.
- 500-599 Post-baccalaureate courses in the School of Education credential programs. Some 500-level courses in the Education Specialist and Clear Administrative Services Credential course sequence are approved for a master's degree program in the School of Education. Open to students with a valid baccalaureate degree.
- 600-699 Graduate courses open to students who hold a valid bachelor's degree.
- 700-799 Educational Specialist courses open to students who hold a valid master's degree.

#### **PREREQUISITE/CO-REQUISITE**

Some courses listed in this Graduate Catalog stipulate either a prerequisite or a co-requisite. 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 co-requisite refers to a condition or a requirement that must be met prior to or concurrent with enrollment in a course.

#### **ADD/DROP POLICY**

**Adding a Class.** Students may add courses until Friday of the second week of the semester or the first week of a Quad. If a class needs to be added after that period, students must complete a change of schedule form, with the approval of the program or Regional Center director and the instructor of record of that class. The

form is then filed with the Office of Records.

**Dropping a Class.** Students may drop a course through the first 50% of the period of offering; enrollment will be deleted from the student's permanent record. After that, a student with extenuating personal circumstances may request permission of the program director (or the Regional Center Director in the case of programs in the School of Education) to withdraw from the course. If approved, a W will appear on the transcript with no impact on the GPA. If the petition is not approved or not submitted, the grade of WF will be assigned or a letter grade in accordance with the grading policy noted in the syllabus as determined by the instructor of record. Students should consider refund and transcript Implications when dropping a class.

#### **MAXIMUM COURSE LOADS**

The maximum course load for a graduate program is twelve units. Overloads may be carried with the written approval of the program or Regional Center director. This must be filed with the Office of Records prior to the applicable registration period. Minimum full-time course load for graduate students is six units per semester.

The maximum course load for credential students is 18 units, including fieldwork. As with the graduate program, overloads may be approved by the Regional Center Director and filed with the Office of Records prior to the applicable registration period. Minimum full-time course load for credential students is twelve semester units.

#### **INDEPENDENT STUDY**

Independent studies at the University level enable students to enrich their academic experience by pursuing topics and research in a closely supervised program with an academic supervisor. In such a study, a qualified student works with the instructor to develop a plan and syllabus. Graduate students may receive credit for up to six units of independent study to be applied to their degree program. No more than four units may be received from one project or study.

An Independent Study form and proposal must be submitted with a registration form to the program director, with an approved copy filed with the Office of Records. The independent study must be approved by the instructor, department chair or school dean, and the respective college dean.

## **Grades and Appeals Process**

#### **GRADING SYSTEM**

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.

**[H] 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 registers in the regular manner and pays a fee. Regular attendance at all class meetings is the responsibility of the student, but written assignments and examinations are not mandatory. A grade of H is awarded for satisfactory attendance. A grade of F is 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.

**[CR] Credit.** The grade utilized for designated courses which are graded on a Credit/No Credit basis. Courses graded Credit are counted toward a student's total number of units but have no grade-point value and no effect on the grade-point average.

**[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.

**[IP] In Progress.** A provisional grade assigned to certain courses which may extend longer than a semester due to the nature of the course requirements. Fieldwork courses may fall into this category. The grade of "IP" carries no grade points and is replaced by the grade earned when the requirements for the course are properly completed. The grade of IP (In Progress) is assigned at the completion of the intervening term. If the work is not completed within one calendar year from the end of the semester date of enrollment (two years for Graduate Education 687 and 796), the course will be closed and a grade assigned based on completed work and computed into the grade-point average. It is the student's responsibility to take initiative in completing the

coursework during the one-year period.

**[NC] No Credit.** The grade recorded for all non-passing work in those courses graded on a Credit/No Credit basis. The “NC” grade has no grade-point value and no effect on the grade-point average.

**[W] Withdrawn.** This grade is recorded when a student doing passing work is given permission by the program or Regional Director to drop a course after the first 50% of the course (for exceptional circumstances such as personal and family emergency).

**[WF] Withdrawn under failing conditions.** This grade is recorded when a student does not request permission or whose petition to withdraw from a class is denied after 50% of the class has passed. A grade of “WF” is considered the same as an “F” in calculating the grade-point average.

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

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>F</b>
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0

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

**Minimum Grades Required.** Except as indicated below, all students admitted to a post-baccalaureate 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 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.
- Students may repeat courses in which they earned a grade lower than a C. If this is done, each grade appears on the transcript, but the lower grade is not used for grade-point calculation. Students receiving Veterans Benefits may not be eligible for benefits when repeating a course.

#### **COURSE GRADE APPEALS**

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 available at each Regional Center, is filed with the program director and must be filed within one year from the end of the course in which the grade was given.

#### **APPEAL OF DECISIONS**

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 instructor of record for the course
- The program coordinator
- The Regional Center director responsible for the student's academic area.
- The Vice Provost for 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.

#### **ACADEMIC PROBATION**

Satisfactory progress toward the credential or graduate degree is required. A student may be disqualified from further credential or graduate-level work if a 3.000 grade-point average is not maintained (2.750 for the Master of Ministry student). In the event that the grade-point average drops below the minimum level, the student will be placed on academic probation and given one semester to raise the GPA to the satisfactory level.

Exceptions to this policy may be appealed to the Graduate Studies Committee after review and recommendations by the appropriate department or school. The final decision on the appeal rests with the

Graduate Studies Committee. The final decision is filed with the Office of Records by the respective program director. If academic dismissed, the student forfeits all fees and charges.

## **Degree Requirements**

### **APPLICABLE CATALOG**

Students in continuous enrollment may elect to graduate under the curricular requirements of either the Graduate Catalog for the year in which they enter the University or the Graduate Catalog of a subsequent year. Those whose enrollment is not continuous (i.e. not enrolled for more than one semester) as regular students are subject to the Graduate 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.

### **DEPARTMENT/SCHOOL RECOMMENDATION FOR A DEGREE**

Prior to recommending a student for a degree, the department or school will evaluate the student's knowledge base, including a capstone academic experience, and grade-point average, writing, speaking, and other requirements. The Office of Records will review documents prior to degree posting to assure that all requirements for graduation have been met. Normally, 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 recognized publicly as a summer graduate, and that fact will be indicated on the Commencement program. The diploma will be presented only upon satisfactory completion of all work for the degree.

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

All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program. Transfer credit will be evaluated for acceptance by the program or Regional Center director.

### **TRANSFER CREDIT**

Students may transfer, with the approval of the program director, a maximum of six graduate semester units to a graduate degree. Students who have completed a master's degree in Education may transfer six units of appropriate coursework toward the Master of Science (M.S.) degree in General Biology or 12 units of coursework toward the Master of Arts degree in General Biology. Students may transfer six units of appropriate post-baccalaureate upper-division Biology coursework toward the M.S. in General Biology or 12 units of that coursework toward the M.A. in General Biology.

All coursework must have been completed within the last seven years at a regionally accredited institution.

### **CURRICULAR EXCEPTIONS**

Occasionally, an exception to the requirements in the Graduate Catalog may be appropriate. For consideration of a curricular exception, students petition the Graduate Studies Committee for consideration. Decisions regarding exceptions are made by the committee based on the merit of each individual case.

### **THESIS/GRADUATE PROJECT**

The purpose of a thesis or graduate project is to give students experience in carrying out the kind of research they may expect to do throughout their professional careers. A thesis/graduate project involves investigation of primary sources. It may involve a re-examination or re-evaluation of primary sources that 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. 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.

### **MULTIPLE MASTER'S DEGREES**

A graduate student may earn more than one master's degree from Point Loma Nazarene University by meeting all university and department/school requirements and by fulfilling all graduation requirements for each degree. The additional master's degree or concurrent program may not be an another emphasis or concentration in the same degree program. When a second degree is pursued in the same academic discipline (e.g., the School of Education or the School of Business, etc.), two-thirds of the courses for the second degree must be distinct from the first degree.

Students desiring to pursue two graduate programs concurrently must apply for program eligibility for both programs and be accepted into those programs. In addition, they must meet with the program director of both graduate degree programs in order to plan the joint course of study. Concurrent graduate program students must meet the requirements of both programs, as stated above.

### **WAIVERS AND PETITIONS**

Some departments or schools permit waivers of certain courses. Students are required to submit a Curricular Exception Petition for each course in question to the program director for approval of the department or school. The student is responsible for filing the approved form. Unlike transfer credits, waivers fulfill course requirements only, as no units are awarded from a waiver. Students with course waivers subsequently must choose alternate elective units, in consultation with the department or school, in order to satisfy the total unit-requirements in their degree programs.

Students seeking an exception to an academic program policy or procedure must complete a Curricular Exception Petition. The forms are available through the program or the Regional Center. The student then submits the petition to the program or Regional Center director for consideration by the department/school faculty. Any exceptions are granted only on a case-by-case basis.

#### **COURSE REPLACEMENT AND SUBSTITUTION**

Changes to stated degree and credential requirements must be approved through the academic petition process and initiated through the respective department or school. Course replacements and/or substitutions may not exceed 20% of the total units required for the degree or credential. The rationale for such changes must be substantiated with official academic records that become part of the student's PLNU academic records.

### **Withdrawal and Readmission**

#### **WITHDRAWAL FROM THE UNIVERSITY**

Students who find it necessary to withdraw from the University must do so by contacting their program coordinator or the Office of Records and completing a Notice of Intent to Withdraw from the University. If withdrawal occurs while a student is registered for classes, please follow the procedures listed below for withdrawing from a course.

#### **WITHDRAWAL FROM A COURSE**

Students may drop a course at any time up to the last day allowable to drop a course (see Academic Calendar). If this action leaves the student with no further courses, a withdrawal form must be filed in a timely manner. Students with extenuating circumstances, such as personal or family emergencies after the last day to drop may contact the Regional Center Director or Program Director for consideration of the matter. If the action is approved, courses would then be graded with a W (withdrawal) unless the faculty deems the student's performance at the time of withdrawal unsatisfactory at which time a WF grade would be assigned.

Students who stop attending or never attended a course for which they are registered will receive an F in that course if accepted procedures for dropping/withdrawing are not followed.

Financial implications may be found under "Refund Policy."

#### **LEAVE OF ABSENCE**

Students may apply for a Leave of Absence from their program for a maximum of 180 days in any 12 month period for professional or personal reasons. Students with an approved Leave of Absence will still be considered "in school status" for Title IV loan repayment purposes.

A Leave of Absence request must be submitted for approval to the appropriate academic department or school, must be accompanied by the student's signature and must have a reasonable expectation for return to the University within the specified time. Upon return, students must resume coursework at the same point in their academic program.

The completed Leave of Absence form will be housed in the Office of Records. Failure to return in a timely manner will instigate an administrative withdrawal from the University as of the initiating date of the Leave of Absence. This may have a bearing on loan grace periods and other financial aid implications.

#### **READMISSION**

Students who have been admitted to the University and accepted for graduate studies and have subsequently withdrawn for more than one calendar year, must apply for readmission. Administratively withdrawn students must reapply in all cases. Students who have completed a graduate degree or credential program must apply to the new program and meet those program standards.

#### **ADMINISTRATIVE WITHDRAWAL**

Students who have not attended or enrolled in a course for one semester, are not currently completing coursework, have not filed an approved Leave of Absence with the Office of Records and have not officially withdrawn, will be administratively withdrawn. Such withdrawal may have financial aid implications. Students with this status must apply for readmission to the University and academic program.

# ***BIOLOGY***

## **Mission Statement**

The purpose of this program is to improve science education for all students by preparing highly-skilled middle school and high school biology teachers with advanced biological knowledge within the context of research on how students learn that particular knowledge. The unique design of the program allows graduate students to continue to teach in their classrooms, while completing advanced biology coursework.

## **Degree Options**

The Master of Arts option is appropriate for those who are clearing their credential, or who wish to take more biology coursework to supplement their background knowledge. The Master of Science option is appropriate for those who wish to design and carry out a classroom-based original research project in teaching and learning in biology. Students must choose an option by the end of the first year of coursework.

Master's Program in General Biology (M.A., M.S.)

Courses

# ***MASTER'S PROGRAM IN GENERAL BIOLOGY***

The Master's degree in biology is an academic degree designed for working science teachers. The Master of Science option requires completion of original thesis research on some aspect of teaching and learning biology. The Master of Arts option allows for more flexibility due to an increased number of elective units as compared to the Master of Science.

## **Graduation Requirements**

1. A completed Application for Degree Candidacy (on-line or in the Office of Records, main campus);
2. Completion of the approved graduate program of 36 units, including the thesis and six elective units for the M.S. or twelve elective units for the M.A.;
3. A cumulative grade-point average of 3.000 or higher. A student may earn a maximum of two "C" grades in the program; and
4. All accounts paid in full.

## **Admission Requirements to the Master of Arts and Master of Science Programs**

- A completed application for admission to the Biology program;
- Official transcripts from accredited institutions, one of which must indicate the completion of a baccalaureate degree in a science field;
- Successful completion of a post-baccalaureate credential program or an undergraduate upper-division grade-point average of at least 3.000;
- Two recommendations from appropriate persons who have knowledge of the applicant's character and professional performance;
- A writing sample on assigned topics which indicates graduate-level ability;
- Test score on either the GRE subject test in biology or the biology Major Field Test; and
- An interview with the appropriate graduate director or coordinator.

## **CORE COURSES**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
BIO 611	Science Education Seminar	3
BIO 633	History/Philosophy of Science	3
BIO 643	Research Design in Science Education	3
BIO 663	Cell Biology and Biochemistry	3
BIO 664	Ecology and Evolution	4
BIO 673	Physiology and Development	3
BIO 674	Genetics and Molecular Biology	4
BIO 682	Research Proposal and Pilot Study	1
	<b>TOTAL</b>	<b>24</b>

### Additional Master of Science Courses

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
BIO 683	Thesis	1-6
	<b>TOTAL</b>	<b>6</b>

### Elective Courses\*

M.S. students complete 6 units of elective coursework; M.A. students complete 12 units of elective coursework.

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
BIO 601	Graduate Internship in Biology	1-6

BIO 692 Perspectives on Science 2  
SCI 672 SEASAND (may be repeated) 2

- Approved upper-division biology courses
- Approved graduate education courses

\* Students will develop an academic plan within the first semester of enrollment to determine the appropriate electives based on bachelor's degree coursework, teaching experience, and professional goals.

Courses

# ***BIOLOGY COURSE DESCRIPTIONS***

## **Master of Arts and Master of Science Core Courses**

### **BIO 611 (3) SCIENCE EDUCATION SEMINAR**

This course involves discussion and integration of seminal papers in the area of science education with particular attention given to biology education. Predominantly on-line courses.

### **BIO 633 (3) HISTORY/PHILOSOPHY OF SCIENCE**

This course involves discussion of seminal works in the history and philosophy of science as a way of thinking. From this perspective, the course explores current interest in the nature of science as an integral part of the study of science.

### **BIO 643 (3) RESEARCH DESIGN IN SCIENCE EDUCATION**

This course promotes understanding of both qualitative and quantitative research design in science education, with a focus on current trends in the field.

### **BIO 663 (3) CELL BIOLOGY AND BIOCHEMISTRY: TEACHING AND LEARNING IN BIOLOGY**

See BIO 674

### **BIO 664 (4) ECOLOGY AND EVOLUTION: TEACHING AND LEARNING IN BIOLOGY**

See BIO 674

### **BIO 673 (3) PHYSIOLOGY AND DEVELOPMENT: TEACHING AND LEARNING IN BIOLOGY**

See BIO 674

### **BIO 674 (4) GENETICS AND MOLECULAR BIOLOGY: TEACHING AND LEARNING IN BIOLOGY**

Fundamental concepts in each of the four areas are addressed from the perspective of teaching for conceptual understanding. Particular emphasis is placed on content within each module that has been identified by the science education research community as being particularly difficult for students to understand clearly. These courses are taught using a combination of lecture and inquiry-based lab activities.

### **BIO 682 (1) RESEARCH PROPOSAL AND PILOT STUDY**

Students identify a research problem in Biology education, then prepare a brief literature review and research design, followed by carrying out a pilot study with abbreviated analysis.

## **Master of Science Courses**

### **BIO 683 (1-6) THESIS**

Students write a thorough literature review and bibliography related to their chosen Biology education problem, then design, conduct the research to address the problem, analyze the results of their original research, draw conclusions, and propose implications of their findings. This process culminates with the completion of the student's written thesis, as well as a public presentation of the research. For projects not completed within one semester, an extension fee is charged each semester (fall, spring, and summer) until finished and approved. Graded Credit/No Credit.

## **Master of Arts and Master of Science Electives**

### **BIO 601 (1-6) GRADUATE INTERNSHIP IN BIOLOGY**

This course is an elective option allows students to gain research/ lab experience through internships at a variety of local businesses/organizations. The course may be repeated up to a total of six units. Graded Credit/No Credit.

### **BIO 692 (2) PERSPECTIVES ON SCIENCE**

Perspectives on Science is a monthly seminar series with speakers from research institutions and universities which address current research in their fields, including chemistry, biology, physics, astronomy, and geology. This course is designed to promote translation of these lectures to the science classroom, especially to the biology classroom. May be taken up to three times to a total of six units.

### **SCI 672 (2) SEASAND**

SEASAND is a two-week intensive summer workshop designed for secondary teachers. The content is taught at an advanced level, and the pedagogy is targeted for middle school teachers. The topics rotate between biology, chemistry, physics, and geology with two topics offered each year. Acceptance is by application and priority is given to teachers from state-designated low-performing schools. May be taken up to three times with different content for a total of six units.

# ***FERMANIAN SCHOOL OF BUSINESS***

## **Mission Statement**

To Provide the World, Business Leaders with Christ-Like Character.

## **Vision Statement**

Fermanian School of Business is committed to serving the San Diego business community and to the professional success of each graduate student. The Fermanian School of Business faculty and staff will form a strategic partnership with the M.B.A. professional to enhance his/her effectiveness through quality graduate business education and professional development options from a vital Christian perspective. We are here to help you succeed.

## **Program Overview**

The Master of Business Administration degree is an advanced academic degree that builds on the M.B.A.s undergraduate program and professional experience. The M.B.A. degree is a total of 42 units including business basics, core, and elective courses suited to his or her professional needs. There are three M.B.A. tracks available to fit the professional needs of the student: M.B.A./ Corporate, M.B.A./Organizational Leadership, and M.B.A. (General).

The Fermanian School of Business is committed to serving the San Diego business professional with the best value in quality, academic rigor, professional support services and individual attention to support students in meeting their academic and professional goals.

The program is designed to be completed in two years. However, for professionals who are able to commit more time to the M.B.A. program, they may accelerate their program or extend it over a longer period of time to accommodate their schedules.

## **Graduation Requirements**

1. A completed Application for Degree Candidacy (on-line or in the Office of Records, main campus);
2. Successful completion of all core requirements;
3. Completion of a minimum of 42 units (including the project/thesis);
4. Achievement of a cumulative grade-point average of 3.000 or higher. A student may earn a maximum of six units of "C" grades in the program; and
5. All accounts paid in full.

## **Admission Requirements for Master of Business Administration**

- A completed application for admission to the program;
- Baccalaureate degree from a regionally accredited institution;
- Official transcripts from accredited institutions, one of which must indicate the completion of an undergraduate degree;
- 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;
- The successful completion of a post-baccalaureate professional certificate program (e.g., CPA) or graduate degree program, or scores from the Graduate Management Admission Test (GMAT);
- Meeting with the Director of Graduate Programs and/or a member of the Fermanian School of Business faculty to plan the applicant's professional development goals and graduate degree courses;
- Evidence of basic knowledge of common professional competencies (i.e., economics, finance, business math, and accounting) through transcripts (from a regionally accredited university or college with a 3.000 GPA or better), successfully pass an on-line assessment test provided by the Fermanian School of Business, or enroll in Business Basics courses;
- Evidence of basic knowledge of business law, marketing, and business communication through transcripts (from a regionally accredited university or college with a 3.000 GPA or better), professional experience, or enroll in Business Basics courses.

## **Admission of Transfer Credit**

Applicants who are seeking to transfer units from an accredited college or university may file a petition along with their application. M.B.A. applicants are allowed to transfer up to 6 graduate units. The Fermanian School of Business faculty will be responsible for determining the appropriateness of the credits for acceptance as transfer credit.

## **Leave of Absences Policy**

The M.B.A. student is allowed a leave of absence from the program for up to two semesters for professional or personal reasons without having to reapply for admission into the program. The M.B.A. should submit a petition for a Leave of Absence to the M.B.A. Director for review by the Fermanian School of Business faculty for the appropriateness and approval of the request.

## **Business Basics/Waiver Exam Options**

These 1.5 unit courses are designed for M.B.A.s entering the program who do not have prior business courses on their transcripts (3.000 or B grade or better in the respective courses), or who desire a refresher course in the basic principles of the Common Professional Competencies (CPC).

### **FINANCE, ECONOMICS, ACCOUNTING AND BUSINESS MATH**

M.B.A. applicants entering the program without one or more of these courses on their transcripts (3.000 or B grade or better for the respective course) will be given on-line assessment test(s) in these course subjects: business math, finance, economics, and accounting. The assessment test(s) is/are provided through the Fermanian School of Business and will assist the students and university in determining their preparation in the basic principles of business. M.B.A.s in this category may begin core courses that do not require these course(s) as prerequisites, and may enroll in other core courses once they have successfully completed the appropriate prerequisites through the Business Basics Course(s) or the pre-approved on-line equivalent course.

If the student does not pass one of the on-line assessments (with a standardized passing score as determined and published annually by the FSB faculty) then the student is provided two options for fulfilling the basic requirement for the course (s) in question: 1) either to take the FSB approved on-line course for no credit, 2) or to enroll in the Business Basics courses (1.5 units each).

M.B.A. applicants with these business courses on their transcript prior to entering the M.B.A. program (with a 3.000 or B grade or better for the respective course), have the option to take one or more of the Business Basics courses and/or begin immediately with the core courses.

### **BUSINESS BASICS (1.5 UNITS EACH)**

- BUS 601 Financial Accounting \*
- BUS 602 Cost Accounting \*
- BUS 603 Business Communications \*\*
- BUS 604 Marketing \*\*
- BUS 605 Economic Survey \*
- BUS 606 Finance \*
- BUS 607 Business Law \*\*
- BUS 608 Business Math \*
- BUS 609 Business Golf (optional)

*\* M.B.A. applicants who do not have these courses on their transcripts may test out of the courses through an on-line assessment exam provided by the Fermanian School of Business in partnership with Ivy Software, take the approved on-line courses (no credit), or enroll in the Business Basics course (credit).*

*\*\* M.B.A. applicants who do not have these Business Basics (Business Law, Marketing and Business Communication) on their transcripts may demonstrate professional experience in these courses during the application process or enroll in the Business Basics courses.*

M.B.A. Options

Courses

# ***FERMANIAN SCHOOL OF BUSINESS COURSES***

## **BUS 601 (1.5) FINANCIAL ACCOUNTING**

The theory and practice of accounting applicable to measuring, recording and reporting business transactions for external uses. Topics include short-term liquid assets, merchandising operations, inventories, long-term assets, current and long-term liabilities, and corporate capital accounts.

## **BUS 602 (1.5) COST ACCOUNTING**

The study of information systems for management accounting, the analysis of accounting information for planning and management decision-making, and the use of various performance measurements and evaluation techniques.

## **BUS 603 (1.5) BUSINESS COMMUNICATIONS**

The fundamental of business written and oral communication including informal communication skill assessment and improvement, crisis management, public speaking, formal business presentations, the presentation of complex information and the use of presentation software.

## **BUS 604 (1.5) MARKETING**

The role of marketing in society and in the organization; construction of a formal marketing plan, including choice of target market, product development, pricing, distribution, and promotion. Additional topics include the social, legal and ethical dimensions of marketing.

## **BUS 605 (1.5) ECONOMIC SURVEY**

A survey of the fundamental principles of macro and micro economics. The course includes the basics of supply and demand economics including the production, distribution and exchange of wealth as well as national fiscal and monetary policy.

## **BUS 606 (1.5) FINANCE**

The role of finance and functions of a financial manager. To integrate the techniques, concepts and analysis of finance. Topics include financial planning and cash budgeting, the role of financial markets and interest rates, discounted cash flow analysis and capital budget techniques, capital structure and leverage, and dividend policy.

## **BUS 607 (1.5) BUSINESS LAW**

This course provides a general introduction to law and business. It will do so using traditional legal analysis, supplemented by a substantial use of law and economics. Topics covered include: choice of corporate form; capital markets law, including venture capital and IPOs; antitrust; intellectual property; telecommunications and the regulation of natural monopoly; and e-Commerce.

## **BUS 608 (1.5) BUSINESS MATH**

This course is designed for the graduate student who wants to refresh their mathematical background for basic courses in finance, statistics, and economics. The main topics are as follows: a review of basic tools such as algebra, and exponents; solving word problems; linear systems (equations and matrices, etc.); exponential and logarithmic functions, mathematics of finance; and basic tools of calculus (limit, derivative, optimization, and integral).

## **BUS 609 (1.5) BUSINESS GOLF**

Learn swing fundamentals, golf etiquette, basic USGA rules, and "business golf rules". Use golf as a tool for networking, business deals and relationship building. How corporate golf events and tournaments work. The Golf Business: Retail, Manufacturing, Golf Courses, PGA Tour . . . Golf: Profit, Personal relationships and Philanthropy.

## **BUS 610 (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 611 (3) LEADING WITH INTEGRITY: BUSINESS ETHICS, CORPORATE SOCIAL RESPONSIBILITY AND SOCIAL ENTREPRENEURSHIP**

This course is the cornerstone of the M.B.A. experience and is taught in an intensive seminar format which brings in executives who have led with integrity by living out their faith in their public profession and private life. The course challenges the M.B.A. professional to integrate their academic knowledge, core values, and professional experience. It emphasizes the challenges executives face in balancing the needs of customers, community, shareholders, employees, and other stakeholders with Biblical, ethical, and legal considerations. Graded Credit/No Credit.

## **BUS 615 (3) MANAGERIAL ACCOUNTING**

Develops the concepts and techniques necessary to analyze financial information 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.

**Prerequisite: Business 602 or equivalent.**

**BUS 620 (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 625 (3) BUSINESS STATISTICS AND QUANTITATIVE METHODS**

This course covers statistical concepts and tools needed for business applications in the global economy. Also provides relevant quantitative tools necessary for more advanced electives in the curriculum, especially finance, marketing, managerial economics, and operations management.

**Prerequisite: Business 608, equivalent or consent of the instructor.**

**BUS 630 (3) MANAGERIAL ECONOMICS**

The course is about the principles and techniques of managerial economics and its applications to every day business challenges. Topics include the theories of price, production, consumer behavior, cost, distribution, risk and uncertainty, and transaction costs.

Prerequisite: Business 625 or equivalent.

**BUS 635 (3) INTERNATIONAL BUSINESS**

An overview of international business and the political economy of nations. The course may include an off-campus component. The course provides the theoretical background and appreciation for the international trade environment including economics and finance.

**BUS 640 (3) TECHNOLOGICAL INNOVATION AND MANAGEMENT KNOWLEDGE**

This course investigates and demonstrates 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 645 (3) ORGANIZATIONAL LEADERSHIP**

Students explore the development of theoretical basis of what intrinsically and extrinsically motivates people to exceptional performance. The course examines different leadership styles, personal leadership effectiveness, and contemporary leadership literature. Students analyze the ways leadership and culture shape an organization's environment and history.

**BUS 650 (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 655 (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 660 (3) CONTEMPORARY MANAGEMENT IN A COMPETITIVE WORLD**

This course explores how high performance in organizations is related to one's ability to adapt to changing internal and external needs and the impact of values upon the performance of the organization. It examines 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 is 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 includes an assessment of the student's own orientation to change and style of change leadership.

**BUS 665 (3) ORGANIZATIONAL COMMUNICATION**

Organizational Communication examines the role and function of communication in creating the dynamics of organizational life. Students explore the impact of information technology on the dissemination, content, patterns and context of communication.

**BUS 670 (3) FINANCIAL MANAGEMENT**

This course explores the role of the financial manager in providing the financial resources necessary for the

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.

**Prerequisites:** *Business 606 (or equivalent), 615, 625.*

**BUS 672 (3) ENTREPRENEURSHIP**

Business start-ups, venture capital, planning, and the expansion of small or family run businesses. Course includes lectures by entrepreneurs, financial planning using spread sheets, and preparation of a formal business plan.

**BUS 674 (3) REAL ESTATE INVESTMENT**

Investment in real estate markets, real estate property including deeds, mortgages, escrow, title insurance, leases, rentals, etc. This course satisfies the educational requirement for real estate broker's license.

**BUS 675 (3) STRATEGIC MANAGEMENT**

The aim of this course is to give the student a thorough 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 685 (3) MANAGEMENT OF NOT-FOR-PROFIT ORGANIZATIONS**

This course covers the application of management principles to non-profit organizations, including managing volunteers, advising board of directors, accounting, investment, financial management, marketing, fund raising, ethics and responsibility to society and donors.

**BUS 690 (1-3) SPECIAL STUDIES IN BUSINESS ADMINISTRATION**

Selected studies in an area of Business Administration as determined by the School of Business. Permission is required from the Director for Graduate Programs and the course faculty. Students may repeat up to a total of nine units.

**BUS 695 (3) APPLIED PROJECT**

To finalize the graduation requirements for the M.B.A. 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. The project is divided into the following parts: proposal, fact-finding, solution building, professional report, and formal presentation to a faculty committee. This project is to be completed as a self-directed study under the guidance of a selected faculty mentor. For those projects not completed during the two year course of study, students will be charged a Business 695 Extension Fee each semester until completed. Graded Credit/No Credit.

# ***SCHOOL OF EDUCATION***

## **Mission Statement**

Point Loma Nazarene University's School of Education offers selected credential and degree programs of academic rigor in an environment of vital Christianity in the Wesleyan tradition. The School's commitment is to prepare thoughtful, culturally sensitive, scholarly professional educators who utilize the latest research and exemplary methods to ensure learning and achievement. The faculty is committed to equip students to become influential moral and ethical leaders in a highly competitive, diverse, and ever-changing society.

## **Career Opportunities**

The professional program courses are sequenced to prepare candidates for success on the California Teacher Performance Assessment and in your teaching career. Throughout the program methodologies based on current practice and research are modeled and reinforced. The practice and application components of the methods courses are easily facilitated because the School of Education is field-based. Candidates are required to be in classrooms for approximately 85 hours of documented and evaluated observation and participation prior to student teaching.

Admission to the University may be considered Level 1 admission to the School of Education. However, it neither implies nor guarantees approval for student teaching (Level 2 admission). If, in the opinion of the School of Education, a student fails to meet acceptable professional and personal standards, the department may disqualify any individual from attempting to complete preparation for a career in education. Students desiring to fulfill the requirements of a credential for public school service are advised to declare their intentions as early as possible in their academic careers. For the Multiple Subject Credential candidate, this decision should be made during the first year of the student's enrollment at the University. The Single Subject Credential candidate should decide no later than the sophomore year. Transfer students should consult with the appropriate departmental advisor immediately.

All prospective teachers should plan their major requirements and those set forth by the School of Education to establish the proper sequence of courses and the fulfillment of all professional requirements. The Credentialing and Educational Placement Office provides a variety of services: transcript evaluation, credential applications, and career services for the student. The credential analyst acts as a liaison between the candidate and the California Commission on Teacher Credentialing.

## **Programs**

- Master of Arts in Education
- Educational Specialist in Educational Leadership (Ed.S.)
- Post-Baccalaureate Teaching and Professional Services Credentials

## Courses

# *MASTER OF ARTS IN EDUCATION*

The Master of Arts degree in Education is an advanced academic degree that builds upon an appropriate undergraduate foundation. A total of 36 semester units is required for the degree. The curriculum for each of the concentrations in this degree links theory to practice for teachers, counselors, principals and other educators.

## **Graduation Requirements**

1. A completed Application for Degree Candidacy (on-line or in the Records Office, main campus);
2. Satisfactory completion of the prescribed course of study with a cumulative grade-point average of 3.000 or higher;
3. Completion of the approved graduate program consisting of a minimum of 36 units;
4. A recommendation from the Program Coordinator and Director of the Regional Center;
5. All accounts paid in full.

## **Admission Requirements to Master of Arts in Education**

1. A completed application for admission to the program;
2. Successful completion of post-baccalaureate credential program or graduate degree program or an undergraduate upper-division grade-point average of 3.000;
3. Official transcript showing completion of a bachelor degree (other transcripts may be required if Master's program is joined with a credential program, but these will not be required for admission);
4. A minimum of two recommendations from appropriate persons who have knowledge of the applicant's character and professional performance;
5. A writing sample which indicates graduate-level ability;
6. Test scores: Graduate Record Exam or Miller Analogies Test and/or a graduate degree; and
7. An interview with the appropriate graduate director or coordinator.

## **CONCENTRATIONS**

### **Teaching and Learning**

The Master of Arts in Education with a concentration in Teaching and Learning strategically refines the ability of classroom teachers to deeply understand and apply "best practices" and the latest research on effective teaching to significantly improve student learning in their classrooms. This program substantially builds on the foundation of the Preliminary Multiple or Single Subject credential and Beginning Teacher Support and Assessment (BTSA) Induction program requirements.

Candidates serving in private schools or charter schools, who are not part of a Beginning Teacher Support and Assessment (BTSA) Induction program, may earn a California Commission for Teacher Credentialing approved 2042 Fifth Year Professional Clear credential as part of the Master of Arts program.

The Master of Arts in Teaching and Learning is a 36 unit evidence-based program, focused on significant candidate transformation along the California Standards for the Teaching Profession's Learning to Teach continuum.

Candidates develop differentiated learning plans for their graduate coursework, building on the evidence of their prior knowledge, skills, and dispositions. Up to six units of post-baccalaureate coursework aligned with the course of study below may be transferred from other institutions toward this degree. Candidates with their preliminary coursework from this University may apply up to 12 units of approved coursework.

As part of fulfilling the program elective requirements, an in-depth option may be chosen in a variety of areas including:

- Reading Certification
- Cross-Cultural Language and Academic Development
- Educational Leadership
- Special Education
- Counseling and Guidance
- Content Research
  - Advanced candidates may pursue in-depth research in a content area with a content area expert or enroll in a seminar series leading to National Board Certification (9 units of GED 691 Special Studies).

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 502	Research-Based Learning Theory	3
EDU 506	Principles of Language Acquisition and Preparation to Teach English Learners	3
EDU 508	Assessment and Research Practices And either	3
EDU 522	Differentiated Writing and Related Language Arts Instruction for All Learners (Multiple Subject)	3
<b>OR</b>		
EDU 536	Curriculum Development, Innovation, and Evaluation (Single Subject)	3

#### **CORE COURSES**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GED 628*	Using Technology to Support Student Learning (BTSA Standard 16)	1-3
GED 639*	Health Education (BTSA Standard 16)	
GED 642*	Advanced Teaching of English Learners (BTSA Standard 19)	1-3
GED 672	Philosophy of Education	3
GED 677*	Teaching Special Populations (BTSA Standard 20)	1-3
GED 683*	BTSA Induction/Reflective Coaching	3-6
*Clear Credential Requirements		
	In-Depth Options (below)	6-9
<b>MASTER'S TOTAL</b>		<b>36</b>

#### **IN-DEPTH OPTIONS FOR TEACHING AND LEARNING**

##### **Reading Certification**

GED 692	Standards, Assessment and Instruction: Comprehending and Composing Written Language	3
GED 693	Research-based Intervention: Models and Strategies	2
GED 694	Standards, Assessment and Instruction: Word Analysis, Fluency, and Systematic Vocabulary Development	3
GED 698	Special Studies in Education: Literacy Field Studies (Reading Certificate Level)	1

##### **Cross-Cultural Language and Academic Development (CLAD)**

GED 641	School Communities in a Pluralistic Society (BTSA Standard 17)	3
GED 668	Bilingual Education and	3

Specially Designed Academic  
Instruction

GED 685 Research Field Study and Special Topics in Multicultural Education 3

### **Educational Leadership**

GED 603 Visionary Leadership (plus one unit of related fieldwork) 3+1

GED 604 Instructional Leadership for the Success of All Students (Plus one unit of related fieldwork) 3+1

GED 686 Educational Leadership Fieldwork 1

**OR**

GED 691 Special Studies - Action Research 1

Options Other Educational Leadership courses as approved by advisor 3

### **Special Education**

GED 621 Assessment Procedures and Services for Students with Disabilities 3

GED 631 Curricular and Instructional Adaptations for Students with Mild/Moderate Disabilities 3

GED 632 Collaboration and Consultation for IEP Implementation, Evaluation and Program Development 3

### **Counseling and Guidance**

GED 662 Foundations of Counseling and Counseling Theory 3

GED 663 Individual and Group Counseling and Ethical Standards 3

GED 664 Counseling for Academic Achievement and Career Development 3

Options Other Counseling and Guidance courses as approved by advisor 3

### **In-Depth Study in a Content Area (Nine units)**

GED 691 Working with mentors, candidates may develop an in-depth study in a content area such as National Board Certification, GATE certification, Applied Technology, or in a discipline such as English Language Development, Mathematics, History/Social Science, Biology, English, Art, Music, Languages. 9

## **Special Education**

The Master of Arts in Education with a concentration in Special Education builds on the foundation of the Preliminary Level I Education Specialist credential. M.A. candidates develop advanced level knowledge, skills, and dispositions aligned with professional standards and directly apply research-based theory and "best practices" as they teach students with special needs in their own classrooms.

Level II Education Specialist credential requirements are incorporated into this advanced degree and are strategically aligned and blended with BTSA Induction requirements to equip special education teachers in BTSA Induction programs to address Level II credential proficiency requirements as they complete their BTSA requirements.

The Master of Arts in Special Education is an evidence-based program. Candidates develop differentiated learning plans for their graduate level coursework, building on the evidence of prior knowledge, skills, and dispositions that they bring into the program. This customized instructional design is focused on significant transformation along the California Standards for the Teaching profession's Learning to Teach Continuum and the Council for Exceptional Children's Professional Standards.

Up to six units of post- baccalaureate coursework aligned with the course of study below may be transferred from other institutions toward this degree. Candidates with their preliminary coursework from this University may apply up to 9 units of approved coursework. Mild/Moderate students may use GED 621, GED 631, and GED 632. Moderate/Severe students may use EDU 508, GED 621, and GED 626.

**Special Education [Mild/Moderate]**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
	Post-Baccalaureate Preliminary Credential or other graduate level coursework	0-9
GED 616	Curriculum Development, Innovation, and Evaluation (BTSA Standard 15)	1-3
GED 622	Advanced Special Education Assessment	1-3
GED 628	Using Technology to Support Student Learning (BTSA Standard 16)	1-3
GED 634	Transition Services for Students with Disabilities	1-3
GED 639	Health Education (BTSA Standard 18)	1-3
GED 642	Advanced Teaching of English Learners (BTSA Standard 19)	1-3
GED 672	Philosophy of Education	3
GED 684	BTSA Induction Fieldwork or Reflective Coaching Fieldwork for non-BTSA Candidates	3-6
<b><i>Elective Recommended:</i></b>		
GED 638	Systems Management for Student Success in the Moderate/Severe Classroom	3
<b>OR</b>		
GED 691	Special Studies: Action Research	3
<b>MASTER'S TOTAL</b>		<b>36</b>

**Special Education [Moderate/Severe]**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
	Post-Baccalaureate Preliminary Credential or other graduate level coursework	0-9
GED 622	Advanced Special Education Assessment	1-3
GED 628	Using Technology to Support Student Learning (BTSA Standard 16)	1-3
GED 634	Transition Services for Students with Disabilities	1-3

GED 638	Systems Management for Student Success in the Moderate/Severe Classroom	1-3
GED 639	Health Education (BTSA Standard 18)	1-3
GED 642	Advanced Teaching of English Learners	1-3
GED 672	Philosophy of Education	3
GED 684	BTSA Induction Fieldwork or Reflective Coaching Fieldwork for non-BTSA Candidates	3-6
<b><i>Elective Recommended:</i></b>		
GED 616	Curriculum Development, Innovation, and Evaluation	3-6
<b><i>OR</i></b>		
GED 691	Special Studies: Action Research	3
<b>MASTER'S TOTAL</b>		<b>36</b>

### **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. This concentration can also be designed for individuals who seek a Master of Arts degree only.

#### **Master's Degree only**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GED 633	Educational Law and Finance	3
GED 641	School Communities in a Pluralistic Society	3
GED 662	Counseling and Counseling Theory	3
GED 663	Individual and Group Counseling and Ethical Standards	3
GED 664	Counseling for Academic Achievement and Career Development	3
GED 667	Comprehensive Counseling and Guidance Programs: Coordination and Collaboration	3
GED 670	Advanced Educational Psychology	3
GED 672	Philosophy of Education	3
GED 681	Educational Measurement and Evaluation	3
<b><i>Fieldwork/Elective (A minimum of 3 units fieldwork)</i></b>		
GED 687	Research, Field Studies & Practicum in Counseling and Guidance	3-9
<b><i>Electives (6 units) to be selected from:</i></b>		
GED 601	Foundations of Leadership and Educational Issues	3
GED 665	Safe Schools and Violence Prevention	3
GED 675	Family Systems	3
GED 677	Teaching Strategies for Special	3

	Populations	
	<b>MASTER'S TOTAL</b>	36
<b>Master's and PPS Credential</b>		
<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GED 601	Foundations of Leadership and Education Issues	3
GED 633	Educational Law and Finance	3
GED 641	School Communities in a Pluralistic Society	3
GED 662	Foundations of Counseling and Counseling Theory	3
GED 663	Individual and Group Counseling and Ethical Standards	3
GED 664	Counseling for Academic Achievement and Career Development	3
GED 665	Safe Schools and Violence Prevention	3
GED 667	Comprehensive Counseling and Guidance Programs: Coordination and Collaboration	3
GED 670	Advanced Educational Psychology	3
GEN 672	Philosophy of Education	6
GED 675	Family Systems	3
GED 681	Educational Measurement and Evaluation	3
GED 687	Research, Field Studies & Practicum in Counseling and Guidance	9
	<b>And either</b>	
GED 677	Teaching Strategies for Special Populations	1-3
	<b>OR</b>	
	Demonstration of competency in the area of Special Education	0-3
	<b>TOTAL</b>	45-48

### **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 & Education Leadership Degree**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GED 603 & 603F	Visionary Leadership	3+1
GED 604 & 604F	Instructional Leadership for the Success of All Students	3+1
GED 606 & 606F	Organizational Leadership and Resource Management	3+1
GED 609 & 609F	Collaborative and Responsive Leadership	3+1
GED 610 & 610F	Leadership within the Political, Social, Economic and Legal	3+1

	Framework	
GED 611 & 611F	Ethical, Moral and Servant Leadership	3+1
GED 672	Philosophy of Education	3
GED 681	Educational Measurement and Evaluation	3
	Electives	6
	<b>CREDENTIAL TOTAL</b>	<b>24</b>
	<b>MASTER'S TOTAL</b>	<b>36</b>
Courses		

# ***EDUCATIONAL SPECIALIST IN EDUCATIONAL LEADERSHIP***

The Educational Specialist degree is a post-master's degree 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 are required. At the conclusion, a comprehensive examination is written. 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.

## **Graduation Requirements (Ed.S.)**

1. A completed Application for Degree Candidacy (on-line or in the Office of Records, main campus);
2. Satisfactory completion of the prescribed course of study;
3. Satisfactory score on a written comprehensive examination over the field of specialization;
4. A recommendation from the School of Education faculty; and
5. All accounts paid in full.

## **Admission Requirements to the Educational Specialist in Educational Leadership (Ed.S.)**

1. A completed application for admission to the program;
2. A minimum of two recommendations from appropriate persons who have knowledge of the applicant's character and professional performance
3. A master's degree from an accredited institution and an academic background adequate for the specialized study required;
4. 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; and
5. A grade-point average of 3.000 on master's degree work.

## **Required Courses for the Educational Specialist Degree**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GED 700	Leadership Theories and Human Relations	3
GED 715	Instructional Leadership and Staff Development	3
GED 725	Management of Human Resources	3
GED 730	Decision Making for Curricular Change and Improvement	3
GED 740	Educational Law, Finance and Governance	3
GED 755	Professional and Political Issues in Organizations	3
GED 760	School/Community Relations in a Changing Society	3
GED 780	Philosophical and Sociological Backgrounds in Education	3
GED 795	Concurrent Course Assignments	1-8
Successful completion of a comprehensive examination		
<b>Ed.S. TOTAL</b>		<b>32</b>

## **Required Courses for the Professional Administrative Credential**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GED 796	Advanced Fieldwork, Mentoring and Induction	3
GED 797	Professional Development and Assessment	3
	<b>Credential TOTAL</b>	<b>6</b>
Courses		

# ***POST-BACCALAUREATE TEACHING AND PROFESSIONAL SERVICES CREDENTIALS***

## **Admission Requirements to Post-Baccalaureate Credentials**

- A completed application for admission to the program;
- Two or more letters of recommendation, as required for the academic program for which the student is applying;
- Application fee (see Fee Schedule);
- Official transcripts showing completion of a baccalaureate or higher-level degree from an institution that is accredited by a regional accrediting association;
- California Basic Educational Skills Test (CBEST): A passing score on the CBEST is required;
- Education and Grade-Point Average: Teacher candidates must have completed a baccalaureate or higher degree from a regionally accredited college or university. A cumulative undergraduate grade point average of 2.750 is required to be admitted into the credential program. Candidates who do not have a 2.750 cumulative grade point average may apply for "Program Eligibility under Exception" through their advisor;
- Teacher Education Program Interview: All candidates must complete a personal interview with faculty from the School of Education; and
- Pay all accounts in full.

**\*Other Credential Requirements** (due at least 90 days prior to filing the Application for Degree Candidacy with the Office of Records)

- Subject Matter Competence: Single Subject candidates meet this requirement by completing a state-approved subject matter competency program or by passing the appropriate subject matter exam. Information about examinations is available at each location. Multiple Subject candidates are required to pass the CSET: MS.
- Professional Preparation: met by completing the sequence of courses for the appropriate credential program.
- US Constitution: Knowledge of the Constitution is demonstrated by either a California Commission on Teacher Credentialing approved college level course, by exam, or by a workshop followed by an exam offered by PLNU.
- Developing English Language Skills: Met by passing Education 532.
- Teacher Performance Assessment (TPA)/E-Portfolio: All candidates will also be required to successfully pass California's Teacher Performance Assessment (TPA). All credential candidates will be required to establish an electronic portfolio, providing evidence of meeting required competencies.
- Current CPR Certification: Successful completion of an approved infant-child-adult CPR course and documentation of that fact is required before applying for a preliminary credential.
- Computer Level I Competencies: Computer Level I competencies are imbedded into Education coursework and successful completion of coursework will meet this standard.
- Health Clearance: Evidence must be presented that the candidate is free from tuberculosis.
- Certificate of Clearance: Teacher candidates must possess or apply for a Certificate of Clearance or CTC document that requires fingerprinting clearance as they apply for admission to the credential program.
- Reading Instruction Competence Assessment (RICA): Multiple Subject and Education Specialist candidates are required to pass the Reading Instruction Competence Assessment (RICA) exam prior to applying for a teaching credential.

*\*Note: The above must be completed in order to obtain a credential.*

Point Loma Nazarene University has a Teacher Education Handbook. This handbook is provided to those applying to the program and contains the actual forms required for credential program admission as well as the instructions for completion.

Once admitted to the program, candidates are assessed during each course as well as in their fieldwork experiences. Decisions regarding each candidate's ability to continue in the program are made prior to both the first and second student teaching assignments.

Upon successful completion of all requirements and coursework, candidates may apply for the appropriate Preliminary/Level I credential.

## **PRELIMINARY TEACHING CREDENTIALS**

### **Preliminary Level I Multiple Subject Teaching Credential and Intern Program**

A Multiple subject Teaching Credential enables a person to teach in a self-contained (K-12) classroom in California. Candidates receive coursework in educational research and theory as well as methodology in reading, language arts, science, social studies, and mathematics. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 502	Research-Based Learning Theory	3
EDU 504	Legal, Ethical and Wesleyan Perspectives on Education	3
EDU 506	Principles of Language Acquisition and Preparation to Teach English Learners	3
EDU 508	Assessment and Research Practices	3
EDU 520	Differentiated Reading and Related Language Arts Instruction for All Learners	3
EDU 522	Differentiated Writing and Related Language Arts Instruction for All Learners	3
EDU 524	Differentiated Mathematics Instruction for All Learners	3
EDU 526	Differentiated Elementary Science, Health and Physical	3
EDU 528	Differentiated Social Science and Visual and Performing Arts Instruction for All Learners	3
EDU 540	Student Teaching/ Intern Teaching I	4
EDU 541	Student Teaching/Intern Teaching Inquiry and Reflection I	1
EDU 550	Student Teaching/ Intern Teaching II	4
EDU 551	Student Teaching/ Intern Teaching Inquiry and Reflection II	1
	<b>TOTAL</b>	<b>37</b>

### **Preliminary Level I Single Subject Teaching Credential and Intern Program**

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. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 502	Research-Based Learning	3

	Theory	
EDU 504	Legal, Ethical and Wesleyan Perspectives on Education	3
EDU 506	Principles of Language Acquisition	3
EDU 508	Assessment and Research Practices	3
EDU 530	Differentiated Instruction For All Learners in the Secondary Classroom	3
EDU 532	Secondary Content Area Literacy	3
EDU 534	General Methods for Secondary Teachers	3
EDU 536	Curriculum Development, Innovation and Evaluation	3
EDU 540	Student Teaching/Intern Teaching I	4
EDU 541	Student Teaching/ Intern Teaching Inquiry and Reflection I	1
EDU 550	Student Teaching/ Intern Teaching II	4
EDU 551	Student Teaching/ Intern Teaching Inquiry Reflection II	1
	<b>TOTAL</b>	<b>34</b>

#### **Preliminary Level I Education Specialist (Mild/Moderate) Teaching Credential and Intern Program**

This credential prepares teachers to create, develop and implement individualized adaptations and accommodations to facilitate access to learning of the core curriculum in a variety of environments. Coursework focuses on state and federal regulations, Individual Education Plans (IEP), specialized curricula, learning, behavior and transition strategies as well as the use of current and assistive technologies. Candidates in this program develop skills in working as collaborators in educational settings.

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 502	Research-Based Learning Theory	3
EDU 504	Legal, Ethical and Wesleyan Perspectives on Education	3
EDU 506	Principles of Language Acquisition	3
EDU 508	Assessment and Research Practices	3
EDU 520	Differentiated Reading and Related Language Arts Instruction for All Learners	3
EDU 522	Differentiated Writing and Related Language Arts Instruction for All Learners	3
EDU 524	Differentiated Mathematics Instruction for All Learners	3
	<b>OR</b>	
EDU 534	General Methods for Secondary Teachers	3
EDU 533	Foundations of Special Education and Characteristics of Students With Disabilities	3
GED 621	Assessment Procedures and Services for Students with	3

	Disabilities	
GED 631	Curricular and Instructional Adaptations for Students with Disabilities	3
GED 632	Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	3
	<b>TOTAL</b>	<b>33</b>

**Students who are not under contract with a school district also take:**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 540	Student Teaching/ Intern Teaching I	4
EDU 541	Student Teaching/ Intern Teaching Inquiry and Reflection I	1
EDU 560	Special Education Student Teaching II	4
EDU 561	Special Education Student Teaching Inquiry and Reflection	1
	<b>TOTAL</b>	<b>10</b>

**Students who are under an intern contract with a school district also take:**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 555	Education Specialist Intern Support Seminars (.5 unit for 4 semesters)	2
EDU 570	Special Education Supervised Intern Teaching I	4
EDU 571	Special Education Supervised Intern Inquiry and Reflection I	1
EDU 580	Special Education Supervised Intern Teaching II	4
EDU 581	Special Education Supervised Intern Inquiry and Reflection II	1
	<b>TOTAL</b>	<b>12</b>

**Preliminary Level I Education Specialist (Moderate/Severe) Teaching Credential**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 502	Research-Based Learning Theory	3
EDU 504	Legal, Ethical and Wesleyan Perspectives on Education	3
EDU 507	Principles of Language Acquisition for Students with Moderate/Severe Disabilities	3
EDU 508	Assessment and Research Practices	3
EDU 520	Differentiated Reading and Related Language Arts Instruction for All Learners	3
EDU 522	Differentiated Writing and Related Language Arts Instruction for All Learners	3
EDU 525	Methods of Teaching Students	3

	with Moderate/Severe Disabilities	
EDU 533	Foundations of Special Education and Characteristics of Students With Disabilities	3
GED 621	Assessment Procedures and Services for Students with Disabilities	3
GED 626	Organization and Management for Success in the Moderate/Severe Classroom	3
GED 632	Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	3
	<b>TOTAL</b>	<b>33</b>

**Fieldwork with special placement depending upon credential authorization (10-12 units)**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 540	Student Teaching/Intern Teaching I	4
EDU 541	Student Teaching/ Intern Teaching Inquiry and Reflection I	1
EDU 560	Special Education Student Teaching II	4
EDU 561	Special Education Student Teaching Inquiry and Reflection	1
	<b>OR (for those under contract with a school district)</b>	
EDU 555	Education Specialist Intern Support Seminars (.5 units for 4 semesters)	2
EDU 570	Special Education Supervised Intern Teaching I	4
EDU 571	Special Education Supervised Intern Inquiry and Reflection I	1
EDU 580	Special Education Supervised Intern Teaching II	4
EDU 581	Special Education Supervised Intern Inquiry and Reflection II	1
	<b>TOTAL</b>	<b>43-45</b>

**TITLE II INFORMATION**

According to federal regulations, all accredited departments, schools, and colleges of education are required to report information regarding their candidates' passing rates on examinations. A summary of the passing rates may be found on the Web site at [www.pointloma.edu](http://www.pointloma.edu).

**Professional Clear Teaching Credential: Multiple Subject or Single Subject For: Private/Charter School Professional Clear Credential Candidates**

Point Loma Nazarene University offers the "Fifth Year" alternative Professional Clear Credential Program to Private and Charter School Teachers who need to complete requirements for the Ryan or 2042 Professional Clear Credential.

A PLNU Credential Analyst reviews the transcripts and credential renewal requirements for each teacher participating in the Partnership Program.

The 2042 Professional Clear Credential requires 30 Post B.A. units approved by PLNU, including four 3 unit advanced courses to be taken AFTER completion of the preliminary credential.

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
	2042 Professional Clear Credential Advanced Courses	
GED 628	Using Technology to Support Student Learning (Standard 16)	1-3
GED 639	Health Education (Standard 18)	1-3
GED 642	Advanced Teaching of English Learners (Standard 19)	1-3
GED 677	Teaching Special Populations (Strandard 20)	1-3
	<b>Professional Clear Advanced Coursework TOTAL</b>	<b>12</b>

If 2042 credential candidates **have** 30 Post B.A. units, they will only need the 12 advanced course units and can complete those courses in two semesters.

If candidates **do not have** 30 Post B.A. units, they will meet with an advisor to set up an appropriate program plan.

Sample 30 units program: GED 616, GED 628, GED 639, GED 641, GED 642, GED 670, GED 672, GED 677, GED 683, GED 691.

The needs of Ryan Credential Candidates are addressed separately if there are course requirements beyond those offered above for 2006-2007.

Those interested in seeking a Master of Arts in Education in Teaching and Learning in addition to the Professional Clear Credential may apply their coursework to the M.A. degree. This degree requires 36 units of 12 courses of graduate level work. Candidates usually take six units per semester including summers.

### **Professional Clear Level II Education Specialist (Special Education) Teaching Credential**

Point Loma Nazarene University provides the following coursework for the Level II Education Specialist Credential Program to eligible candidates.

#### **Mild/Moderate (18-21 units)**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GED 616	Curriculum Development, Innovation, and Evaluation	1-3
GED 622	Advanced Special Education Assessment	1-3
GED 628	Using Technology tro Support Student Learning	1-3
GED 634	Transition Services for Students with Disabilities	1-3
GED 639	Health Education	1-3
GED 642	Advanced Teaching of English Learners (BTSA Standard 19)	1-3
GED 684	Fieldwork (BTSA Formative Assessment Fieldwork)	3

#### **Moderate/Severe (18-21 units)**

GED 622	Advanced Special Education Assessment	1-3
GED 628	Using Technology to Support Student Learning	1-3
GED 634	Transition Services for Students with Disabilities	1-3
GED 638	Systems Management for Student Success in the Moderate/Severe Classroom	1-3
GED 639	Health Education	1-3

GED 642	Advanced Teaching of English Learners (BTSA Standard 19)	1-3
GED 684	Fieldwork (BTSA Formative Assessment Fieldwork)	3

### **Certificate Programs**

#### **Reading Certificate**

The pivotal goal of all the courses in the Reading Certificate program is to contribute to the improved reading achievement of California's children by influencing the professional growth of their teachers. Upon successful completion of all coursework, candidates may apply to the California Commission on Teacher Credentialing (CCTC) for the Reading Certificate.

Candidates compete the following coursework:

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GED 628	Using Technology to Support Student Learning (BTSA Standard 16)	1-3
GED 692	Standards, Assessment and Instruction: Comprehending and Composing Written Language	3
GED 693	Research-based Intervention: Models and Strategies	2
GED 694	Standards, Assessment and Instruction: Word Analysis, Fluency, and Systematic Vocabulary Development	3
GED 698	Special Studies in Education: Literacy Field Studies (Reading Certificate Level)	1

#### **Crosscultural Language and Academic Development Certificate (CLAD)**

The purpose of this certificate 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 Certificate (EDU 506, GED 641, GED 642, and GED 668).

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GED 641	School Communities in a Pluralistic Society	3
GED 642	Advanced Teaching of English Learners (BTSA Standard 19)	3
GED 668	Bilingual Education and Specially Designed Academic Instruction	3
GED 685	Research Field Study and Special Topics in Multicultural Education	3

Courses

# ***SCHOOL OF EDUCATION COURSE DESCRIPTIONS***

## **Teaching Credential Courses**

### **EDU 502 (3) RESEARCH-BASED LEARNING THEORY**

An overview of the major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. Effective instructional strategies that ensure active and equitable participation of all students are analyzed and applied. Research-based theories of human learning are examined as to how these theories and practices inform school policies and practices and affect student conduct, attitudes and achievements.

### **EDU 504 (3) LEGAL, ETHICAL, AND WESLEYAN PERSPECTIVES ON EDUCATION**

Major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Research on the social and cultural conditions of K-12 schools are analyzed in relation to the purposes, functions and inequalities of schools. Different perspectives on teaching and learning, alternative conceptions of education are explored. A professional perspective that recognizes the ethical and professional responsibilities of teaching is developed. Relevant state and federal laws pertaining to the education of all students to sustain a just, democratic society are examined. The role of Christian educators in public and private schools from the Wesleyan tradition and perspective is emphasized.

### **EDU 506 (3) PRINCIPLES OF LANGUAGE ACQUISITION AND PREPARATION TO TEACH ENGLISH LEARNERS**

Provides candidates with the foundational understanding of English learners that equips candidates to use effective pedagogy for English learners in their classrooms to provide access to academic content and for language development. This course further provides candidates with a beginning understanding of the impact of cultural context on student learning (2042 Standards 5,7,13), language structure and use, first and second language development and their relationship to academic achievement (CTEL I Domains 1 and 2), assessment of English learners, foundations of English language literacy, development and content instruction, and approaches and methods for ELD and Content Instruction (CTEL 2 Domains 1, 2, and 3) are examined.

### **EDU 507 (3) PRINCIPLES OF LANGUAGE ACQUISITION FOR STUDENTS WITH MODERATE/SEVERE DISABILITIES**

Issues of language acquisition as related to students with Moderate/Severe Disabilities are the class focus. These include: assessment, behavior management, communication styles that impact learning, development of appropriate IEP goals, development of needed augmentative systems, and social skill instruction.

### **EDU 508 (3) ASSESSMENT AND RESEARCH PRACTICES**

Analyzes assessment practices and instruments used to evaluate student academic achievement and social behavior. Relationships between theory and practice provide the basis for reflection to encourage application of proven pedagogical strategies in the classroom.

### **EDU 520 (3) DIFFERENTIATED READING AND RELATED LANGUAGE ARTS INSTRUCTION FOR ALL LEARNERS**

Intensive instruction grounded in methodologically sound research and organized, systematic, explicit teaching of skills that promote fluent reading. Opportunities for candidates to learn, understand and effectively use materials, methods and strategies for all students, including students with varied reading levels and language backgrounds are provided. Instruction in reading and related language skills aligned with the state-adopted academic content standards is emphasized. The ability to deliver a comprehensive program of systematic instruction to ensure that students meet or exceed English Language-Arts (K-8) content standards for Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis is the goal.

### **EDU 522 (3) DIFFERENTIATED WRITING AND RELATED LANGUAGE ARTS INSTRUCTION FOR ALL LEARNERS**

Grounded in methodologically sound research, the course provides intensive instruction in how to deliver a comprehensive program of systematic instruction to ensure that students meet or exceed English Language-Arts (K-8) content standards and English Language Development standards for Writing and Listening and Speaking. Opportunities for candidates to learn, understand and effectively use materials methods and strategies for all students, including students with varied writing levels and language backgrounds are provided. The acquisition of, understanding and effective using of systematic instructional strategies designed to make curriculum comprehensible to English learners is emphasized.

### **EDU 524 (3) DIFFERENTIATED MATHEMATICS INSTRUCTION FOR ALL LEARNERS**

Planning of content-specific instruction consistent with state adopted curriculum frameworks for physical education and health and the methods of delivery of that content and planning and delivery of content-specific instruction consistent with state-adopted K-8 mathematics standards is the focus. The interrelated components of a balanced program of mathematics and the fostering of positive attitudes toward

mathematics are stressed. Includes instruction in how to model and teach students to solve problems using multiple strategies and to anticipate, recognize and clarify mathematical misunderstandings that are common among K-8 students.

**EDU 525 (3) METHODS FOR TEACHING STUDENTS WITH MODERATE/SEVERE DISABILITIES**

Study of curriculum and instruction appropriate for individualized services including supplementary aids, services and technology. Curricular issues to be addressed include: modification of the curriculum within natural environments appropriate to student needs, selecting appropriate curricula and developing instructional plans based on a variety of assessments. Instruction methods and strategies that are appropriate for individuals with diverse needs, interests and learning styles is addressed.

**EDU 526 (3) DIFFERENTIATED ELEMENTARY SCIENCE, HEALTH, AND PHYSICAL EDUCATION INSTRUCTION FOR ALL LEARNERS**

The major concepts, principles and investigations in the science disciplines including effective laboratory and field activities will be utilized. Critical thinking skills, basic analysis skills, and study skills are incorporated into content-based instruction and active forms of social science learning. The process of interrelation of ideas and information within and across science, social studies, and other subject areas utilizing the academic content standards is emphasized. Included also are specific teaching strategies that are effective in achieving goals of a) the development of a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; student knowledge of the rules and strategies of games and sports; and student self-confidence and self-worth in relation to physical education and recreation; b) the acceptance of personal responsibility for lifelong health; respect for and promotion of health in others; understanding of the process of growth and development; and informed use of health-relations information, products, and services.

**EDU 528 (3) DIFFERENTIATED SOCIAL SCIENCE AND VISUAL AND PERFORMING ARTS INSTRUCTION FOR ALL LEARNERS**

The major concepts, principles and investigations in the social science disciplines are studied through in-depth case studies, historical literature, and cross-cultural activities. Critical thinking skills, basic analysis skills, and study skills are incorporated into content-based instruction and active forms of social science learning. The process of interrelation of ideas and information within and across science, social studies, and other subject areas utilizing the academic content standards is emphasized. Specific teaching strategies that are effective in achieving goals of the visual and performing arts including how the various art forms related to each other, other subject areas, and to careers are utilized to emphasize and enhance writing literacy and goals of the visual and performing arts framework.

**EDU 530 (3) DIFFERENTIATED INSTRUCTION FOR ALL LEARNERS IN THE SECONDARY CLASSROOM**

Promotes the development of knowledge and skills necessary to support the literacy development of secondary students across the content areas. Intensive instruction in reading and language arts methodology that is aligned with the content standards for language arts is provided. Areas of focus include: teaching of comprehension skills, vocabulary, text structure analysis, writing processes, and teaching oral and written language across a variety of settings/functions. The ability to deliver a comprehensive program of systematic instruction to ensure that students meet or exceed English Language-Arts (9-12) content standards for Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis is the goal.

**EDU 532 (3) SECONDARY CONTENT AREA LITERACY**

Promotes the development of knowledge and skills necessary to support the literacy development of secondary students across the content areas. Intensive instruction in reading and language arts methodology that is aligned with the content standards for language arts is provided. Areas of focus include: teaching of comprehension skills, vocabulary, text structure analysis, writing processes, and teaching oral and written language across a variety of settings/functions. The ability to deliver a comprehensive program of systematic instruction to ensure that students meet or exceed English Language-Arts (9-12) content standards for Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis is the goal.

**EDU 533 (3) FOUNDATIONS OF SPECIAL EDUCATION AND CHARACTERISTICS OF STUDENTS WITH DISABILITIES**

An overview of the major educational practices of special education, including emergent issues, theories and research. The purpose of special education, laws, ethical concerns, perspectives, characteristics and needs of students with disabilities will be examined. This course provides an introduction to the foundations necessary to provide special education services in the school system. Behavior management strategies for creating effective, safe learning environments will be addressed.

**EDU 534 (3) GENERAL METHODS FOR SECONDARY TEACHERS**

Demonstration of mastery of specific competencies including writing objectives and student learning plans to make content accessible to all students, classroom management, interpretation and use of assessment, appropriate questioning, and use of technology in the classroom. Extensive use of demonstration lessons provides opportunity for reflection on practices attempted.

**EDU 536 (3) CURRICULUM DEVELOPMENT, INNOVATION AND EVALUATION**

Mastery of specific knowledge and skills needed for effective instruction in their content areas. Curriculum is analyzed and modified as necessary to maximize student learning and curricular alignment to the California Standards and Frameworks.

**EDU 540 (1-4) STUDENT TEACHING/INTERN TEACHING I**

Candidates observe and participate as teachers in the appropriate grade level classroom. Student teachers are "phased in" over a period of several weeks to an appropriate amount of full-day experience. This coursework is graded Credit/ No Credit.

**EDU 541 (1) STUDENT TEACHING/INTERN TEACHING INQUIRY AND REFLECTION I**

Application of principles of effective classroom management that maximize instructional time and enhance student academic achievement and social behavior. Candidates demonstrate their ability to create and maintain a positive learning environment. Seminar-like. Repeated twice, once each in conjunction with student teaching experiences. Graded Credit/No Credit in Arcadia and Bakersfield.

**EDU 550 (1-4) STUDENT TEACHING/INTERN TEACHING II**

Candidates assume full-day responsibilities sooner in the K-12 grading period in which the assignment is completed. Graded Credit/No Credit.

Co or Prerequisite: Education 540.

**EDU 551 (1) STUDENT TEACHING/INTERN TEACHING INQUIRY AND REFLECTION II**

Continuation of Education 541. Graded Credit/ No Credit in Arcadia, Bakersfield, and Inland Empire.

Prerequisite: Education 541.

**EDU 555 (.5 UNITS FOR 4 SEMESTERS= 2 UNITS) EDUCATIONAL SPECIALIST INTERN SUPPORT SEMINARS**

Seminar designed for processing urgent issues that interns face in their classrooms. Reflection on the link of theory and practice will create a network of professionals addressing learners with special needs. This network will help problem solve from a variety of perspectives, be able to identify resources, introduce interns to effective practitioners and build professional collegiality between and among those serving in different districts. Graded Credit/No Credit.

**EDU 560 (1-4) SPECIAL EDUCATION STUDENT TEACHING II**

Student teaching experience with students identified as having mild/moderate disabilities. Candidates supervised by an on-site master teacher and a university supervisor. Each candidate demonstrates basic skills in competencies that ensure appropriate learning and support experiences for students with mild/moderate disabilities. Graded Credit/No Credit.

**EDU 561 (1) SPECIAL EDUCATION STUDENT TEACHING INQUIRY AND REFLECTION II**

Continuation of Student Teaching I Inquiry and Reflection with a special focus on issues faced by educators serving those with mild/moderate disabilities. Graded Credit/ No Credit in Arcadia, Bakersfield, and Inland Empire.

**EDU 570 (1-4) SPECIAL EDUCATION SUPERVISED INTERN TEACHING I**

In this course interns complete all of their Supervised Intern Teaching in Special Education placements, but have specialized guided observations so that they will better see their role in collaboration with other educators. In addition, whenever possible, interns work alongside other teachers to assist students with special needs in the regular education classroom. Each candidate demonstrates basic skills in competencies that ensure appropriate learning and support experiences for students identified with mild/moderate disabilities. Feedback on classroom practice is provided by both an on-site supervisor and a University supervisor. Graded Credit/No Credit.

**EDU 571 (1) SPECIAL EDUCATION SUPERVISED INTERN INQUIRY AND REFLECTION I**

Seminar course where interns strengthen their ability to reflect upon and then improve their practice as related to classroom management, instructional strategies, consultation, collaboration as well as parent/community involvement. Taken in conjunction with Supervised Intern Teaching. Graded Credit/No Credit.

**EDU 580 (1-4) SPECIAL EDUCATION SUPERVISED INTERN TEACHING II**

Continuation of Education 570. Graded Credit/No Credit.

**EDU 581 (1) SPECIAL EDUCATION SUPERVISED INTERN INQUIRY AND REFLECTION II**

Continuation of Education 571. Graded Credit/No Credit.

**EDU 590 (1-3) SPECIAL STUDIES IN EDUCATION**

Intensive study in a special topic in education under the direction of faculty member. Consent of regional center director is required. May be repeated for a total of six units. Graded Credit/No Credit.

**EDU 591 (0.5-3) WORKSHOP IN EDUCATION**

Intensive study in a special topic in education involving university faculty and expert consultants. Consent of regional center director is required. May be repeated for a total of six units. Graded Credit/No Credit.

**EDU 599 (1-3) RESEARCH IN EDUCATION**

Open to students of proven ability. Consent of regional center director is required. May be repeated for a total of six units. Graded Credit/No Credit.

**Graduate Courses****GED 601 (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 602 (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 603 (3) VISIONARY LEADERSHIP**

Study of leadership practices that establish and support a shared vision for student learning throughout the school community.

**GED 603F (1) FIELDWORK AND PRACTICUM FOR VISIONARY LEADERSHIP**

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. Graded Credit/No Credit.

**GED 604 (3) INSTRUCTIONAL LEADERSHIP FOR THE SUCCESS OF ALL STUDENTS**

Study of strategies for translating the shared vision into observable actions including management of resources and collaboratively effecting improvements in curriculum and instruction for student success.

**GED 604F (1) FIELDWORK AND PRACTICUM FOR INSTRUCTIONAL LEADERSHIP FOR THE SUCCESS OF ALL STUDENTS**

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. Graded Credit/No Credit.

**GED 606 (3) ORGANIZATIONAL LEADERSHIP AND RESOURCE MANAGEMENT**

Study of labor relations, collective bargaining and management of contractual agreements with a focus on how to prioritize, plan and allocate human, fiscal and material resources to support the learning of all students.

**GED 606F (1) FIELDWORK AND PRACTICUM FOR ORGANIZATIONAL LEADERSHIP AND RESOURCE MANAGEMENT**

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. Graded Credit/No Credit.

**GED 608 (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 609 (3) COLLABORATIVE AND RESPONSIVE LEADERSHIP**

Study of strategies for supporting and maintaining the shared vision of student learning with the extended learning community.

**GED 609F (1) FIELDWORK AND PRACTICUM FOR COLLABORATIVE AND RESPONSIVE LEADERSHIP**

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. Graded Credit/No Credit.

**GED 610 (3) LEADERSHIP WITHIN THE POLITICAL, SOCIAL, ECONOMIC AND LEGAL FRAMEWORK**

Study of laws and policies that provide oversight for students and employees; roles of school boards and others in making decisions that impact student learning experiences.

**GED 610F (1) FIELDWORK AND PRACTICUM FOR LEADERSHIP WITHIN THE POLITICAL, SOCIAL, ECONOMIC AND LEGAL FRAMEWORK**

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. Graded Credit/No Credit.

**GED 611 (3) ETHICAL, MORAL AND SERVANT LEADERSHIP**

Study of the moral obligations for leadership to include stewardship for guarding and protecting the school's purpose—equitable and excellent education for all students.

**GED 611F (1) FIELDWORK AND PRACTICUM FOR ETHICAL, MORAL AND SERVANT LEADERSHIP**

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. Graded Credit/No Credit.

**GED 616 (1-3) 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.

*Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one unit must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.*

**GED 619 (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 621 (3) ASSESSMENT PROCEDURES AND SERVICES FOR STUDENTS WITH DISABILITIES**

The teacher candidate will receive expanded knowledge and practice in the screening, referral, assessment and placement procedures necessary to identify and qualify students with disabilities for Special Education services. Additional instruction will be given so that candidates will be able to use standard and non-standard assessments to determine the developmental, academic, behavioral, social, communication, vocational and community-life skill needs of individual students to develop and implement effective programs. The issues of diverse learners will be reviewed through discussions of referrals, assessments, placement, and parent collaboration. An emphasis of this course will be training for collaboration with students, parents, family members, school personnel, and agency representatives to build teams to ensure effective transitions across the lifespan of all learners.

**GED 622 (1-3) ADVANCED SPECIAL EDUCATION ASSESSMENT**

This course provides the candidate the opportunity to acquire advanced skills and proficiencies in identifying, describing, and administering a variety of standardized and non-standardized, formal and informal assessments. Additionally each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan and provide academic and social skill instruction to support students with emotional and behavioral needs. Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one unit must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.

**GED 626 (3) ORGANIZATION AND MANAGEMENT FOR SUCCESS IN THE MODERATE/SEVERE CLASSROOM**

The focus for this course is to introduce issues of managing the learning environment to promote a safe, socially supportive and enriched classroom that produces growth and learning for the child with moderate to severe disabilities. Techniques in training support personnel to actively use the appropriate monitoring systems to support the classroom will be presented. Additionally strategies and techniques related to behavior management, supporting the use of behavior strategies throughout the learning environment, and the laws and regulations to promote positive behavior interventions.

**GED 628 (1-3) USING TECHNOLOGY TO SUPPORT STUDENT LEARNING**

The purpose of this course is to provide fifth-year candidates the additional preparation they need to be fluent, critical users of technology, able to provide a relevant education and to prepare their students to be life-long learners in an information-based, interactive society. Candidates will make appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. The use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Candidates integrate technology-related tools into the educational experience of students, including those with special needs. Field experience is an important component of this course; candidates may either work with their BTSA Support Provider or their PLNU advisor will assist them in selecting a classroom teacher with whom they can work collegially. May be repeated for up to three units.

*Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one unit must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.*

**GED 631 (3) CURRICULAR AND INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH MILD/MODERATE DISABILITIES**

The teacher candidate receives expanded knowledge and practice in the major educational practices of special education, including emergent issues, theories and research as they relate to curricular and instructional decision making for students with mild/moderate disabilities. This course provides the candidate with the necessary knowledge regarding curriculum, instruction, and technology, learning

methodology and skill acquisition necessary to provide special education services in the school system. Evaluation of the classroom management techniques and use of appropriate instructional methodology by the candidate will be assessed throughout the class.

**GED 632 (3) COLLABORATION AND CONSULTATION FOR IEP IMPLEMENTATION, EVALUATION AND PROGRAM IMPROVEMENT**

The teacher candidate receives expanded knowledge regarding the synthesis of all aspects of educating students with mild/moderate disabilities. The course will provide the candidate with the opportunity to synthesize information related to assessment of standards, short-range and long-range planning for students, transition services language and the effective use of consultation and collaboration.

**GED 633 (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 634 (1-3) TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES**

This course is designed to expand upon the candidate's knowledge of transition services for students with disabilities. Each candidate will demonstrate knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences. Each candidate will collaborate with personnel from other educational, community agencies, students and families to plan for successful transitions by students.

*Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one unit must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.*

**GED 636 (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 638 (1-3) SYSTEMS MANAGEMENT FOR STUDENT SUCCESS IN THE MODERATE/SEVERE CLASSROOM**

Demonstration of advanced communication and leadership skills for maintaining and modifying an educational system that promotes adapting instructional strategies, curricular content, behavior support and daily schedules to maximize learning. Essential elements of systems management to be addressed in this course include: advanced behavioral supports, transition planning, data based decision making, curriculum selection and implementation, advanced communication and advanced leadership and management skills. Coursework may be graded IP for one year.

**GED 639 (1-3) HEALTH EDUCATION**

This course is designed to extend and refine the graduate student's conceptual understanding of comprehensive school health as well as strengthen specific knowledge, skills, attitudes, and ability to explicitly deliver comprehensive support for students' physical, mental, emotional and social well-being in the classroom and school setting. Graduate students focus on developing and sustaining the components of well-being as well as modeling preventative health practices in their own personal/professional lives. Success completion of a course portfolio, at an overall proficient level, satisfies the health education credit requirement for the professional Level 2 teaching credential.

*Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one unit must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.*

**GED 641 (3) SCHOOL COMMUNITIES IN A PLURALISTIC SOCIETY**

This course develops candidate knowledge, skills, and dispositions with regard to cultural concepts and perspectives and culturally inclusive instruction (CTEL 3 Domains 1 and 2), including cultural contact, cultural diversity in California and the United States, cross-cultural interaction, the role of culture in the classroom and school, culturally inclusive learning environments, and family/community involvement.

**GED 642 (1-3) ADVANCED TEACHING OF ENGLISH LEARNERS**

This course builds on the knowledge, skills, and dispositions acquired during a professional teacher preparation program for the delivery of comprehensive, specialized instruction for English Learners (2042 Standard 19). Candidates deepen their understanding of second language development and their relationship to academic achievement (CTEL 1 Domains 1 and 2), assessment of English Learners, foundations of English language literacy development and content instruction, approaches and methods for ELD and content instruction (CTEL 2 Domains 1, 2, and 3), and cultural concepts and perspectives and culturally inclusive instruction (CTEL 3 Domains 1 and 2). CLAD certificate requires 3 units.

**GED 662 (3) COUNSELING AND COUNSELING THEORY**

This course provides an overview of the school counseling profession including historical content and knowledge of social and cultural foundations. Foundational counseling theories, skills and techniques are

introduced as are stages of the counseling relationship. Purposes, types, and applications of research in counseling are introduced, as is program evaluation.

**GED 663 (3) INDIVIDUAL AND GROUP COUNSELING AND ETHICAL STANDARDS**

This course allows the candidate to become familiar with and gain skills in the various models associated with individual and group counseling to include group dynamics and interpersonal relations. Candidates begin to develop a professional identity in accordance with the ethical standards of school counseling and the role of counseling in the educational process.

**GED 664 (3) COUNSELING FOR ACADEMIC ACHIEVEMENT AND CAREER DEVELOPMENT**

This course will explore the role of the counselor in both academic and career development. Counseling candidates learn to eliminate barriers in the learning process in support of academic achievement and career development so that K-12 students have knowledge of and preparation for a full range of options.

**GED 665 (3) SAFE SCHOOLS AND VIOLENCE PREVENTION**

The purpose of this course is to provide candidates with opportunities and experiences in understanding the way in which violence has transformed the educational experience of students in schools today. Candidates learn to identify and access available resources to address these concerns. Early intervention counseling techniques will be explored, including the prevention of bullying, suicide, substance abuse, hate crimes, and gang conflict. Candidates will learn how to effectively employ these skills when working with students, teachers and families and how to improve student self esteem to assist in the development of a positive outlook for the future.

**GED 667 (3) COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAMS: COORDINATION AND COLLABORATION**

This course gives students an understanding of the development, operation, management and ongoing evaluation of a comprehensive counseling and guidance program at the elementary, middle and high school levels. The course will describe, define and discuss the elements necessary for the development of an effective guidance program that includes coordination of services, and collaboration with key individuals and groups including parents, administrators, teachers, and community-based organizations.

**GED 668 (3) BILINGUAL EDUCATION AND SPECIALLY DESIGNED ACADEMIC INSTRUCTION**

This course develops candidate knowledge, skills, and dispositions in the foundations of English language literacy development and content instruction with an emphasis on English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE), instructional planning and organization, components of effective instructional delivery, and the effective use of resources (CTEL 2 Domains 2 and 3).

**GED 670 (3) ADVANCED EDUCATIONAL PSYCHOLOGY**

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

**GED 672 (3) PHILOSOPHY OF EDUCATION**

Exploration of major classical and modern philosophies as they relate to contemporary educational theories and practices. The course includes an emphasis on how the Judeo-Christian tradition (especially the Wesleyan perspective) informs the discipline and can provide a framework for interaction between and among educators, students, support staff, parents, and the community.

**GED 675 (3) FAMILY SYSTEMS**

The purpose of this course is to provide candidates with an understanding of the interdependence among family members to include how family members conceptualize their roles and position in the family unit. This course will equip candidates to work collaboratively with families toward successful academic development and personal/social issues such as positive self-esteem. Candidates learn the meaning of family systems theory and how it applies to school counselors as they execute their roles and responsibilities in schools today. Candidates will gain an understanding of parents' rights in the educational process enabling them to better meet their needs. Candidates learn how to coordinate prevention education training among multidisciplinary teams that include family participants.

**GED 677 (1-3) TEACHING STRATEGIES FOR SPECIAL POPULATIONS**

The purpose of this course is to provide fifth-year candidates the opportunity to build on their knowledge, skills, experiences and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk and students who are gifted and talented. Each candidate will review the statutory provisions of the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, discuss subsequent changes in the Acts, and any new, relevant statutory requirements. Candidates will review the statutory and/or local provisions relating to the education of students who are gifted and talented. May be repeated for up to three units.

*Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one unit must be taken directly through PLNU. PLNU credit will be*

*awarded only upon demonstration of the required level of evidence-based on proficiency for each course.*

**GED 681 (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 682 (3) FIELD STUDIES /ACTION RESEARCH IN TECHNOLOGY INSTRUCTION**

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

**GED 683 (1-6) BTSA INDUCTION/REFLECTIVE COACHING**

Beginning teachers enrolled in the PLNU masters program may receive up to six units of graduate credit for completing the California Formative Assessment and Support System events at the proficient level. PLNU masters degree students who are not participating in a district induction program will participate in a reflective coaching seminar and complete PLNU formative assessment events aligned with the California Standards for the Teaching Profession. May be repeated to a total of six units. Graded Credit/No Credit.

*If the requirements for this course are met by work completed through a school district, a PLNU professor will monitor the coursework and require a minimum of three reflections with feedback in addition to a comprehensive review of the end-of-course portfolio to ensure that all Graduate Education 683 course requirements are met according to the PLNU course standards.*

**GED 684 (1-6) BTSA INDUCTION/REFLECTIVE COACHING FOR SPECIAL EDUCATION**

Supervised field study, practicum and directed teaching with students with mild/moderate disabilities. Advanced field-based experiences of research, and application of learning/teaching principles with students with mild/moderate disabilities. Supervised teaching experiences are assigned as appropriate. May be repeated to a total of six units. Graded Credit/No Credit. If the requirements for this course are met by work completed through a school district, a PLNU professor will monitor the coursework and require a minimum of three reflections with feedback in addition to a comprehensive review of the end-of-course portfolio to ensure that all Graduate Education 684 course requirements are met according to the PLNU course standards.

**GED 685 (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. May be repeated. Graded Credit/No Credit.

**GED 686 (1-6) FIELDWORK AND PRACTICUM**

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. May be repeated for a total of six units. Graded Credit/No Credit.

**GED 687 (1-9) RESEARCH, FIELD STUDIES, AND PRACTICUM IN COUNSELING AND GUIDANCE**

Supervised field work in counseling and guidance. Concurrent seminar may be required. May be repeated for a total of nine units. Graded Credit/No Credit.

**GED 689 (3-9) MASTER'S PROJECT**

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

**GED 691 (.5-3) EDUCATIONAL WORKSHOPS/ SPECIAL STUDIES IN EDUCATION**

An intensive study of a special topic in education involving university faculty and/or lecturers. Available for continuing education units. May be repeated for a total of 12 units. Graded Credit/No Credit or Letter.

**GED 692 (3) STANDARDS,ASSESSMENT AND INSTRUCTION: COMPREHENDING AND COMPOSING WRITTEN LANGUAGE**

Planning, organizing, implementing, managing, and evaluating explicit instruction of: comprehension strategies and study strategies, literary response and analysis skills, and the writing process. Focuses on providing universal access to narrative and expository texts (including content area textbooks and multicultural literature). Emphasis is given to strengthening skills in aligning State Standards and assessment results with the selection and appropriate use of instructional strategies, materials and programs.

***Prerequisite: Admission to the Reading Certificate Program***

**GED 693 (2 ) RESEARCH-BASED INTERVENTION MODELS AND STRATEGIES**

Development of research-based knowledge and skills in the alignment of reading and writing intervention models and strategies with on-going assessment results. Strengthens understanding of the use of intervention, both in and outside of the classroom, to help struggling readers build the reading and writing

skills necessary for school success.

***Prerequisite: Admission to the Reading Certificate Program***

**GED 694 (3) STANDARDS, ASSESSMENT AND INSTRUCTION: WORD ANALYSIS, FLUENCY AND SYSTEMATIC VOCABULARY DEVELOPMENT**

Students explore research and best practices related to: precursors for phonics success, stages in word recognition, stages of spelling, exemplary phonics instruction, developing sight words, automaticity and fluency, and systematic vocabulary and concept development. Emphasis is given to strengthening skills in aligning State Standards and assessment results with the selection and appropriate use of instructional strategies, materials and programs.

***Prerequisite: Admission to the Reading Certificate Program***

**GED 698 (1) SPECIAL STUDIES IN EDUCATION: LITERACY FIELD STUDIES (READING CERTIFICATE LEVEL)**

The literacy field studies provide opportunities to demonstrate and reinforce knowledge and skills that are embedded in the program design and curriculum standards. Graded Credit/No Credit.

**GED 699 (3-9) THESIS**

Credit granted for completion of an acceptable thesis. Consent of location director is required. May be repeated for a total of nine units. Graded Credit/No Credit.

**GED 700 (3) LEADERSHIP THEORIES AND HUMAN RELATIONS**

This course leads to an understanding and application of the techniques in leadership and management. It is concerned with the formulation of concepts involved in the leadership functions and the application of these concepts to current models for analysis and validity. This course reviews trends and explore the leadership issues currently confronting educators. It seeks to orient the candidate to the responsibilities and challenges of educational leadership, giving particular reference to the skills required in accomplishing organizational objectives, working with people, and improving culture and climate.

**GED 715 (3) INSTRUCTIONAL LEADERSHIP AND STAFF DEVELOPMENT**

Provides the student with both an examination and understanding of the role of the principal/administrator as an instructional leader. It also provides an examination and understanding of the function and importance of staff development in school improvement and change, and the role of the principal/administrator as a staff developer. In addition, the student is provided with research and theoretical backgrounds in both instructional leadership, as well as acquiring practical tools, which will enhance his/her skills as an instructional leader and staff developer.

**GED 725 (3) MANAGEMENT OF HUMAN RESOURCES**

Explores effective staff utilization patterns, developing and implementing effective personnel policies, short and long range planning procedures for filling staff needs, evaluation of staff performance, and employer-employee relations issues.

**GED 730 (3) DECISION MAKING FOR CURRICULAR CHANGE AND IMPROVEMENT**

This course explores the roles of the educational leader in the development, modification and evaluation of programs. Techniques for generating curricular change and innovation at all levels are discussed. The procedures for testing and evaluating curricular innovations and student achievement are also reviewed. An emphasis is placed on decision-making models and strategic planning processes for transformational change.

**GED 740 (3) EDUCATIONAL LAW, FINANCE AND GOVERNANCE**

Designed to provide advanced and comprehensive knowledge and practical application of the following areas of study: School law; legal framework of public education and the political and sociological forces which have effect on school practices; fiscal management; school and district level funding and budgeting; organization, functions and problems of school financing; effective utilization and management of human and material resources; and short and long range planning for establishing needs, priorities and implementation.

**GED 755 (3) PROFESSIONAL AND POLITICAL ISSUES IN ORGANIZATIONS**

Deals with complex, controversial and political issues facing educators. Origins of critical problems are identified and techniques for dealing with these issues are reviewed. The class provides an opportunity for each candidate to examine the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities and understand how the politics from several levels of government influence teaching and learning.

**GED 760 (3) SCHOOL/COMMUNITY RELATIONS IN A CHANGING SOCIETY**

Ethnic and socio-economic variations in the total community are studied in their relationship to a given school's program and operation and to the total educational operation. The components of cultural, sociological economic diversity include the general ethnic, racial, and religious composition of the state and the specific composition of the local community, concepts of cultural values and language diversity,

programs and procedures for meeting the instructional needs of limited English-proficient pupils, and principles and procedures for involving all parents and other family members in school activities and in reaching educational objectives.

**GED 780 (3) PHILOSOPHICAL AND SOCIOLOGICAL BACKGROUNDS IN EDUCATION**

In order to better understand the philosophical foundations of education, students examine the philosophies of the Perennialists, the Essentialists, the Pragmatists, the Social Reconstructionists, and others. Students are expected to explore in depth educational philosophical problems of their own selection. This course also provides a study of the relationship of elementary, secondary, and higher education in the United States and the sociological environment in which they function. It is intended that the student increases his/her ability to be perceptive about social environment and its influence upon human development and behavior. As students in the discipline of education, there should be increased ability to use social realities and understanding in working with the processes inherent in education.

**GED 790 (1-9) SPECIAL STUDIES IN EDUCATION**

An intensive study on a special topic in education involving university faculty and/or lecturers. Consent of location director is required. May be repeated for a total of nine units. Graded Credit/No Credit.

**GED 795 (1-8) CONCURRENT COURSE ASSIGNMENTS**

Action research projects that correlate with each of the above courses.

**GED 796 (1-4) INDUCTION, MENTORING, AND ADVANCED FIELDWORK**

Assessment of leadership competency, development of Induction Plan and mentoring. Graded Credit/No Credit.

**GED 797 (3) PROFESSIONAL DEVELOPMENT AND ASSESSMENT**

Professional development opportunities, continued mentoring and final activity indicating achievement of goals and objectives included in the Induction Plan. Graded Credit/No Credit.

**GED 798 (2) RESEARCH DESIGN SEMINAR**

Discussion and study of research designs for planning and conducting research in the field of education. Seminar format.

# *SCHOOL OF NURSING*

## **Mission Statement**

Through the efforts of a professionally prepared and caring faculty and staff, Point Loma Nazarene University School of Nursing aspires to prepare M.S.N. 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 M.S.N. 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 M.S.N. graduates for productive nursing practice in settings around the globe.

## **Graduation Requirements**

1. A completed Application for Degree Candidacy (on-line or in the Office of Records, main campus);
2. Completion of the approved graduate program of 40-43 units, including the thesis or project;
3. Achievement of a cumulative grade point average of 3.000 or higher. A minimum grade of B- is required to progress in the program; and
4. All accounts paid in full.

## **Admission Requirements to Master of Science in Nursing**

- A Bachelor of Science in Nursing degree from a National League for Nursing (NLN) or Commission on Collegiate Nursing Education (CCNE) accredited program;
- Official transcripts from previous colleges and universities;
- Successful completion of post-baccalaureate certificate program or graduate degree program, or an undergraduate grade-point average of 3.000 (candidates with a grade-point average of 2.700 to 2.990 may be considered under the exceptions policy (see below));
- Current California licensure as a registered nurse;
- Current Healthcare Provider CPR certificate from the American Heart Association;
- Completed School of Nursing Health Form Packet which includes proof of immunizations and a physical exam within the first six months of the first clinical course;
- Current TB screening (within six months) upon admission to the program;
- A completed university application and two personal letters of recommendation;
- A completed School of Nursing graduate program application and two professional recommendations;
- Current HIPPA certificate;
- Background check and drug screening (failure to pass this will result in an inability to complete the program);
- A personal essay demonstrating graduate level writing skills and the importance of graduate study to the applicant;
- An interview with the graduate Nursing selection committee;
- Completion of the Miller Analogies Test (MAT). The Graduate Record Exam (GRE) will be accepted if taken within the last five years;
- Basic computer literacy which includes knowledge of Explorer, Word, Outlook, PowerPoint, and the ability to perform an internet database search; and
- Completion of baccalaureate courses in health assessment, pathophysiology, nursing research, statistics, nursing leadership and community health nursing

### **EXCEPTIONS POLICY**

Applicants who do not meet the above standards, but who can demonstrate an exceptionally rich experiential background and/or demonstrate dramatic change in academic performance, may petition the School of Nursing to review their status. This petition, if approved by the School of Nursing, is then sent to the Graduate Studies Committee. (See Graduate Admissions Procedures.)

## **Post-M.S.N. Clinical Nurse Specialist Certificate**

### **Post-M.S.N. Nurse Educator Certificate**

#### **Admission Requirements:**

- M.S.N. degree from a National League for Nursing (NLN) or Commission on Collegiate Nursing Education (CCNE) accredited program;

- Official transcripts - B.S.N. and M.S.N.;
- Current California RN license;
- Current Healthcare Provider CPR certificate from the American Heart Association;
- Completed School of Nursing Health Form Packet which includes proof of immunizations and a physical exam within the first six months of the first clinical course;
- Current TB screening (within six months) upon admission into the program;
- A completed university graduate program application and two personal letters of recommendation;
- A completed School of Nursing graduate program application and two professional recommendations;
- Current HIPPA certificate;
- Background check and drug screening (failure to pass this will result in an inability to complete the program);
- A personal essay demonstrating graduate level writing skills and the importance of graduate study to the applicant;
- An interview with the graduate nursing selection committee;
- Basic computer literacy which includes knowledge of Explore, Word, Outlook, PowerPoint, and the ability to perform an internet database search.

### **M.S.N. 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. Communication – 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.

### **M.S.N. Assessment Plan**

The assessment of the M.S.N. 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 curricular outcomes.
2. Evaluation of student progress with the cohort will be ongoing and reported annually. A project or thesis 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. M.S.N. Advisory Council will meet annually and review the annual report of the M.S.N. 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 M.S.N. program will provide the Graduate Studies Committee at Point Loma Nazarene University with an annual report of all assessment components.

Courses

# ***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.

## **M.S.N COURSE PROGRESSION**

### ***Year One – FALL SEMESTER***

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GNSG 601	Theoretical Foundations and Nursing Research	4
GNSG 602	Teaching Faithfully: Communicating with Adult Learners in a Diverse Society	2
	Total Units	6

### ***SPRING SEMESTER***

GNSG 605	Advanced Assessment and Health Promotion Across the Lifespan	2
GNSG 605L	Advanced Assessment and Health Promotion Across the Lifespan Practicum	2
GNSG 604	Thesis/Project in Nursing	1
GNSG 606	Advanced Pathophysiology	3
	Total Units	8

### ***SUMMER SESSIONS***

GED 670	Advanced Educational Psychology	3
GED 672	Philosophy of Education	3
	Total Units	6
Option:	GNSG 604 Thesis/Project in Nursing	1
	GNSG 610L, 611L, 612L, 613L	1-3

### ***Year Two – FALL SEMESTER***

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GNSG 603	Healthcare Issues, Ethics and Politics from a Christian Perspective	2
GNSG 608	Development of Educational Programs in Nursing	3
GNSG 608L	Nursing Education Role Practicum	2
	Total Units	7
Option:	GNSG 604 Thesis/Project	1
	GNSG 610L, 611L, 612L, 613L	1-3

### ***SPRING SEMESTER***

GNSG 604	Thesis/Project in Nursing	1-3
GNSG 607	Advanced Pharmacology	3
GNSG 610, 611, 612, or 613	Capstone Seminar	2
	Nursing Practicum	1-3
GNSG 610L, 611L, 612L, or		

613L  
 Total Units 5-11

**SUMMER SESSIONS**

GNSG 604 Thesis/Project in Nursing 1-3  
 GNSG 610L, Nursing Practicum\* 1-3  
 611L, 612L,  
 or 613L

Total Units 2-6

**Nursing Total Units 40-43**

\*6 units required for those seeking CNS certification

**M.S.N. CORE COURSES**

COURSE	TITLE	UNITS
GNSG 601	Theoretical Foundations and Nursing Research	4
GNSG 602	Teaching Faithfully: Communicating With Adult Learners in a Diverse Society	2
GNSG 603	Healthcare Issues, Ethics and Politics From a Christian Perspective	2
GNSG 604	Thesis/Project in Nursing (3-3)	6
	Total Units	14

**CLINICAL CORE COURSES**

COURSE	TITLE	UNITS
GNSG 605	Advanced Assessment and Health Promotion	2
GNSG 605L	Advanced Assessment and Health Promotion Practicum	2
GNSG 606	Advanced Pathophysiology	3
GNSG 607	Advanced Pharmacology	3
	Total Units	10

**EDUCATION CORE COURSES**

COURSE	TITLE	UNITS
GED 670	Advanced Educational Psychology	3
GED 672	Philosophy of Education	3
GNSG 608	Development of Educational Programs in Nursing	3
GNSG 608L	Nursing Education Role Practicum	2
	Total Units	11

**CLINICAL FOCUS COURSES (ONE REQUIRED)**

COURSE	TITLE	UNITS
Select one of the following clinical focus areas:		
GNSG 610	Mental Health Nursing Capstone Seminar	2
GNSG 610L	Mental Health Nursing Practicum	3-6*
GNSG 611	Medical-Surgical Nursing (Adult) Capstone Seminar	2

GNSG 611L	Medical-Surgical Nursing Practicum	3-6*
GNSG 612	Gerontological Nursing Capstone Seminar	2
GNSG 612L	Gerontological Nursing Practicum	3-6*
GNSG 613	Family Health Nursing Capstone Seminar	2
GNSG 613L	Family Health Nursing Clinical Practicum	3-6*
<b>Total Units for Degree</b>		<b>40-43</b>

\*6 units required for those seeking CNS certification

## **POST-M.S.N CLINICAL NURSE SPECIALIST CURRICULUM**

### ***Year One - FALL SEMESTER***

GNSG 608	Development of Educational Programs in Nursing	3
GNSG 608L	Nursing Education Role Practicum	2
Total units		5

### ***SPRING SEMESTER***

GNSG 605	Advanced Assessment and Health Promotion	2
GNSG 605L	Advanced Assessment and Health Promotion Practicum	2
GNSG 606	Advanced Pathophysiology	3
Total units		7

### ***SUMMER SESSIONS***

GNSG 610L, 611L, 612L, or 613L	Nursing Practicum	2
Total units		2

### ***Year Two - FALL SEMESTER***

GED 670	Advanced Educational Psychology	3
Total units		3

### ***SPRING SEMESTER***

GNSG 607	Advanced Pharmacology	3
GNSG 610, 611, 612, or 613	Nursing Specialty Capstone Seminar	2
GNSG 610L, 611L, 612L, or 613L	Nursing Practicum	1
Total Units		6

### ***SUMMER SESSIONS***

GNSG 610L, 611L, 612L, or 613L	Nursing Practicum	3
Total Units		3
<b>Total Units</b>		<b>26</b>

Minimum number of units at PLNU	19
Total number of clinical hours	400

**POST-M.S.N NURSE EDUCATOR  
CERTIFICATE CURRICULUM**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
<b>Year One - FALL SEMESTER</b>		
GNSG 602	Teaching Faithfully: Communicating With Adult Learners in a Diverse Society	2
GED 670	Advanced Educational Psychology	3
	Total Units	5
<b>SPRING SEMESTER</b>		
GNSG 605	Advanced Assessment and Health Promotion across the Lifespan Practicum	2
GNSG 605L	Advanced Assessment and Health Promotion Practicum	2
GNSG 606	Advanced Pathophysiology	3
	Total Units	7
<b>SUMMER SESSIONS</b>		
GED 672	Philosophy of Education	3
	Total Units	3
<b>Year Two - FALL SEMESTER</b>		
GNSG 608	Development of Educational Programs in Nursing	3
GNSG 608L	Nursing Education Role Practicum	2
	Total Units	5
<b>SPRING SEMESTER</b>		
GNSG 607	Advanced Pharmacology	3
	Total Units	3
	<b>Total Units</b>	<b>23</b>
Minimum number of units at PLNU		13
Total number of clinical hours		160

Courses

# ***SCHOOL OF NURSING COURSE DESCRIPTIONS***

## **M.S.N. Core Courses**

### **GNSG 601 (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 602 (2) TEACHING FAITHFULLY: COMMUNICATING WITH ADULT LEARNERS IN A DIVERSE SOCIETY**

This course focuses on the development of skills necessary for effective professional communications, both written and oral. Scientific writing and effective oral presentation principles are 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 603 (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 604 (1-6) THESIS/PROJECT IN NURSING**

To complete requirements for the M.S.N. with an emphasis in 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 thesis/project should be conducted over two semesters of instruction with mentorship from a designated faculty member. For students that choose to start their thesis/project early, they must enroll in 1-3 unit segments for each semester in which they intend to work on the project. Students must enroll in a cumulative total of 6 units during the time period of completing other classes. For thesis/projects not completed during this time period, students are charged a GNSG 604 Extension Fee each semester (fall, spring, and summer) until finished and approved. Minimum of six units required for degree. Student must enroll in one unit of credit until completion of thesis. Graded Credit/No Credit.

## **Clinical Core Courses**

### **GNSG 605 (2) ADVANCED ASSESSMENT AND HEALTH PROMOTION ACROSS THE LIFESPAN**

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.

### **GNSG 605L (2) ADVANCED ASSESSMENT AND HEALTH PROMOTION ACROSS THE LIFESPAN PRACTICUM**

Consists of opportunities for application of nursing assessment and health promotion theory as it relates to advanced practice nursing role. (For CNS certification, two clinical units equates to 80 clinical hours). Graded Credit/No Credit.

### **GNSG 606 (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 607 (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.

### **GNSG 608 (3) DEVELOPMENT OF EDUCATIONAL PROGRAMS IN NURSING**

This course builds upon students' previous conceptual knowledge base and practicum experiences necessary for clinical and classroom instruction. Instructional design principles are applied to clinical and classroom teaching. Students synthesize a conceptual foundation for the development and evaluation of curriculum. Assessment and evaluation methods are explored in the context of appropriate teaching/learning styles and within state nursing regulations and/or accrediting bodies. Traditional and innovative learning environments are analyzed in relationship to the adult learner. Issues and research findings important to teaching/learning are addressed.

### **GNSG 608L (2) NURSING EDUCATION ROLE PRACTICUM**

This course is designed to help prospective nurse educators conceptualize and operationalize elements of

clinical instruction in a variety of practice settings. Students have the opportunity to experience 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, two clinical units equates to 80 clinical hours). Graded Credit/No Credit.

### **Educational Core Courses**

#### **GED 670 (3) ADVANCED EDUCATIONAL PSYCHOLOGY**

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

#### **GED 672 (3) PHILOSOPHY OF EDUCATION**

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

### **Clinical Focus Courses**

*Select one of the following clinical emphases:*

#### **GNSG 610 (2) MENTAL HEALTH NURSING CAPSTONE SEMINAR**

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 610L (1-6) MENTAL HEALTH NURSING PRACTICUM**

Consists of opportunities for clinical application of mental health nursing theory as it relates to advanced practice nursing role. (Note: Students desiring CNS certification must complete six units which equates to 240 clinical hours). A minimum of three units is required for graduation. Graded Credit/No Credit.

#### **GNSG 611 (2) MEDICAL-SURGICAL NURSING (ADULT) CAPSTONE SEMINAR**

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 611L (1-6) MEDICAL-SURGICAL NURSING PRACTICUM**

Consists of opportunities for clinical application of medical-surgical nursing theory as it relates to advanced practice nursing role. (Note: Students desiring CNS certification must complete six units which equates to 240 clinical hours). A minimum of three units is required for graduation. Graded Credit/No Credit.

#### **GNSG 612 (2) GERONTOLOGICAL NURSING CAPSTONE SEMINAR**

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

#### **GNSG 612L (1-6) GERONTOLOGICAL NURSING PRACTICUM**

Consists of opportunities for clinical application of medical-surgical nursing theory as it relates to advanced practice nursing role. (Note: Students desiring CNS certification must complete six units which equates to 240 clinical hours). A minimum of three units is required for graduation. Graded Credit/No Credit.

#### **GNSG 613 (2) FAMILY HEALTH NURSING CAPSTONE SEMINAR**

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, within the context of the family.

#### **GNSG 613L (1-6) FAMILY HEALTH NURSING CLINICAL PRACTICUM**

Consists of opportunities for clinical application of family health nursing theory as it relates to advanced practice nursing role. (Note: Students desiring CNS certification must complete six units which equates to 240 clinical hours). A minimum of three units is required for graduation. Graded Credit/No Credit.

# *SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRY*

## **Mission Statement**

Graduate programs exist 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  
Master of Ministry  
Courses

# **MASTER OF ARTS**

## **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.

### **Graduation Requirements**

1. A completed Application for Degree Candidacy (on-line or in the Office of Records, main campus);
2. Test scores: Graduate Record Exam minimum raw scores: 400 verbal and 400 quantitative or the Miller Analogies Test. Students may not continue enrollment after the first semester without the minimum score;
3. An acceptable thesis written under the supervision of a committee appointed by the Dean. Four units of credit are earned for the thesis;
4. 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; and
5. All accounts paid in full.

Students who, in the opinion of the Dean, lack an adequate undergraduate background for graduate study in Religion will be required to take remedial courses as necessary.

### **Admission Requirements to Master of Arts in Religion**

- A completed application for admission to the program;
- An undergraduate upper-division grade-point average of 3.000;
- All official transcripts from accredited institutions, one of which must indicate the 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 the Miller Analogies Test; and
- An interview with the appropriate graduate director or coordinator.

#### **CORE COURSES**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
THE 645	History of Christian Thought I	3
THE 646	History of Christian Thought II	3
THE 695	Seminar in Wesleyan Theology	3
BIB 495*	Seminar in Biblical Literature	3
GRE 600	Research Methods and Bibliography	3
GRE 690	Special Studies in preparation for the thesis	1-2
GRE 699	Thesis	4

\*Offered both for graduate and undergraduate credit

#### **Concentration in Theology**

- Core courses in Religion
- The balance of courses to be taken from 400-level courses in the School of Theology and Christian Ministry

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
THE 647	Contemporary Theology and Ethics	3
	Total Units	36

### **Concentration in Biblical Studies**

- Core courses in Religion
- Competency in a Biblical language
- One course outside of Bible taken from 400-level courses in the School of Theology and Christian Ministry
- The balance of courses to be taken from 400-level courses in Bible

Courses

# ***MASTER OF MINISTRY***

## **Master of Ministry**

The Master of Ministry is a professional degree designed for the active minister or church leader 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 (675 and 685) and/or other electives chosen from 600 level courses in the School of Theology and Christian Ministry for a total of 36 semester units. All elective courses must be approved by the program director.

## **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 faculty from the the School of Theology and Christian Ministry and other appropriate academic departments of the University

## **Graduation Requirements**

1. A completed Application for Degree Candidacy (on-line or in the Office of Records, main campus);
2. A completed graduation application with appropriate approvals;
3. Successful completion of all core course requirements (24 units);
4. Completion of a minimum of 36 units (including core courses);
5. Cumulative grade-point average of 2.75 or higher; and
6. All accounts paid in full.

## **Admission Requirements**

1. A completed application for admission to the program;
2. Official transcripts indicating an approved undergraduate degree;
3. Evidence of one year of full-time Christian ministry;
4. An interview with the director of the Master of Ministry program; and
5. A writing sample which includes a statement of commitment to Christian values and to excellence in scholarship.

### **REQUIRED COURSES**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
CMI 612	The Life of the Minister	3
CMI 622	Communicating the Gospel	3
CMI 632	The Old Testament in the Christian Pulpit	3
CMI 642	The New Testament and Ministry	3
CMI 652	The Christian Faith	3
CMI 662	Worship, Leadership and Liturgy	3
CMI 672	Contemporary Ministry	3
CMI 682	Stewardship and Management in Ministry	3
	Total Units	24

### ***Electives***

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
CMI 675	Theology and Christian Ministry	3

CMI 685 Bible and Christian Ministry 3

Electives may be repeated

The remaining six units of electives may be earned by 1) transfer of approved graduate-level course work; 2) cross-referenced graduate-level course work in the School of Theology and Christian Ministry; or 3) registration in Christian Ministry 690 Special Studies.

**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 this Graduate Catalog.

Courses

# *SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRY COURSE DESCRIPTIONS*

## **Graduate Bible Courses**

### **BIB 670 (3) CONTEMPORARY PREACHING**

The use of the Bible for preaching today.

### **BIB 696 (3) 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.

### **BIB 697 (3) 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.

## **Master of Ministry Courses**

### **CMI 612 (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.

### **CMI 622 (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.

### **CMI 632 (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. .

### **CMI 642 (3) THE NEW TESTAMENT AND MINISTRY**

The New Testament, its literature and theology, is explored as a resource for ministry.

### **CMI 652 (3) THE CHRISTIAN FAITH**

Examination of one or more significant doctrines, persons, or historical movements with particular application for contemporary ministry.

### **CMI 662 (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.

### **CMI 672 (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. .

### **CMI 675 (3) THEOLOGY AND CHRISTIAN MINISTRY**

Selected topics relating to theological understanding and ministry. May be repeated.

### **CMI 682 (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..

### **CMI 685 (3) BIBLE AND CHRISTIAN MINISTRY**

Selected topics relating to Biblical interpretation and ministry. May be repeated.

### **CMI 690 (1-4) SPECIAL STUDIES**

Selected studies in an area of Christian ministry. Permission of the Dean is required. May be repeated up to a total of nine units.

## **Graduate Religion Courses**

### **GRE 600 (3) RESEARCH METHODS AND BIBLIOGRAPHY**

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

### **GRE 690 (1-4) SPECIAL STUDIES**

Selected studies in an area of Religion. Permission of the Dean is required. May be repeated for up to a total of nine units.

### **GRE 691 (1-3) TOPICS IN RELIGION**

Selected topics in the graduate study of Religion. By permission of the Dean. May be repeated for up to a total of 15 units.

**GRE 699 (4) THESIS**

Credit granted for the completion of an acceptable thesis. Permission of the Dean, who also approves the Thesis Committee membership, is required.

**Graduate Theology Courses**

**THE 645 (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.

**THE 646 (3) THE HISTORY OF CHRISTIAN THOUGHT II**

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

**THE 647 (3) CONTEMPORARY THEOLOGY AND ETHICS**

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

**THE 695 (3) SEMINAR IN WESLEYAN THEOLOGY**

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

**Courses Designed for the Graduate Level**

Courses numbered at the 400-level in the School of Theology and Christian Ministry may be approved as electives (Graduate Religion 691) by the Dean. Graduate students taking such courses must meet higher qualitative and quantitative standards in order for the course to qualify for graduate credit.

## ***DIRECTORY OF PERSONNEL***

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## ***BOARD OF TRUSTEES***

The Board of Trustees serves as the governing board of the University. Numbering 40 persons, the Board is composed of an equal number of lay and clergy representatives from the twelve districts of the sponsoring denomination's Southwest Educational Region. The president of the University is a member ex-officio. The Board meets semiannually, in the fall of the year and again in the spring. Members of the Board who have received a degree from the University are noted by year.

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The Point Loma Nazarene University Alumni Association exists to provide opportunities for alumni to stay involved with the University, support the University, connect with other alumni, and interact with our students. The Association facilitates ongoing dialogue between the alumni and the University.

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Hadley Wood  
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## **EXTERNAL RELATIONS**

**Joseph E. Watkins, III, Ph.D.**  
***Vice President for External Relations***

Michele L. Corbett  
*Director of Marketing and Creative Services*

Eric A. Groves  
*Director of Development*

Stephen W. Seelig  
*Director of Planned Giving*

Scott N. Shoemaker  
*Associate Vice President for Admissions*

Sheryl B. Smee  
*Director of Alumni Relations*

## **FINANCE AND ADMINISTRATIVE SERVICES**

**George R. Latter, Jr., M.B.A.**  
***Vice President for Finance and Administrative Services***

Julie A. Alexander  
*Manager, Auxiliary Services*

Cindy T. Chappell  
*Associate Vice President for Finance*

Joyce Falk  
*Associate Vice President for Human Resources*

Robert D. Joslin  
*Chief Information Officer*

Richard Schult  
*Director of Physical Plant*

Jim B. Bergherm  
*Director of Accounting*

## **SPIRITUAL DEVELOPMENT**

**Mary R. Paul, D.Min.**  
***Vice President for Spiritual Development***

George J. Williamson  
*Director of Worship Ministries*  
Sylvia L. Cortez  
*Director of Discipleship Ministries*  
Tim M. Hall  
*Assistant University Chaplain*  
Melissa I. Tucker  
*Director of YouthWorks*  
TBD  
*Director of Chaplaincy Ministries/University*                      *Chaplain*  
Becky R. Modesto  
*Director of Outreach Ministries*

## **STUDENT DEVELOPMENT**

**Caye Barton Smith, Psy.D.**  
***Vice President for Student Development***

Kimberly J. Bogan  
*Director of Academic Advising*  
James C. Coil  
*Director of the Wellness Center*  
Brandon D. Hill  
*Dean of Students, Director of Residential Life*  
Carroll B. Land  
*Director of Athletics*  
Archie L. Yates  
*Director of Public Safety*  
Jeffrey D. Carr  
*Associate Vice President for Student Development*

# ***FACULTY***

## **PRESIDENT**

**Bob Brower**, Ph.D., 1998-Present

## **PRESIDENT EMERITUS**

**Jim L. Bond**, D.Min., L.H.D., 1997

## **PROFESSORS EMERITI**

*(including date of election to emeritus status)*

**Kenneth B. Aring**, Ph.D., 2006

*Professor Emeritus of Physics*

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

*Associate Professor Emerita of Music*

**David D. Brown**, Ph.D., 2004

*Professor Emeritus of Biology*

**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*

**Dorothy E. Crummy**, Ph.D., 2006

*Professor Emerita of Nursing*

**William James DeSaegher**, Ph.D., 2004

*Professor Emeritus of Literature*

**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*

**Patsy M. Livingston**, M.A., 2005

*Associate Professor Emerita of Kinesiology*

**Dean A. Marsh**, D.A., 2004

*Professor Emeritus of Computer Science and Business*

**Jerry W. McCant**, Ph.D., 1976

*Professor Emeritus of Religion*

**Jeanie S. Milliken**, Ph.D., 2003

*Professor Emerita of Education*

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

*Professor Emeritus of Education*

**James D. Newburg**, M.S.L.S., 2006

*Librarian Emeritus*

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

*Professor Emeritus of Music*

**John W. Pearson**, C.P.A., M.A., 2003

*Associate Professor Emeritus of Business*

**Herbert L. Prince**, M.Div., D.D., 2005

*Associate Professor Emeritus of Philosophy and Religion*

**Reuben E. Rodeheaver**, D.Mus.Ed., 2001  
*Professor Emeritus of Music*

**Ann T. Ruppert**, M.L.S., 2004  
*Librarian Emerita*

**Esther O. Saxon**, D.M.A., 1996  
*Professor Emerita of Music*

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

**Arthur F. Seamans**, Ph.D., 2000  
*Professor Emeritus of Literature*

**Gene A. Shea**, C.P.A., M.A., 2004  
*Associate Professor Emeritus of Accounting*

**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*

**Keith G. Walker**, Ph.D. 2007  
*Professor Emeritus of Physics*

**Reuben R. Welch**, B.D., D.D., 1990  
*Associate Professor Emeritus of Religion*

**David P. Whitelaw**, D.Th., 2000  
*Professor Emeritus of Religion*

**Jerry C. Wilson**, M.A., 2005  
*Assistant Professor Emeritus of Spanish*

#### **FULL-TIME FACULTY**

With the exception of the President, the names of the faculty are arranged alphabetically. The year of the first appointment appears after each name. The appointments and academic rank indicated are for the current academic year.

**Bob Brower**, Ph.D. (1998)  
**President**  
**Professor of Communication**  
 B.A., Trevecca Nazarene College;  
 M.A., University of Cincinnati;  
 Ph.D., University of Kansas.

**David A. Adey**, M.F.A. (2003)  
**Assistant Professor of Art**  
 B.A., Point Loma Nazarene University;  
 M.F.A., Cranbrook Academy of Art.

**Senyo Adjibolosoo**, Ph.D. (2000)  
**Professor of Economics**  
 B.A., University of Ghana;  
 M.A., York University;  
 Ph.D., Simon Fraser University;  
 Ed.S., Point Loma Nazarene University.

**Laura K. Amstead**, Ed.D. (1998)  
**Professor of Education**  
 B.A., Pasadena College;  
 M.A., University of La Verne;  
 Ed.S., Point Loma Nazarene College;  
 Ed.D., Northern Arizona University.

**Dianne L. Anderson**, Ph.D. (2005)  
**Professor of Biology**  
 B.S., Northwest Nazarene College;  
 M.S., San Diego State University;  
 Ph.D., University of California, San Diego and

San Diego State University.

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

***Professor of Kinesiology***

A.B., Point Loma College;

M.Ed., College of Idaho;

Ph.D., Texas A & M University.

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

***Assistant Professor of Physical Education***

B.S., Greenville College;

M.S., Butler University.

**Randolph M. Ataide, M.A., J.D. (2007)**

***Associate Professor of Business***

***Director, Fermanian Business Center***

B.A., California State University, Fresno;

M.A., Mennonite Brethren Biblical Seminary;

J.D., San Joaquin College of Law.

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

***Professor of Journalism***

B.A., University of Missouri, Columbia;

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

**Margaret T. Bailey, Ph.D. (2000)**

***Vice Provost for Graduate Studies***

***Associate Professor of Business***

B.A., California State University, Fresno;

M.B.A., University of California, Berkeley;

Ph.D., University of Southern California.

**Nicole L. Baker, M.A. (2004)**

***Instructor in Athletic Training***

B.A., Point Loma Nazarene University;

M.A., San Jose State University.

**David C. Barrows, Ph.D. (1999)**

***Associate Professor of Sociology***

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)**

***Professor of Communication and Theatre***

***Chair, Department of Communication  
and Theatre***

A.B., Pasadena College;

M.F.A., Trinity University;

J.D., Southern Methodist University.

**Linda M. Beail, Ph.D. (1994)**

***Professor of Political Science***

***Director, Margaret Stevenson Center for Women's Studies***

B.A., Wheaton College;

Ph.D., University of Iowa.

**Keith R. Bell, Ph.D. (1992)**

***Vice Provost for Academic Administration***

***Professor of Spanish***

B.A., Eastern Nazarene College;

M.A., Texas Tech University;

Ph.D., University of Oklahoma.

**Scott M. Bennett, Ph.D. (2007)**

***Assistant Professor of Spanish***

B.A., San Diego State University;  
M.A., San Diego State University;  
Ph.D., University of California, Santa Barbara.

**Susan H. Bentley**, Ed.D. (2003)  
**Professor of Education**  
**Director of Assessment and District Partnerships**  
B.S., Pomona College;  
M.S., San Diego State University;  
Ed.D., Pepperdine University.

**Mark G. Bilby**, M.Div. (2007)  
**Visiting Assistant Professor of Religion**  
B.A., Point Loma Nazarene University;  
M.A., Nazarene Theological Seminar  
M.Div., Nazarene Theological Seminary.

**Carol A. Blessing**, Ph.D. (1993)  
**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.

**Leanne T. Burke**, M.S. (2006)  
**Assistant Professor of Nursing**  
B.S., University of San Francisco;  
M.S., San Diego State University.

**Don A. Burnard**, Ed.D. (1998)  
**Associate Professor of Education**  
**Director, Bakersfield Regional Center**  
B.S., LaVerne University;  
M.A., California State University, Bakersfield;  
Ed. D., Regent University.

**Jongbok Byun**, Ph.D. (2004)  
**Associate Professor of Information Systems**  
B.A., Sogang University, Seoul, Korea;  
M.S., The Graduate School of Sogang University;  
Ph.D., Claremont Graduate University.

**Rita R. Callahan**, M.S. (2006)  
**Associate Professor of Nursing**  
B.S.N., San Diego State University;  
M.S., University of Phoenix, San Diego.

**Lorinda J. Carter**, Ph.D. (2002)  
**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.

**Elizabeth A. Chamberlain**, M.A. (2007)  
**Assistant Professor of Education**  
B.A., Point Loma Nazarene University;  
M.A., Point Loma Nazarene University.

**Sara Yu Chung**, Ph.D. (2004)  
**Associate Professor of Chemistry**

B.S., Massachusetts Institute of Technology;  
Ph.D., University of California, Berkeley.

**Conni C. Cintas**, Ed.D. (2007)  
**Associate Professor of Education**  
B.A., University of San Diego;  
M.Ed., University of San Diego;  
Ed.D., University of La Verne.

**William P. Clemmons**, Ph.D. (1996)  
**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.

**Steven C. Cosentino**, M.B.A. (2004)  
**Associate Professor of Accounting**  
B.A., Point Loma College;  
M.B.A., San Diego State University.

**Gregory D. Crow**, Ph.D. (1992)  
**Professor of Mathematics**  
B.A., MidAmerica Nazarene College;  
M.S., Ph.D., University of Notre Dame.

**Carolyn Kay Croy**, Ed.D. (2007)  
**Associate Professor of Education**  
B.A., MidAmerica Nazarene University;  
M.Ed., MidAmerica Nazarene University;  
Ed.D., University of Missouri, Kansas City.

**Daniel A. Croy**, Ed.D. (2002)  
**Professor of Business**  
B.S., MidAmerica Nazarene University;  
M.A., University of Northern Colorado;  
Ed.D., Vanderbilt University.

**David Cummings**, Ph.D. (2004)  
**Associate Professor of Biology**  
B.A., Point Loma Nazarene University;  
M.S., Ph.D., University of Idaho.

**Kathleen C. Czech**, Ed.D. (2001)  
**Associate Professor of Communication**  
B.S., Northern Arizona University;  
M.A., University of Nevada, Reno;  
Ph.D., University of San Diego.

**Ann E. Davis**, M.Ed. (2004)  
**Assistant Professor of Kinesiology**  
B.A., Washington State University;  
M.Ed., National University.

**Kara S. deFreitas**, M.A. (2007)  
**Visiting Assistant Professor of English**  
B.A., California State University, Chico;  
M.A., California State University, Chico.

**Robert C. Elson**, Ph.D. (2003)  
**Associate Professor of Biology**  
B.S., Ph.D., University of Cambridge, England.

- Donald S. Evans, B.S. (1997)**  
**Visiting Instructor in Mathematics**  
 B.S., Stanford University.
- Darrel R. Falk, Ph.D. (1988)**  
**Professor of Biology**  
 B.Sc., Simon Fraser University;  
 Ph.D., University of Alberta.
- Rebecca J. Flietstra, Ph.D. (1997)**  
**Professor of Biology**  
 B.A., Calvin College;  
 Ph.D., University of Kansas Medical Center.
- Gordon L. Forward, Ph.D. (1995)**  
**Professor of Communication**  
 B.A., Eastern Nazarene College;  
 M.Div., Nazarene Theological Seminary;  
 M.A., Emerson College;  
 Ph.D., The Ohio State University, Columbus.
- Ben E. Foster, M.A. (1968)**  
**Associate Professor of Kinesiology**  
 A.B., Pasadena College;  
 M.A., San Diego State University.
- 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)**  
**Librarian, 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)**  
**Professor of Biology**  
**Chair, Department of Biology**  
 A.B., Northwest Nazarene College;  
 Ph.D., University of Idaho.
- Robert C. Gailey, M.Div. (2005)**  
**Assistant Professor of Business**  
**Director, Armenian Center for International Development**  
 B.A., Eastern Nazarene College;  
 M.Div., Nazarene Theological Seminary.
- Susan E. Ganz, Ph.D. (1997)**  
**Associate Professor of Kinesiology**  
 B.A., Azusa Pacific University;  
 M.S., Austin Peay State University;  
 Ph.D., University of New Mexico.
- James F. Gates, Ph.D., (2001)**  
**Associate 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.
- Shirlee M. Gibbs, Ed.D. (2005)**

- Professor of Education**  
 B.S., M.Ed., University of Toledo;  
 Ed.Spec., Point Loma College;  
 Ed.D., Northern Arizona University.
- Clark F. Greer, Ph.D. (2007)**  
**Associate Professor of Communication**  
 B.A., Los Angeles Baptist College;  
 M.A., University of Southern California;  
 M.Div., Northwest Baptist Seminary;  
 Ph.D., Bowling Green State University.
- Jill Hamilton-Bunch, M.A. (2002)**  
**Assistant Professor of Education**  
 B.A., Point Loma Nazarene University;  
 M.A., Fresno Pacific University.
- Carl T. Hammond, M.B.A. (2003)**  
**Associate Professor of Accounting**  
 B.S., University of Denver;  
 M.B.A., San Diego State University.
- Mary Kay Harkins, M.A., M.F.A. (1991-92, 94)**  
**Assistant Professor of Writing**  
 B.A., Point Loma Nazarene University;  
 M.A., George Mason University;  
 M.F.A., Bennington College.
- 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)**  
**Dean, College of Social Sciences and  
 Professional Studies**  
**Professor of Economics**  
 B.A., Point Loma College;  
 M.A., Ph.D., University of California, San Diego.
- John W. Hawthorne, Ph.D (2006)**  
**Provost and Chief Academic Officer**  
**Professor of Sociology**  
 B.S., M.S., Ph.D., Purdue University.
- Victor L. Heasley, Ph.D. (1963)**  
**Professor of Chemistry**  
 A.B., Hope College;  
 Ph.D., University of Kansas.
- 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 Kinesiology**  
 A.B., Point Loma College;  
 M.A., San Diego State University.
- Kimberly S. Hogelucht, M.A. (2006)**  
**Assistant Professor of Business**  
 B.A., Iowa State University;  
 M.A., San Diego State University.
- Alan C. Hueth, Ph.D. (2002)**

- Professor of Communication**  
 B.A., California State University, Chico;  
 M.A., San Diego State University;  
 Ph.D., University of Dayton.
- Cynthia G. Hurley**, Ed.D. (2002)  
**Associate Professor of Education**  
 B.A., California Polytechnic State University;  
 M.A., California State University, Bakersfield;  
 Ed.D., University of LaVerne.
- Holly M. Irwin-Chase**, Ph.D. (1998)  
**Professor of Psychology**  
**Chair, Department of Psychology**  
 B.A., M.A., Ph.D., University of Louisville.
- Daniel S. Jackson**, D.W.S. (2002)  
**Associate Professor of Music**  
 B.A., M.A., California State University, Fresno.  
 D.W.S., Institute for Worship Studies.
- Daniel L. Jenkins**, Ph.D. (2004)  
**Professor of Psychology**  
 B.A., Pacific Christian College;  
 Ph.D., Brigham Young University.
- Jesús Jiménez**, Ph.D. (1992)  
**Professor of Mathematics**  
 B.S., M.S., National Autonomous University of Mexico;  
 Ph.D., University of Utah.
- John Craig Johnson**, D.M.A. (2005)  
**Associate Professor of Music**  
 B.S. Southern Nazarene University;  
 M.M., University of Oklahoma;  
 D.M.A., University of Southern California.
- James E. Johnson**, Ed.D. (1991)  
**Professor of Education**  
 B.A., M.A., Pasadena College;  
 Ed.D., University of Southern California.
- Brad E. Kelle**, Ph.D.(2004)  
**Associate Professor of Biblical Literature**  
 B.A., Trevecca Nazarene University;  
 M.T.S., Emory University Candler School of Theology;  
 Ph.D., Emory University.
- Rick A. Kennedy**, Ph.D. (1995)  
**Professor of History**  
**Chair, Department of History and Political Science**  
 B.A., M.A., Ph.D., University of California,  
 Santa Barbara.
- Paul S. Kenyon**, D.M.A. (1990)  
**Professor of Music**  
**Chair, Department of Music**  
 B.M., Mansfield University;  
 M.M., Bowling Green University;  
 D.M.A., Michigan State University.
- Jaeyoon Kim**, Ph.D. (2005)  
**Assistant Professor of History**  
 B.A., Chonnam National University, Korea;  
 M.A., San Diego State University;  
 Ph.D., University of Oregon.

- Son Chae Kim, Ph.D. (2005)**  
**Professor of Nursing**  
 B.S., University of Washington;  
 M.S., Ph.D., University of San Diego.
- Ronald B. Kirkemo, Ph.D. (1969)**  
**Professor of Political Science**  
**Director, Institute of Politics and Public Service**  
 A.B., Pasadena College;  
 M.A., Ph.D., American University.
- Leon M. Kugler, Ph.D. (1978)**  
**Professor of Kinesiology**  
**Director, Athletic Training Program**  
 A.B., Point Loma College;  
 M.A., California State University, Los Angeles;  
 Ph.D., University of Toledo.
- Victor K. Labenske, D.M.A. (1987)**  
**Professor of Music**  
 B.A., Point Loma Nazarene College;  
 M.M., University of Missouri, Kansas City;  
 D.M.A., University of Southern California.
- Carroll B. Land, Ph.D. (1962)**  
**Professor of Kinesiology**  
**Director of Athletics**  
 A.B., Pasadena College;  
 M.S., Ph.D., University of Southern California.
- G. Michael Leffel, Ph.D. (1992)**  
**Professor of Psychology**  
 B.A. Point Loma Nazarene College;  
 M.A., California State University, Long Beach;  
 Ph.D., University of Illinois, Champagne-Urbana.
- Alain Lescart, Ph.D. (2005)**  
**Associate Professor of French**  
 M.A., University of Connecticut;  
 M.S., Eastern Nazarene College;  
 M.A., Faculté Universitaire de Théologie Protestante de Bruxelles;  
 Th.M., Académie de Versailles;  
 Ph.D., University of Connecticut.
- Patricia M. Leslie, M.A. (1999)**  
**Associate Professor of Sociology and Social Work**  
**Director, Social Work Program**  
 B.A., M.A., University of Chicago.
- Andrea G. Liston, M.S. (2006)**  
**Professor of Education**  
 B.S., Western Illinois University;  
 M.S., University of San Diego;  
 Resource Specialist Certificate, San Diego State University.
- Dwayne L. Little, Ph.D. (1973)**  
**Professor of History**  
 A.B., Trevecca Nazarene College;  
 M.A., Ph.D., University of Cincinnati.
- Michael E. Lodahl, Ph.D. (1999)**  
**Professor of Religion**  
 B.A., Northwest Nazarene University;  
 M.Div., Nazarene Theological Seminary;  
 Ph.D., Emory University.
- Lindsey J. H. Lupo, Ph.D. (2007)**

- Assistant Professor of Political Science**  
 B.A., University of California, Santa Barbara;  
 M.A., University of California, Irvine;  
 Ph.D., University of California, Irvine.
- Jeanne M. Maiden, M.S., C.N.S. (2006)**  
**Associate Professor of Nursing**  
 B.S., National University;  
 M.S., C.N.S., San Diego State University.
- Kendall Mallory, Ph.D. (2006)**  
**Associate Professor of Physics**  
 B.A., Point Loma Nazarene University;  
 M.S., California State University, Fullerton;  
 M.S., Ph.D., University of California, Riverside.
- Nicole A. Mareno, M.S.N. (2006)**  
**Assistant Professor of Nursing**  
 B.S., M.S.N., Point Loma Nazarene University.
- Brenda J. Martin, M.Mus. (2007)**  
**Visiting Associate Professor of Music**  
 B.S., Trevecca Nazarene College;  
 M.Mus., Austin Peay State University;  
 M. Mus., Arizona State University.
- Karl E. Martin, Ph.D. (1998)**  
**Professor of Literature**  
**Chair, Department of Literature, Journalism, and Modern Languages**  
 B.A., Point Loma Nazarene College;  
 M.A., Ph.D., University of Minnesota.
- Kenneth A. Martin, Ph.D. (1990)**  
**Professor of Chemistry**  
**Chair, Department of Chemistry**  
 A.B., Point Loma College;  
 M.S., University of California, Davis;  
 Ph.D., University of Kansas/Wichita State University.
- Enedina Martinez, Ed.D. (1994)**  
**Professor of Education**  
 B.A., National University;  
 M.S., United States International University;  
 Ed.S., Point Loma Nazarene College;  
 Ed.D., Northern Arizona University.
- April L. Maskiewicz, Ph.D. (2007)**  
**Assistant Professor of Biology**  
 B.S., University of California, San Diego;  
 M.A., University of California, San Diego;  
 Ph.D., University of California, San Diego and  
 San Diego State University.
- Melanie D. McBride, Ph.D. (2007)**  
**Visiting Assistant Professor of Literature**  
 B.A., University of Western Ontario;  
 M.A., University of Western Ontario;  
 Ph.D., McMaster University.
- Kathryn G. McConnell, Ph.D. (1979)**  
**Professor of Spanish**  
 A.B., Pasadena College;  
 M.A., Boston College;  
 Ph.D., University of California, Los Angeles.
- Michael R. McConnell, Ph.D. (1978)**  
**Professor of Biology and Chemistry**

A.B., Pasadena College;  
Ph.D., Tufts University School of Medicine.

**James H. McEliece**, Ph.D. (1994)

**Professor of Economics**

B.S., U.S. Military Academy, West Point;  
M.S., Georgia Institute of Technology;  
Ph.D., Colorado School of Mines.

**Gary N. McGuire**, Ed.D. (2007)

**Associate Professor of Education**

**Director, Inland Empire Regional Center**

B.A., Azusa Pacific University;  
M.A., California Polytechnic University, Pomona;  
Ed.D., University of La Verne.

**James C. McKenna**, Ph.D. (2007)

**Assistant Professor of Education**

B.A., California State University, Fresno;  
M.A., California State University, Fresno;  
Ph.D., University of California, Santa Barbara.

**David Michael McKinney**, Ph.D., J.D. (1970)

**Professor of German and Literature**

A.B., California State College, Fullerton;  
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