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# ***POLICY STATEMENTS***

## **Notice of Non-Discrimination**

In accordance with Title VI of the Civil Rights Act of 1964, Point Loma Nazarene University does not discriminate on the basis of race, color, age, or national origin. Furthermore, as required by Title IX of the 1972 Education Amendments, Point Loma Nazarene University does not discriminate on the basis of sex in its educational programs, activities, or employment policies. Point Loma Nazarene University also provides equal opportunity for qualified persons with handicaps in compliance with the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Director of the Academic Support Office provides advice and support to students with disabilities. Inquiries and appeals regarding compliance with these federal requirements may be directed to the Vice President for Student Development, Caye Smith, Psy.D., Nicholson Commons, Office 303, (619) 849-2313.

## **Reservation of Rights**

Point Loma Nazarene University reserves the right to make changes in the academic catalogs regarding personnel listings, tuition and fees, majors and minors, course offerings, course sequencing, and other provisions and requirements relative to academic programs, within the student's term of attendance.

## **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 the student's 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 the student's 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 sports, weight and height of members of athletic teams, degree candidacy, and the most recent previous educational agency or institution attended. This information may be provided, upon review by 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 Web site. Students choosing not to release this information or who prefer that their photograph not be used, must inform the Office of Marketing and Creative Services 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 relative 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).

## **Official Catalog**

As the on-line catalog is considered to be the official document relative to academic program offerings and charges, any print-outs of pages taken from the on-line version are, by definition, unofficial.

# *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 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 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).

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 3,500 at all of its teaching locations with a faculty and staff of 775, and enjoys an ocean-front campus in San Diego and strategically located regional centers throughout southern California.

## **Church and University**

Point Loma Nazarene University is the regional educational institution of the Southwest educational 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 of the Nazarene is a member of the Christian Holiness Partnership and the National Association of Evangelicals.

The relationship of the university and the sponsoring denomination 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 Point Loma as well through giving opportunities and frequent memorable events on 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 campus in San Diego and select graduate and professional programs throughout the denomination's Southwest Educational Region.

### CORE VALUES

- **Excellence in teaching and learning** - Teaching and learning constitute the central and defining activities of Point Loma Nazarene University. Faculty believe that effective teaching includes maintaining a vital relationship with one's discipline, establishing a positive connection to students, and building bridges among the students as a community of learning with the academic material.
- **An intentionally Christian community** - PLNU wants students to be participants in a community of learning who intentionally think and behave as Christians in all of their endeavors. Through many curricular and co-curricular activities, PLNU builds a community where women and men are challenged to explore ways to align their hearts and minds to that of Christ.
- **Faithfulness to our Nazarene heritage and a Wesleyan theological tradition** - While working cooperatively with the whole church of Jesus Christ, the university is committed to maintaining and celebrating our denominational ties with the Church of the Nazarene and embracing the distinctives of that tradition.
- **The development of students as whole persons** - A complete education prepares women and men to live full lives that integrate the pursuit of knowledge with beliefs, values, and actions. Holistic learning prepares students to make a positive difference in the world.
- **A global perspective and experience** - PLNU students should be equipped to become "world citizens." The university provides academic coursework, international study, field research, and ministry experiences that aid students in becoming conversant with the complexities of life in the global community.
- **Ethnic and cultural diversity** - PLNU recruits women and men from a variety of cultural, ethnic, and socio-economic backgrounds as students, faculty, and staff. A willingness to hear and learn from many diverse voices is foundational to a Christian liberal arts education and prepares students to become truly educated people, equipped to live in a diverse society and world. The university therefore actively pursues ideas, practices, and relationships that honor diversity and encourages engagement with others different from oneself in order to grow in community with and be reconciled to one another.
- **The stewardship of resources** - PLNU considers itself to be caretaker of all that has been entrusted to the university (people, facilities, money, and knowledge), using resources in a way that reflects the purposes of God and protects the goodness of God's creation.
- **Service as an expression of faith** - The university community understands itself to be stewards, not owners, of time, talent, and selves. Part of the call to Christians is to serve the world, working to better the condition of humankind both locally and globally.

## 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 personal religious perspectives, when students enroll at Point Loma, they have entered into this unique community. Thus, the university community hopes that students will sense the love and holiness that characterizes life in Christ throughout their time 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 has an impact on the quality of workmanship – Christians offer God and each other their very best work. Students and faculty alike are 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 (WASC), for which it periodically completes a self-study that addresses recognized principles of excellence. **WASC may be contacted at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, or by telephone at 510-748-9001.**

A complete list of accreditations and affiliations in a variety of professional associations is located at this link: [Accreditation and Affiliations](#).

# ***UNIVERSITY FACILITIES***

The Point Loma campus of 93 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 property erected a number of wooden buildings, some of which have been renovated and are still in use as designated historical sites. Since 1953, numerous additional buildings have been constructed, and today the campus includes art studio facilities, a theatre, physical education complex, the Fermanian School of Business and Business Center, the Cooper Music Center with its 400-seat Crill Performance Hall, Colt Hall, Nicholson Commons, Draper Hall, the School of Theology and Christian Ministry, and the Bond Academic Center. Buildings of historical interest include 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**

The PLNU regional center in the Mission Valley area is a 51,000 square-foot structure and houses offices and classrooms for the graduate programs in education, nursing, business administration, and religion. This facility brings Point Loma's programs nearer to the heart of the city. The first floor houses Graduate Services and Conference Services, and the remainder of the facility features a university bookstore, the Whitcomb Family Prayer Chapel, classrooms, computer laboratory, and graduate programs in the School of Education, the Fermanian School of Business, and School of Nursing graduate programs. The fourth floor houses faculty offices for teacher credentialing and graduate education as well as additional classroom space.

### **BAKERSFIELD**

Located in the culturally diverse San Joaquin Valley, the university's Bakersfield Regional Center, is committed to serve Kern County and the surrounding areas. The Bakersfield facility is centrally located for the convenience of students and accessible from Route 99 and all major connectors to the area. Classes are held in instructional facilities conducive to the delivery of higher education in a pleasant atmosphere.

### **ARCADIA**

The Point Loma Nazarene University center in Arcadia is adjacent to the Interstate 210 freeway between the Santa Anita and Huntington Boulevard exits. The teaching facilities allow for servicing of local communities in the Los Angeles basin.

### **INLAND EMPIRE**

Southern California's fast-growing Inland Empire is currently served by the Inland Empire Regional Center, located in Corona. This facility is conveniently located at the convergence of Route 91 and Interstate 15. This location also facilitates teaching sites in Rancho Cucamonga and the Chino Valley Unified School District.

## **Ryan Library**

Ryan Library supports student learning in an environment that combines the traditional values of the liberal arts university with the technological advances of the 21st century. Library faculty and staff are dedicated to serving the information needs of students, faculty, and all others affiliated with the university. The library is home to a variety of comfortable learning spaces: rooms for group work and projects, clusters of soft seating, areas for quiet study, and more. In addition, Ryan Library is home to over 170,000 volumes, including books, periodicals, and several specialized collections. The library also subscribes to numerous on-line data bases, many of which provide full-text access. For items not held by the library, InterLibrary Loan services provide access to resources located throughout the region and the world. In classroom settings and one-on-one consultations, librarians teach students how to find appropriate resources, create effective search strategies, and evaluate on-line information. The work of the library faculty and staff fosters the pursuit of knowledge, excellence in teaching and learning, and respect for inquiry and diverse points of view.

## **Information Technology Resources**

All regional centers have access to technology sources, including secured and public wireless, Internet access, email, and multimedia classroom technology. In addition, regional centers in Arcadia and San Diego-Mission Valley have computer laboratory/classrooms. In addition, all computers have Web access, allowing students access to a free e-mail account, and library links to the San Diego 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 email address for future reference. Video cameras, VCR units, data projector, and classroom access to the Web enhance classroom instruction and student presentations.

### **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 laboratory in Mission Valley is located on the third floor. There are both Apple and PCs available. Printers are located in the laboratory for students' convenience.

#### **BAKERSFIELD**

Computer and technology-related courses at the Bakersfield regional center, are taught at the Learning Center, owned and operated by the Kern County Superintendent of Schools Office. It is conveniently located and is the home for the latest technological resources available for computer users in education.

#### **ARCADIA**

Point Loma Nazarene University's center in Arcadia provides for all graduate students a computer laboratory with both Windows and Macintosh formats.

#### **INLAND EMPIRE**

All the classrooms in the Inland Empire facilities are equipped with presentation hardware to assist the technology training of California educators at the graduate level.

#### **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 the university continues to participate in the Microsoft Campus Agreement.

### **Special Collections**

The San Diego 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 in San Diego. 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 Public Safety 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 has 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 Web site 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 graduate program.

### **POLICY REGARDING FALSE INFORMATION**

A student's acceptance to 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 wishes to change programs within the academic department/school, 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 form risk not receiving financial aid or credit for work done toward program completion. Students must meet all program eligibility requirements for the specific program of interest and have an approved program of study filed with the Office of Records. If a graduate student decides to change academic departments/schools within the university, the student must submit a new application for program eligibility to that specific academic department or school.

### **RE-APPLICATION FOR ADMISSION**

Students who decide to enroll in a different academic department or school of the university, progress from post-baccalaureate credential to graduate program, or begin a second graduate degree program must submit a new application to the Office of Graduate Admissions as well as the academic department or school and meet all program eligibility requirements. Students who have been administratively withdrawn from the university must submit a new application to the Office of Admissions, regardless of their intentions. Students who have previously applied to the university may request a reactivation their application, if within three years of the initial date of filing.

### **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.

PLNU 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. The university 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, the student 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 with at least one from a professional supervisor and at least one from an academic reference with direct knowledge of the applicant's ability to succeed in graduate education. In the case where a professional reference is not available, an additional academic reference is appropriate. In the situation where a recent academic reference is not available, an additional professional reference is appropriate;
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 with a cumulative grade-point average of 3.00 or higher (with the exception of the Master of Ministry requiring a cumulative grade-point average of 2.75 or higher).

### **APPLICATION DEADLINES**

Point Loma Nazarene University accepts students for admission in fall, spring, and summer semesters. The application deadline for a semester is two weeks before the start of the semester and two weeks 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 evaluate whether or not the student applicant meets the eligibility requirements and notifies 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 a special review of their status. The academic department or school reviews the petition along with the student's application package and determines 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 a statement outlining the applicant's reasons and justification for requesting an exception to admission policies with supporting documentation. The applicant is also required to schedule an interview with a Point Loma Nazarene University academic advisor from the school to which the applicant is applying.

Following the interview, the academic advisor submits a summary of the applicant's interview and petition package to the department chair or dean of the school. When appropriate, the dean submits the petition to the Graduate Studies Committee with a recommendation. The Graduate Studies Committee or designee is the final authority for all petitions for program eligibility under exception.

## GRADUATE STANDING AND APPEALS

**Graduate Special Standing.** This status is assigned to students who are not pursuing 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 students in special standing are not eligible for financial aid.

**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	\$500
Bakersfield - Education	\$500
Inland Empire - Education	\$500
Mission Valley	
M.A./M.S. in Biology	\$575
M. A. in Education / M.A.T.	\$500
M.A. in Religion	\$300
M.B.A.	\$655
M.Min.	\$135
M.S.N.	\$625

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

<u>REGIONAL CENTER</u>	<u>COST PER UNIT</u>
Arcadia	\$500
Bakersfield	\$500
Inland Empire	\$500
Mission Valley	\$500

### UNIVERSITY FEES

Application fee	\$40
Late application fee	N/A
Audit fee, per unit	\$150
Student teaching fee, per unit (School of Education)	\$75
Teacher Education Assessment fee - non-refundable (School of Education)	\$500
BIO 683 Extension fee, per semester	\$600
BUS 695 Extension fee, per semester	\$600
GNSG 604 Extension fee, per semester	\$600
M. Min. Independent/Directed Study Fee	\$90
GRE 699 Extension fee, per semester	\$300
Thesis Binding Fee ( <i>optional</i> )	\$35
Graduation fee	\$100

## Payment Information

### BILLING PROCESS

A Statement of Account, which contains the class schedule as well as the semester charges and financial aid, is sent to all students prior to the start of each semester. The Statement of Account also serves as the invoice from which payment should be made. In addition, monthly statements are generated electronically on the student portal for students who continue to have an owing balance, and an e-mail reminder is sent to the student (or to another individual specified by the student) directing the student to view the statement online.

### 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 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 a Monthly Payment Contract, available at the Office of Graduate Student Financial Services at each Regional Center. Debit or credit cards only are accepted.

**Financial Aid.** Students desiring to use scholarships, grants, and/or loans to pay their charges must complete the FAFSA and the electronic Financial Assistance Application for Credential and Graduate Students, available on the student portal. Students who do not complete the financial aid application process (including application for loans) by the set deadlines 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

**THESIS/APPLIED PROJECT EXTENSION FEE**

Students are expected to complete a thesis or applied project in a timely manner. When additional time for the completion of a thesis or applied project is required by the student, an extension fee is charged to the student's account. The fee allows students to remain in the university system for library resources privileges, access to the computer system, and other support services. The fee is charged each semester until a grade for the thesis or applied project is recorded in the Office of Records. While the fee generates an account charge to students, no additional units are applied to the transcript. Charges for the extension fee are automatic requiring no formal action by students.

If a student withdraws from the academic program prior to completing the thesis or applied project, the course will be graded NC (No Credit) or F. Students who are readmitted into their program will be required to file a petition with the academic department chair or school dean to register for the balance of units in the required thesis or applied project. If a balance exists in the student's account, the payment of regular tuition and fees will be required.

**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 on-line. 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 submit the on-line PLNU Graduate Application for Financial Assistance, available on the student portal; and
3. Complete and file the FAFSA.

Financial awards are made every two consecutive semesters. These awards are disbursed on a semester or quad basis (depending on the program's calendar), 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: [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 teaching credentials and part-time students registered for less than six semester units in the teaching 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 Point Loma 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 exercises, 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 on-line PLNU Graduate Application for Financial Assistance, available on the student portal.

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/edtest](http://www.edfund.org/edtest) or can be completed while electronically signing a Master Promissory Note for the loan.

When a student graduates, withdraws from the university, takes an approved leave of absence, or drops below half-time status, a Stafford Loan Exit Interview is required. This is a mandatory federal requirement for all students who have received a Stafford loan. Exit interviews may be completed on-line at [www.edfund.org/edtest](http://www.edfund.org/edtest). 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**

#### **STAFFORD LOAN**

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 graduate 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 on-line PLNU Graduate Application for Financial Assistance, available on the student portal. 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**

### **STAFFORD LOAN**

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 \$31,000 (no more than \$23,000 may be subsidized). An independent Teaching Credential student may borrow up to an aggregate loan limit of \$57,500 (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 completed the appropriate steps. These steps include the FAFSA and the on-line PLNU Graduate Application for Financial Assistance 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 on-line PLNU Graduate Application for Financial Assistance may be obtained on-line in the student portal at [my.pointloma.edu](http://my.pointloma.edu).

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: [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 six units but less than 12 will have their Cal Grant awards pro-rated. Master of Arts in Teaching (M.A.T.) students must be enrolled in at least three units per semester (half-time) and will be considered full time with six units per semester.

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. **Note:** Missionary and Pastor Child Discounts do not apply to the M.A.T. program.

Institutional aid will only be applied to Teaching Credential or Master of Arts in Teaching (M.A.T.) 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 or M.A.T. program in the next two regular semesters following graduation. Institutional aid is available for up to two regular semesters. Students must be enrolled in at least nine units to be eligible for institutional aid for a teaching credential or six units for the M.A.T. Institutional aid can be used to pay semester charges (tuition and fees) only; it is never disbursed directly to students. 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.

# ***ORGANIZATION OF THE UNIVERSITY***

## **Academic Governance**

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

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

Office of Academic Affairs  
College of Arts and Sciences  
College of Social Sciences and Professional Studies

# *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](mailto: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](mailto:keithbell@pointloma.edu)  
Administrative Assistant Judy Brundrett

## **Graduate Studies**

Location Bond Academic Center, Room 3  
Telephone (619) 849-2535  
Fax (619) 849-7018  
Vice Provost Margaret T. Bailey, Ph.D.  
E-mail [maggiebailey@pointloma.edu](mailto:maggiebailey@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	Kerry D. Fulcher, Ph.D.
E-mail	kerryfulcher@pointloma.edu
Administrative Assistant	Stephanie Lehman

## 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 nine 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 engage and challenge minds, to form and model character, and to see service as an expression of faith, 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 centers within the organization of the College of Arts and Sciences, including:

- The Center for Pastoral Leadership
- The 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) 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 S. Skalman and David A. Adey, co-chairs

**Department of Biology** – Darrel R. Falk and Dawne M. Page, co-chairs

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

**Department of Communication and Theatre** – Paul R. Bassett, chair

**Department of History and Political Science** – William A. Wood, chair

**Department of Literature, Journalism, and Modern Languages** – Carol A. Blessing, chair

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

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

**Department of Physics and Engineering** – Kendall E. Mallory, chair

**School of Theology and Christian Ministry** – Robert W. Smith, dean

**The Center for Pastoral Leadership** – Norman V. Shoemaker, director

**The Margaret Stevenson Center for Women's Studies** – Linda M. Beail, director

# *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	Cindy Wickwire

## **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 four academic departments, the Fermanian 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 engage and challenge minds, to form and model character, and to see service as an expression of faith, 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**

Educational Specialist Degree (Ed.S.)

### **MASTER'S DEGREES**

Master of Arts in Education (M.A.)  
Master of Arts in Teaching (M.A.T.)  
Master of Business Administration (M.B.A.)  
Master of Science in Nursing (M.S.N.)

## **Credential and Internship Programs**

California Commission of Teacher Credentialing (CCTC) 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:

- The Center for International Development
- The Center for Justice and Reconciliation
- The Early Childhood Learning Center
- The Fermanian Business Center
- The Health Promotion Center (School of Nursing)
- The 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 (CCNE).

## **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 Family and Consumer Sciences*** – Kay M. Wilder, 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 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 Health Promotion Center (School of Nursing)*** – Mary Margaret Rowe, 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 following established policies.

### **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 files with the appropriate dean and the department chair a written report of the incident and the action taken. The college dean, after an examination of the event, submits a report to the Provost and the Vice Provost for Academic Administration. If either of these administrators believe other action should be taken, consultation between the faculty member, student, and the administrators determines the appropriate action.

The student or students involved in the academic dishonesty may appeal the action by talking first to the program director or academic advisor, then, if necessary, to the college dean, and finally to a committee of the following: the appropriate college dean, the Vice Provost for Academic Administration, the Provost, and full-time faculty member of the student's choice. 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 at the Point Loma 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 courses must be recorded prior to a degree posting. Posting dates are available on the academic calendar. If all program requirements for the semester of application are not completed, the student must reapply for graduation.

#### **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. If more than 20 percent of the classes are reported as missed, the faculty member may initiate the student's de-enrollment from the course without advance notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" or "NC." There are no refunds for courses where a de-enrollment was processed.

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

#### **ACADEMIC ACCOMMODATIONS**

While all students are expected to meet the minimum standards for completion of their courses as established by the instructors, students with disabilities may require academic accommodations. All such students in Point Loma Nazarene University graduate-level programs are requested to discuss academic accommodations with the program director during the first two weeks of class. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

## **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 Web site. Current students may print their own unofficial transcripts from the university Web site.

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

All course offerings are posted on the university Web site. 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 students with the approval of the school dean or department chair upon the recommendation of the program director/coordinator.
- 500-599 Transition or post-baccalaureate courses applicable to a certificate, credential, or a master's degree program.
- 600-699 Graduate courses applied to a master's degree program.
- 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.** The deadline for students to register for courses is the last day of the second week of the

semester or the last day of the first week of a Quad. Exceptions to this deadline will only be considered if students have extenuating circumstances beyond their control and the student completes a change of schedule form, with the approval of the school dean/department chair and the Vice Provost for Academic Administration. 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 AND MINIMUM COURSE LOADS**

The maximum course load for a graduate program is 12 units in a semester. Overloads may be carried with the written approval of the Vice Provost for Academic Administration on the recommendation of the school dean/department chair. This must be filed with the Office of Records prior to the applicable registration period. For financial aid purposes, the minimum full-time course load for graduate students is six units per semester. For further information regarding financial aid, students should contact their Student Financial Services representative.

The maximum course load for credential students in the School of Education is 18 units in a semester, including fieldwork. As with the graduate program, overloads may be approved by the Vice Provost for Academic Administration on the recommendation of the school dean/program chair and filed with the Office of Records prior to the applicable registration period. For financial aid purposes, the minimum full-time course load for credential students is 12 semester units. For further information regarding financial aid, students should contact their Student Financial Services representative.

#### **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 the academic 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 an audit 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 entered only for satisfactory attendance; a grade of F is entered for non-attendance. Courses audited carry no credit toward the grade-point average, graduation requirements, or meeting professional requirements. Audit units count toward the student's course load, except in determining financial aid, and may be repeated.

**[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 Incomplete 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 courses, such as field work courses, that extend longer than a semester due to the nature of the course requirements. The grade of IP carries no grade points and is replaced by the grade earned when the requirements for the course are properly completed. 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 registration will be concluded and a grade of No Credit [NC] assigned or a grade based on completed work for computation into the grade-point average.

**[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. In order to complete an NC course to meet degree or credential requirements, including one that was an IP and reverted to NC, a student assigned this grade must register again for the course.

**[W] Withdrawn.** This grade is recorded when a student doing passing work is given permission by the program or Regional Center 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 H, 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 is available at each Regional Center or in the Office of Records and must be filed by the last day of the following semester in which the grade was given.

**Academic Standing**

**NORMAL ACADEMIC PROGRESS**

The academic progress of all graduate students is reviewed by the Vice Provost for Academic Administration. Those who maintain the minimum required grade-point average are in satisfactory scholastic standing and as such are making progress toward a degree. To remain free of academic probation, students must earn a minimum cumulative grade-point average specified by the graduate program in which they are enrolled. A cumulative GPA of 3.000 is required of all graduate programs with one exception: a cumulative GPA of 2.750 is required for the Master of Ministry (M.Min.) degree.

**UNSATISFACTORY ACADEMIC PROGRESS**

Point Loma takes seriously a student's inability to make satisfactory progress toward the goal of a degree. The university works with students placed on academic probation to create links between them, faculty advisors, program directors, and other support programs. Policies concerning students on academic probation are

administered by the Vice Provost for Academic Administration.

**Note:** *Students who receive federal, state, or veterans aid must meet certain qualitative and quantitative standards of academic progress. As a result, it may be possible for a student to be on academic probation at the university but be ineligible for federal, state and veterans aid. Additional information on PLNU's financial aid satisfactory policy is available in the PLNU Student Financial Services Office.*

#### **ACADEMIC WARNING**

Students whose semester or session GPA is below acceptable standards receive a letter of Academic Warning.

#### **ACADEMIC PROBATION ALERT**

Students whose cumulative GPA meets the minimum standard for academic good standing, but whose session GPA for a regular semester falls below the program minimum, are placed on alert status. While not technically on academic probation, these students are under the strict supervision of the Office of the Vice Provost for Academic Administration and may be required to repeat courses in which they received a low grade.

#### **ACADEMIC PROBATION**

Students whose cumulative GPA falls below minimum standards are placed on academic probation. Probationary students who fail to earn the minimal required session GPA for their program the following semester are disqualified from continuing at the university.

#### **CONTINUANCE ON ACADEMIC PROBATION**

Students who are on probation and earn at least the required GPA for their program during the current session, but whose cumulative GPA is below that standard, may be continued on academic probation at the discretion of the Vice Provost for Academic Administration, considering all factors. These students are under the strict supervision of the Office of the Vice Provost for Academic Administration.

#### **ACADEMIC DISQUALIFICATION**

Students who are disqualified to continue at the university may not apply for re-admission until after at least one regular semester. In order to be considered for re-admission, they must file an official transcript showing a GPA that meets the minimum required for their academic program or higher.

## **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 evaluates the student's progress based on the department/school's student learning outcomes, grade-point average, and other requirements. The Office of Records reviews documents prior to degree posting to assure that all requirements for graduation have been met. All work taken toward a degree must be completed in full before posting. Degrees are conferred six (6) times per year at the close of each quad. Commencement convocation is held once a year at the close of the spring semester. All candidates who completed their work and had their degree posted in the current academic year may participate. 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. These students are recognized publicly as summer graduates (indicated in the commencement program). The diploma is available to summer graduates 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**

Transfer credit is defined as graduate credit earned at another regionally accredited institution. Students may request transfer courses to be considered for application to a degree program. Any transfer courses to be considered for application to a degree program must be recommended by the school dean/department chair with final approval residing with the Vice Provost for Academic Administration. No more than six transfer units may be applied to a degree, and all coursework must have been completed within the last seven years at a regionally accredited institution and may not have been previously used for completion of a graduate degree program.

### **CURRICULAR EXCEPTIONS**

Occasionally, an exception to the requirements in the Graduate Catalog may be appropriate. For consideration of a curricular exception, students must file a Curricular Exceptions petition with their program advisor. The program advisor will make a recommendation to the appropriate school dean or department chair. If approved by the school/department, the petition will be forwarded to the Vice Provost for Academic Administration for final approval. Decisions regarding exceptions are based on the merit of each individual case.

All curricular exceptions combined 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.

Examples of curricular exceptions include: a course replacement of a required course in the curriculum with a course taken at another institution; a course substitution of one PLNU course substituting for another PLNU course; and/or a course is waived, requiring the student to take an elective to replace the unit requirement for the program.

### **NON-TRADITIONAL DELIVERY CREDITS**

Point Loma Nazarene University recognizes the place of non-traditional delivery systems in education and has developed policies and procedures to guide students in this regard. On-line and/or hybrid courses utilizing technology-mediated instruction are also strictly controlled by the university's regional accrediting body. Consequently, the following guidelines regulating the transfer of such courses to the university, both define the boundaries for distance learning modalities and protect the integrity of Point Loma's deeply held commitments to the learning environment.

The following policies and procedures apply to students enrolled in a PLNU program, desiring to take a course offered by another institution with non-traditional delivery and to transfer that course into the PLNU program.

#### *Policies:*

1. As academic units with a non-traditional delivery, on-line courses must be approved prior to enrollment in those courses and are limited to six semester units over the student's total degree program.
2. On-line credits submitted to PLNU for approval must be offered by a regionally accredited institution of higher learning (the Western Association of Schools and Colleges, the Northwest Commission on Colleges and Universities, North Central Association of Colleges and Schools, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges).
3. The transfer course must apply to comparable post-baccalaureate degree programs at the home institution in which it resides.
4. The approval of on-line courses must always be on a case-by-case basis.
5. Students requesting consideration of an on-line course in transfer must submit a Curricular Exception Petition, together with a hard-copy print-out of the course description, syllabus, and transcript.
6. Following approval from the appropriate department chair/school dean, the petition is submitted to the Vice Provost for Academic Administration for final evaluation.
7. All on-line courses must be graded by traditional methods (letter grades). Courses graded credit/no-credit are not accepted.
8. Any proctoring of examinations must be arranged and paid for by the student, as PLNU faculty/staff are not obligated to perform such tasks.
9. On-line course approved by PLNU must be completed within twelve months of enrollment.

#### *Procedures:*

1. Students interested in taking an on-line course should pick up a Curricular Exception Petition from their program advisor.
2. Students should file the completed petition along with a course description and syllabus to the program advisor who will submit the petition to the appropriate department chair/school dean as stated in the policy.
3. If school/departmental approval is given, the completed petition should be forwarded to the Vice Provost for Academic Administration for final evaluation.
4. If final approval is given, the student may enroll in the course.
5. The official transcribed course grade must be submitted to the PLNU Office of Records within 12 months of enrollment in the course.

### **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.

For those graduate programs requiring a thesis or applied project, the school or department has determined the unit credit required for completion of the thesis/applied project. Students will be assigned an advisor to assist and supervise their work. Students are expected to complete this final phase of their graduate study in a timely manner. If, however, the student requires additional time for completion, an extension fee will be charged each semester until the thesis/applied project grade is recorded (see fee schedule).

Students who have not completed the thesis/applied project after registering for all the units of thesis work required for their major course of study, will be routinely registered each subsequent semester for "thesis extension" until completion. This action will add a thesis extension fee, generating a bill but no additional units. Automatic registration will continue each semester until the final grade has been posted by the thesis advisor. This process allows the students to remain registered in the university system for library resources, computer system, and other support services.

The registration for the extension is automatic. However, if a student "opts out" of this option prior to completing thesis work, the course will be graded No Credit or F. For a student to opt back into the program to complete the thesis/applied project, the student is required to file a request for readmission and registration for the balance of units for the original required thesis course. In addition, the school/department makes a determination on the merits of the readmission request. If a balance exists in the student's account, the payment of regular tuition and fees will be required prior to readmission.

#### **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 academic department/school requirements and fulfilling all graduation requirements for each degree. When a second degree is pursued in the same academic discipline (e.g., the School of Education or the Fermanian 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.

## **Withdrawal and Readmission**

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

There are times when a student finds it necessary to withdraw from the university. In order to avoid being administratively withdrawn, courses and incompletes being converted to a failing grade, and financial payments going into default, students are required to notify their program coordinator or the Office of Records and complete a Notice of Intent to Withdraw from the university (form available on-line). If withdrawal occurs while a student is registered for classes, students must 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 (on-line 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 are then graded with a W (withdrawal) unless the faculty deems the student's performance to be unsatisfactory at the time of withdrawal, at which point a WF grade would be assigned.

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

Financial implications for withdrawals may be found under "Refund Policy."

#### **LEAVE OF ABSENCE**

Students may apply for a leave of absence from their program. For those receiving financial aid, the maximum leave of absence allowed is 180 days in any 12 month period for professional or personal reasons. Students with an approved leave of absence continue to be considered "in-school status" for Title IV loan repayment purposes.

A leave of absence form 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 is filed in the Office of Records. Failure to return in a timely manner initiates an administrative withdrawal from the university as of the initiating date of the leave of absence. When leaving and returning from the leave of absence, the student is required to confirm with the Office of Records which academic catalog will apply to their program once they continue their program. This withdrawal may have financial aid implications, such as the expiration of a loan's grace period and may cause a student loan to immediately be in repayment.

#### **READMISSION**

Students who have been admitted to the university, completed at least one semester, and have subsequently withdrawn formally or taken a leave of absence for more than one semester (or two sequential Quads) must apply for readmission through the Office of Graduate Admissions. Students who have been administratively withdrawn must submit a new application in all cases. Students who have not been enrolled for two calendar years from the last date of attendance must submit a new application for graduate admission. Students who are successfully readmitted are subject to the program requirements of the catalog under which they re-enter unless a leave of absence has been granted.

#### **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 submit a new application to the university and to their degree 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 an 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 professionals. 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, Point Loma campus);
2. Completion of the approved graduate program of 34 units, including the thesis and six elective units for the M.S. or twelve elective units and a written exam 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.

## **Program Eligibility for 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 682	Research Proposal and Pilot Study	1
	<b>TOTAL</b>	<b>10</b>

### **Electives: Group A**

Take 12 units

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
BIO 660	Microbiology and Immunology	3
BIO 661	Ecology of Plants and Animals	3
BIO 662	Genetics and Molecular Biology	3
BIO 663	Cell Biology and Biochemistry	3
BIO 664	Evolution and Development	3
BIO 665	Physiology of Plants and Animals	3
	<b>TOTAL</b>	<b>12</b>

### **Electives: Group B**

Take 6 units (M.S.) or 12 units (M.A.)

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
BIO 660	Microbiology and Immunology	3

BIO 661	Ecology of Plants and Animals	3
BIO 662	Genetics and Molecular Biology	3
BIO 663	Cell Biology and Biochemistry	3
BIO 664	Evolution and Development	3
BIO 665	Physiology of Plants and Animals	3
BIO 601	Graduate Internship in Biology	1-6
SCI 672	SEASAND	2
BIO 692	Perspectives on Science	2
	Other approved Biology courses	
	<b>TOTAL</b>	<b>6 or 12</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>
	<b>PROGRAM TOTAL</b>	<b>34</b>

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***

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

### **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 course delivery.

### **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. Predominantly on-line course delivery.

### **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. Predominantly on-line course delivery.

### **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. Predominantly on-line course delivery.

## **Master of Science Thesis Requirement (M.S. Only)**

### **BIO 683 (A,B,C,D,E,F) THESIS (1-6)**

Students write a thorough literature review and bibliography related to their chosen Biology education problem, then design, carry out, and 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. Students register for each thesis unit (683 a through f) in sequence (a through f) corresponding to the 6 units necessary to complete the thesis requirement. Students may register for as many as three thesis units in a single semester (i.e., 683a, 683b, and 683c) or as few as one unit. At the end of each semester a grade of Credit/No Credit is issued reflecting the student's satisfactory progress toward thesis completion. If in the final semester (BIO 683f) of thesis enrollment the student has not completed all requirements for the thesis, the student is automatically enrolled in thesis extension status for each subsequent semester until the thesis is completed. A thesis extension fee is charged (see fee schedule) for each semester of thesis extension. Graded Credit/No Credit.

### **Graduate Biology Thesis progress benchmarks**

- BIO 683a Prepare (including purpose, question(s), theory, methodology, and literature review), and clear project proposal with committee.
- BIO 683b Complete protocols and IRB proposal
- BIO 683c Collect Data
- BIO 683d Analyze data and write results section
- BIO 683e Write conclusions
- BIO 683f Prepare and submit journal manuscript and give oral defense of project

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

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

This course is an elective option allowing 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 660 (3) MICROBIOLOGY AND IMMUNOLOGY**

Concepts in microbiology, including the diversity and ecology of microscopic organisms, and in immunology, focusing on cellular and molecular regulation of the immune system in health and disease, are addressed from the perspective of teaching for conceptual understanding. Lecture and lab.

### **BIO 661 (3) ECOLOGY OF PLANTS AND ANIMALS**

Concepts related to complex ecological systems with special emphasis on the interactions between plants and animals are addressed from the perspective of teaching for conceptual understanding. Lecture and field-oriented lab.

### **BIO 662 (3) GENETICS AND MOLECULAR BIOLOGY**

Concepts in genetics and molecular biology, including inheritance, organization, variability and expression of genes, with emphasis on the regulatory mechanisms that govern gene expression in eukaryotic and prokaryotic cells, are addressed from the perspective of teaching for conceptual understanding. Lecture and

lab.

**BIO 663 (3) CELL BIOLOGY AND BIOCHEMISTRY**

Concepts in cell biology, including the chemical basis of life, the structure and function of organelles, basic metabolic pathways, models for the origin of cells, and underlying biochemical principles are addressed from the perspective of teaching for conceptual understanding. Lecture and lab.

**BIO 664 (3) EVOLUTION AND DEVELOPMENT**

Concepts emerging from the union of the two disciplines of evolution and development that help us better understand both the process of development and the evolution of the diversity of life forms are central to this course. Emphasis will be placed on the concepts of modularity, developmental master control genes (toolkit genes) and genetic switches that are the keys to explaining how the diversity within the body plans of animals develop. These topics will be addressed from the perspective of teaching for conceptual understanding. Lecture and lab.

**BIO 665 (3) PHYSIOLOGY OF PLANTS AND ANIMALS**

Concepts related to the physiological mechanisms that contribute to homeostasis in both plants and animals are addressed from the perspective of teaching for conceptual understanding. Lecture and lab.

**BIO 690 (1-3) SPECIAL STUDIES IN BIOLOGY**

Selected studies in the area of Biology as determined by the Department of Biology. Permission is required from the Chair of the Department of Biology and the course faculty. The student must be in good academic standing. Students may repeat the course for credit up to a maximum of 6 units. The repeat course must cover different content.

**BIO 692 (1,1) 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 repeated up to three times for a total of six units. Graded Credit/No Credit.

**SCI 672 (2) SEASAND**

SEASAND is a two-week intensive summer workshop designed for secondary teachers. The content is taught at an advanced level. 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 repeated up to three times with different content for a total of six units. Graded Credit/No Credit.

# ***FERMANIAN SCHOOL OF BUSINESS***

## **Mission Statement**

To provide to the world business leaders who demonstrate 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.

## **Program Overview**

The Master of Business Administration degree is an advanced academic degree that builds on the student's undergraduate program and professional experience. The M.B.A. degree requires a total of 42 units including business basics, core, and elective courses suited to the student's professional needs. There are three curricular tracks available: 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, Point Loma 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.

## **Program Eligibility for the 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.

## **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 is 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 student must 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 students 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 the following subjects: business math, finance, economics, and accounting. Assessment test provided through the Fermanian School of Business assists the students and university in determining preparation in the basic principles of business. Students in this category may begin core courses that do not require these 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), the student is provided two options for fulfilling the basic requirement for the course(s) in question: 1) to take the FSB approved on-line course for no credit, or 2) 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 Communications) 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**

# *MASTER OF BUSINESS ADMINISTRATION*

## **M.B.A. Program Options**

M.B.A. students have three program options. They may choose to design their own program, M.B.A. (General) degree, based on their unique professional goals by selecting electives from other tracks, or may select between the two tracks: M.B.A./Corporate or M.B.A./Organizational Leadership.

### **CORE COURSES (3 units each)**

BUS 615 Managerial Accounting

BUS 625 Business Statistics and Quantitative Methods

BUS 655 Marketing in an Entrepreneurial World

BUS 660 Contemporary Management in a Competitive World

BUS 670 Financial Management

BUS 675 Strategic Management

BUS 695 Applied Project

BUS 698 Leading with Integrity; Business Ethics, Corporate Social Responsibility and Social Entrepreneurship

## **PROGRAM 1. M.B.A./GENERAL – 42 UNITS**

The M.B.A. (General) is open for students who want to design their own elective program suited to their unique professional needs. This track allows the professional client flexibility.

### **OPTION 1 (WITH NO PRIOR BUSINESS COURSES AND DOES NOT TEST OUT):**

<b>Business Basics</b> (depending on individual needs)	1.5-13.5 units
<b>Core Courses</b>	24 units
Elective Courses (from all electives offered)	4.5-16.5 units
Total (required total Basics/Core/Electives)	42 units

### **OPTION 2 (PRIOR BUSINESS COURSES ON TRANSCRIPTS AT TIME OF APPLICATION WITH 3.000 GPA)**

<b>Core Courses</b>	24 units
Elective and/or Business Basics Courses (from all offered)	18 units
Total (required total Basics/Core/Electives)	42 units

### ***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

### ***Elective Courses (3 units each)***

BUS 610 Organizational Behavior and the Future

BUS 620 Managing Human Resources

BUS 630 Managerial Economics

BUS 635 International Business

BUS 640 Technological Innovation and Management Knowledge

BUS 645 Organizational Leadership

BUS 650 Operations Management

- BUS 665 Organization Communication
- BUS 672 Entrepreneurship
- BUS 674 Real Estate Investment
- BUS 685 Management of Not-for-Profit Organizations
- BUS 690 (1-3 units) Special Studies in Business Administration

## **PROGRAM 2. M.B.A./CORPORATE – 42 UNITS**

The Corporate track is for individuals who manage and execute the strategy within the corporation's primary value chain activities including: supply chain, operations, distribution, sales and marketing, and service. The Corporate track relies more on application of quantitative analysis and technical skills.

### **OPTION 1 (WITH NO PRIOR BUSINESS COURSES AND DOES NOT TEST OUT):**

<b>Business Basics</b> (depending on individual needs)	1.5-13.5 units
<b>Core Courses</b>	24 units
Elective Courses	4.5-16.5 units
Total (required total Basics/Core/Electives)	42 units

### **OPTION 2 (PRIOR BUSINESS COURSES ON TRANSCRIPTS AT TIME OF APPLICATION WITH 3.000 GPA)**

<b>Core Courses</b>	24 units
Elective and/or Business Basics Courses (from all offered)	18 units
Total (required total Basics/Core/Electives)	42 units

#### ***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

#### ***Elective Courses (3 units each)***

- BUS 630 Managerial Economics
- BUS 635 International Business
- BUS 640 Technological Innovation and Management Knowledge
- BUS 645 Organizational Leadership
- BUS 650 Operations Management
- BUS 672 Entrepreneurship
- BUS 674 Real Estate Investment
- BUS 690 (1-3 units) Special Studies in Business Administration

## **PROGRAM 3. M.B.A./ORGANIZATIONAL LEADERSHIP (42 UNITS)**

The Organizational Leadership track is for those who manage the support activities of the organization's value chain including human resource management, personnel, and general administration function. The Organizational Leadership program electives emphasize the leadership functions for effective personnel management.

### **OPTION 1 (WITH NO PRIOR BUSINESS COURSES AND DOES NOT TEST OUT):**

<b>Business Basics</b> (depending on individual needs)	1.5-13.5 units
<b>Core Courses</b>	24 units
Elective Courses	4.5-16.5 units
Total (required total Basics/Core/Electives)	42 units

**OPTION 2 (PRIOR BUSINESS COURSES ON TRANSCRIPTS AT TIME OF APPLICATION WITH 3.000 GPA)**

<b>Core Courses</b>	24 units
Elective and/or Business Basics Courses (from all offered)	18 units
Total (required total Basics/Core/Electives)	42 units

***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

***Elective Courses (3 units each)***

BUS 610	Organizational Behavior and the Future
BUS 620	Managing Human Resources
BUS 635	International Business
BUS 640	Technological Innovation and Management Knowledge
BUS 645	Organizational Leadership
BUS 665	Organization Communication
BUS 672	Entrepreneurship
BUS 685	Management of Not-for-Profit Organizations
BUS 690	(1-3 units) Special Studies in Business Administration

**BUSINESS BASICS/CORE/ELECTIVE 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

***Core Courses (3 units each)***

BUS 615	Managerial Accounting
BUS 625	Business Statistics & Quantitative Methods
BUS 655	Marketing in an Entrepreneurial World

- BUS 660 Contemporary Management in a Competitive World
- BUS 670 Financial Management
- BUS 675 Strategic Management
- BUS 695 Applied Project (3 units minimum)
- BUS 698 Leading with Integrity Business Ethics, Corporate Social Responsibility and Social Entrepreneurship (evening and/or weekend format)

***Elective Courses (3 units each)***

- BUS 610 Organizational Behavior and the Future
- BUS 620 Managing Human Resources
- BUS 630 Managerial Economics
- BUS 635 International Business
- BUS 640 Technological Innovation and Management Knowledge
- BUS 645 Organizational Leadership
- BUS 650 Operations Management
- BUS 665 Organization Communication
- BUS 672 Entrepreneurship
- BUS 674 Real Estate Investment
- BUS 685 Management of Not-for-Profit Organizations
- BUS 690 (1-3 units) Special Studies in Business Administration

**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 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 Fermanian School of Business. Permission is required from the Dean of the Fermanian School of Business and the course faculty. The student must be in good academic standing. Students may repeat the course for credit up to a maximum of 6 units. The repeat course must cover different content.

**BUS 695 (A,B,C) (1-3) APPLIED PROJECT**

To finalize the graduation requirements for the M.B.A., 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. Students will register for 1-3 units per semester in sequence (a,b,c) corresponding to the 3 units necessary to complete the thesis requirement. At the end of each semester a grade of Credit/No Credit will be issued reflecting the student's satisfactory progress toward thesis completion. If in the final semester (BUS 695c) of thesis enrollment the student has not completed all requirements for the thesis, the student will be assigned the grade of IP (In Progress) and automatically be enrolled in thesis extension status for each subsequent semester until the thesis grade is posted. A thesis extension fee will be charged (see fee schedule) for each semester of thesis extension. Graded Credit/No Credit.

**BUS 698 (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.

*Prerequisite: Consent of Instructor.*

# ***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 their teaching careers. 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 60 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) or admission to any credential or degree program. 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.

Undergraduate 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 educators should work with an advisor to plan their educational program and 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 (M.A.)
- Master of Arts in Teaching (M.A.T.), Preliminary Teaching Credentials, and Professional Services Credentials
- Educational Specialist in Educational Leadership (Ed.S.)

## **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, Point Loma 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.

## Program Eligibility for the Master of Arts in Education

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

## CONCENTRATIONS

The Master of Arts in Education offers four specializations: (1) Teaching and Learning for classroom teachers; (2) Special Education; (3) Counseling and Guidance; or (4) Educational Leadership.

### 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 the 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 (CCTC) 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.

COURSE	TITLE	UNITS
EDU 502	Research-Based Learning Theory	3
	OR	
EDU 600	Foundations of Education and Learning Theory	(3)
EDU 506	Principles of Language Acquisition and Preparation to	3

	Teach English Learners	
	OR	
EDU 601	Language Acquisition and Diverse Populations	(3)
EDU 508	Assessment and Research Practices	3
	OR	
EDU 603	Classroom Assessment and Research Practices	3
	<b>AND Either</b>	
EDU 522	Differentiated Writing and Related Language Arts Instruction for All Learners (Multiple Subject)	3
	OR	
EDU 610	Methods of Teaching Reading and Writing (Multiple Subject)	(3)
	OR	
EDU 536	Curriculum Development, Innovation, and Evaluation (Single Subject)	3
	OR	
	One course in content specific pedagogy (EDU 622- 629)	(3)

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
- Beginning Teacher Support and Assessment (BTSA)
- Counseling and Guidance
- Graduate Education 689 Master's Project (3-6 units)
- Advanced candidates may pursue in-depth research in a content area with a content area expert.

#### **CORE COURSES**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GED 628*	Using Technology to Support Student Learning (BTSA Standard 16)	3
GED 639*	Health Education (BTSA Standard 16)	2
GED 642*	Advanced Teaching of English Learners (BTSA Standard 19)	3
GED 672	Philosophy of Education	3
GED 677*	Teaching Special Populations (BTSA Standard 20)	3
All students enrolled in the MATL concentration are required to complete an Action Research Project through either of the options below		
GED 689	Master's Project	3
	OR	
GED 693	Research-Based Intervention Models and Strategies <i>(For students in the Reading Certification program)</i>	(3)
GED	Action Research Project	1

689P	Support OR	
GED 698	Special Studies in Education: Literacy Field Studies (Reading Certificate Level) <i>(For students in the reading certificate program)</i>	(1)
	In-Depth Options (below)	3-6
	<b>MASTER'S TOTAL</b>	<b>36</b>

Teachers enrolled in a BTSA or Clear Credential program can choose *EITHER*:

GED683*	BTSA Induction	3-6
GED 683C**	Reflective Coaching	(3)

\*Clear Credential requirements

\*\*Clear Credential option for non-BTSA participants

### **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	3
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)**

EDU 601	Language Acquisition and Diverse Populations	3
GED 641	School Communities in a Pluralistic Society (BTSA Standard 17)	3
GED 642	Advanced Teaching of English Learners (BTSA Standard 19)	3
GED 668	Bilingual Education and Specially Designed Academic Instruction	3

#### **Educational Leadership**

GED 603	Visionary Leadership (plus one unit of related fieldwork)	3
GED 604	Instructional Leadership for the Success of All Students (Plus one unit of related fieldwork)	3
Options	Other Educational Leadership courses as approved by advisor	3

#### **Special Education**

GED 621	Assessment Procedures and Services for Students with	3
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	Disabilities	
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

### **Beginning Teacher Support and Assessment (BTSA)**

GED 616	Curricular Development, Innovation and Evaluation	1-3
GED 641	School Communities in a Pluralistic Society	3
GED 689	Master's Project	3-6

### **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

## **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 nine units of approved coursework. Mild/Moderate students may use Graduate Education 621, 631, and 632. Moderate/Severe students may use Education 508, Graduate Education 621 and 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	3

	Student Learning (BTSA Standard 16)	
GED 634	Transition Services for Students with Disabilities	1-3
GED 639	Health Education (BTSA Standard 18)	3
GED 642	Advanced Teaching of English Learners (BTSA Standard 19)	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 <i>OR</i>	3
GED 689	Master's Project	(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)	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)	3
GED 642	Advanced Teaching of English Learners	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 <i>OR</i>	3-6
GED 689	Master's Project	(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>
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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

***Fieldwork/Elective (A minimum of 3 units fieldwork)***

GED 687	Research, Field Studies & Practicum in Counseling and Guidance	3-9
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***Electives (6 units) to be selected from:***

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 Populations	3

**MASTER'S TOTAL 36**

**Master's and PPS Credential**

<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	3

	Evaluation	
GED 687	Research, Field Studies & Practicum in Counseling and Guidance	9
	<b>AND Either</b>	
GED 677	Teaching Strategies for Special Populations	3
	<i>OR</i>	
	Demonstration of competency in the area of Special Education	(0-3)
	<b>TOTAL</b>	<b>45-48</b>

### **Educational Leadership**

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

#### **Required Courses for the Credential & 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 Framework	3+1
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**

# ***MASTER OF ARTS IN TEACHING, PRELIMINARY TEACHING CREDENTIALS, AND PROFESSIONAL SERVICES CREDENTIALS***

## **Admission Requirements to the Master of Arts in Teaching (M.A.T.) and all 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;
- Official transcripts showing completion of a baccalaureate or higher-level degree from an institution that is accredited by a regional accrediting association.

### ***Admission requirements to the Master of Arts in Teaching Program (in addition to materials required above):***

- **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 3.000 is required to be admitted into the M.A.T./credential program. Candidates with a cumulative grade point average less than 3.000 may apply for "Program Eligibility under Exception" through their advisor;
- **M.A.T. interview:** All candidates must complete a personal interview with faculty from the School of Education; and
- All accounts paid in full.

## **MASTER OF ARTS IN TEACHING/PRELIMINARY TEACHING CREDENTIALS**

The School of Education offers a specially designed Master of Arts in Teaching (M.A.T.) degree that includes one of the four preliminary teaching credentials approved by the California Commission on Teacher Credentialing:

- **Multiple Subject** teaching credential program is designed for candidates seeking to teach at the elementary grade levels or in K-12 self-contained, general education classrooms.
- **Single Subject** teaching credential program is designed for candidates seeking to teach at the junior high, middle school, or high school serving grades 7-12.
- **Mild/Moderate** is one of the two Educational Specialist Preliminary teaching credentials. This authorization is related to services for individuals with a primary disability or specific learning disabilities, emotional disabilities, mild/moderate mental retardation, other health impaired, and autism spectrum disorders within the disability area.
- **Moderate/Severe** authorization is related to services for individuals with a primary disability for autism, moderate/severe mental retardation, emotional disturbance, deaf-blind, and multiple disabilities.

The M.A.T. is offered to candidates with a bachelor's degree in two phases:

1. Phase 1 consists of 23 hours of courses and 10 hours of student teaching or clinical practice culminating in a preliminary teaching credential (33 hours). Candidates have the option of completing phase 1 and are not required to finish phase 2 of the M.A.T. degree.
2. Phase 2 occurs after a candidate has earned the preliminary credential and is advised to obtain their first teaching position before completing the M.A.T. coursework in accordance with local employment conditions and hiring preferences. The finishing courses in phase 2 would be 13 hours for Multiple Subject and Single Subject candidates for a total of 46 hours. For the two special education authorizations there are nine additional hours beyond the preliminary credential to complete phase 2 of the M.A.T.

## **Common courses required of all Multiple, Single, and Special Education Preliminary Credentials:**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 600A	Orientation to Assessment	0
EDU 600	Foundations of Education and Learning Theory	3
EDU 600F*	Fieldwork for Foundations of Education and Learning Theory	.5
EDU 601	Language Acquisition and Diverse Populations	3
EDU 601F**	Fieldwork for Language Acquisition and Diverse Populations	.5
EDU 602	Foundations of Special Education	3
EDU 603	Classroom Assessment and Research Practice	3
<b>TOTAL Common Courses Required for all Preliminary Credentials</b>		<b>13</b>

*\*Course requires 15 clock hours of observation and participation specific to learning theory in a culturally diverse and inclusive school setting.*

*\*\*Course requires 15 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.*

### **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.

**Candidates for the Multiple Subject credential must complete the 13 hours listed above under Common Courses.**

#### **Multiple Subject Specific Courses**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 610	Methods of Teaching Reading and Writing	3
EDU 610F*	Fieldwork for Methods of Teaching Reading and Writing	.5
EDU 611	Interdisciplinary Approaches in Teaching in the Content Areas	3
EDU 612	Differentiated Mathematics Instruction for all Learners	3
EDU 612F**	Fieldwork for Differentiated Mathematics Instruction for all Learners	.5
<b>TOTAL Multiple Subject Specific Courses</b>		<b>10</b>

*\*Course requires 15 clock hours of participation in a classroom specific to literary instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of literacy under the direction of a cooperating teacher.*

*\*\*Course requires 15 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive school setting.*

### **Clinical Practice**

Clinical Practice is the culminating experience where students work full-time in a classroom for an entire semester under the guidance of a cooperating teacher in public or private schools assigned by the field experience coordinator at the regional center.

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 630	Elementary Clinical Practice I OR	4
EDU 632	Intern Elementary Clinical Practice I	(4)
EDU 631	Elementary Clinical Practice Seminar I OR	1
EDU 633	Intern Elementary Clinical Practice Seminar I	(1)
EDU 634	Elementary Clinical Practice II OR	4
EDU 636	Intern Elementary Clinical Practice II	(4)
EDU 635	Elementary Clinical Practice Seminar II OR	1
EDU 637	Intern Elementary Clinical Practice Seminar	(1)
	<b>TOTAL Multiple Subject Clinical Practice Courses</b>	<b>10</b>
	<b>TOTAL Courses Required for M.A.T. Phase I for Multiple Subject Candidates</b>	<b>33</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.

**Candidates for the Single Subject credential must complete the 13 hours listed above under Common Courses.**

#### **Single Subject Specific Courses**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 620	Literacy Instruction for Secondary Teachers	3
EDU 620F*	Fieldwork for Literacy Instruction for Secondary Teachers	.5
EDU 621	General Methods for Secondary Teachers	3
EDU 621F**	Fieldwork for General Methods for Secondary Teachers	.5

*\*Course requires 15 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting.*

Candidates work with a small group in the area of literacy under the direction of a cooperating teacher.

**\*\*Fieldwork course requires 15 clock hours of observation and participation specific to content area teaching strategies in a culturally diverse and inclusive school setting.**

**Choose one of the content-specific pedagogy courses:** 3

EDU 622	Methods of Teaching Secondary Language Arts	(3)
EDU 623	Methods of Teaching Secondary Mathematics	(3)
EDU 624	Methods of Teaching Secondary Science	(3)
EDU 625	Methods of Teaching Secondary Social Science	(3)
EDU 626	Methods of Teaching Secondary Foreign Language	(3)
EDU 627	Methods of Teaching Secondary Visual Arts	(3)
EDU 628	Methods of Teaching Secondary Physical Education	(3)
EDU 629	Content Specific Pedagogy for Secondary Teachers	(3)

**NOTE:** EDU 629 is offered for content areas where there are not enough enrollees in Graduate Education 622-628 and is combined into one section with several content areas not addressed in Graduate Education 622-628 (i.e., Business, Music, Agriculture, and Home Economics).

**TOTAL Clinical Practice 10**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 640	Secondary Clinical Practice I OR	4
EDU 642	Intern Secondary Clinical Practice I	(4)
EDU 641	Secondary Clinical Practice Seminar I (includes TPA3) OR	1
EDU 643	Intern Secondary Clinical Practice Seminar I (includes TPA3)	(1)
EDU 644	Secondary Clinical Practice II OR	4
EDU 646	Intern Secondary Clinical Practice	(4)
EDU 645	Secondary Clinical Practice Seminar II (includes TPA4) OR	1
EDU 647	Intern Secondary Clinical Practice Seminar II (includes	(1)

TPA4)	
<b>TOTAL Single Subject Clinical Practice Courses</b>	<b>10</b>
<b>TOTAL Courses Required for M.A.T. Phase I for Single Subject Candidates</b>	<b>33</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.

**Candidates for the Mild/Moderate Preliminary credential must complete the 13 hours listed above under Common Courses.**

#### **Mild/Moderate Authorization Courses**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 610	Methods of Teaching Reading and Writing	3
EDU 610F*	Fieldwork for Methods of Teaching Reading and Writing	.5
EDU 650	Assessment and Services for Students with Disabilities	3
EDU 651	Curricular and Instructional Adaptations for Students with Disabilities	3
EDU 652	Collaboration and Consultation for IEP Implementation, Evaluation, and Program Improvement	3

*\*Course requires 15 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of literacy under the direction of a cooperating teacher.*

**Choose one of the  
following sequences:**

EDU 612	Differentiated Mathematics Instruction for all Learners <i>AND</i>	3
EDU 612F*	Fieldwork for Differentiated Mathematics Instruction for all Learners <i>OR</i>	.5
EDU 621	General Methods for Secondary Teachers <i>AND</i>	(3)
EDU 621F**	Fieldwork for General Methods for Secondary Teachers	(.5)
	<b>TOTAL Mild/Moderate Authorization</b>	<b>16</b>

*\*Course requires 15 clock hours of observation and participation specific to math instruction in a culturally diverse and*

*inclusive school setting.*

*\*\*Course requires 15 clock hours of observation and participation specific to content area teaching strategies in a culturally diverse and inclusive school setting.*

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

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 670	Special Education Clinical Practice I	4
EDU 671	Special Education Clinical Practice Seminar I	1
EDU 674	Special Education Clinical Practice II	4
EDU 675	Special Education Clinical Practice Seminar II	1
	<b>TOTAL</b>	<b>10</b>

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

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU648	Intern Support Seminar (.5 for 4 semesters)	2
EDU 672	Intern Special Education Clinical Practice I	4
EDU 673	Intern Special Education Clinical Practice Seminar I	1
EDU 676	Intern Special Education Clinical Practice II	4
EDU 677	Intern Special Education Clinical Practice Seminar II	1
	<b>TOTAL</b>	<b>12</b>
	<b>TOTAL Mild/Moderate Authorization (41 Interns)</b>	<b>39</b>

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

**Common courses required of all Multiple, Single, and Special Education candidates:**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 600	Foundations of Education and Learning Theory	3
EDU 600F*	Fieldwork for Foundations of Education and Learning Theory	.5
EDU 602	Foundations of Special Education	3
EDU 603	Classroom Assessment and Research Practices	3
EDU 653	Principles of Language Acquisition for Students with Moderate/Severe Disabilities	3
EDU 653F**	Fieldwork for Principles of Language Acquisition for Students with Moderate/Severe Disabilities	.5

**NOTE:** Students in the Multiple, Single and Mild/Moderate credential programs take Graduate Education 601 while students in the Moderate/Severe credential take Graduate Education 653 and 653F.

**TOTAL Common Courses 13**

*\*Course requires 15 clock hours of observation and participation specific to learning theory in a culturally diverse and inclusive school setting.*

*\*\*Course requires 15 clock hours of observation and participation specific to learners with moderate/severe disabilities in addition to culturally and linguistically diverse in a culturally diverse and inclusive school setting.*

EDU 610	Methods of Teaching Reading and Writing	3
EDU 610F*	Fieldwork for Methods of Teaching Reading and Writing	.5
EDU 650	Assessment and Services for Students with Disabilities	3
EDU 652	Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	3
EDU 654	Methods for Teaching Students with Moderate/Severe Disabilities	3
EDU 654F**	Fieldwork for Methods of Teaching Students with Moderate/Severe Disabilities	.5
EDU 655	Organization and Management for Success in the Moderate/Severe Classroom	3

**TOTAL Moderate/Severe Authorization 16**

*\*Course requires 15 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting.*

*Candidates work with a small group in the area of literacy under the direction of a cooperating teacher.*

*\*\*Course requires 15 clock hours of observation and participation specific to learners with moderate/severe disabilities in addition to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.*

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

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 670	Special Education Clinical Practice	4
EDU 671	Special Education Clinical Practice Seminar I	1
EDU 674	Special Education Clinical Practice II	4

EDU 675	Special Education Clinical Practice Seminar II	1
	<b>TOTAL</b>	<b>10</b>
	<i>OR (for those under contract with a school district)</i>	
EDU 648	Intern Support Seminar (.5 for four semesters)	2
EDU 672	Intern Special Education Clinical Practice I	4
EDU 673	Intern Special Education Clinical Practice Seminar I	1
EDU 676	Intern Special Education Clinical Practice II	4
EDU 677	Intern Special Education Clinical Practice Seminar II	1
	<b>TOTAL</b>	<b>12</b>
	<b>TOTAL Mild/Moderate Authorization (41 INTERNS)</b>	<b>39</b>

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

### **M.A.T. Phase 2 Finishing Courses**

Phase II of the M.A.T. normally takes place after a candidate has obtained the preliminary teaching credential and has completed two years of teaching experience.

#### **Multiple Subject/Single Subject**

The courses listed below are the final 13 semester units to complete the M.A.T. degree for Multiple and Single Subject candidates for a total of 46 semester units.

<b>COURSE TITLE</b>	<b>UNITS</b>
<b>CORE COURSE:</b>	
GED 672 Philosophy of Education	3
<b>CURRICULUM COURSES:</b>	
<i>Students choose either:</i>	
GED 616 Curriculum Development, Innovation, and Evaluation	3
<i>OR</i>	
GED 692 Standards, Assessment and Instruction: Comprehending and Composing Written Language	(3)
<b>DIVERSITY COURSES:</b>	
<i>Students choose either:</i>	
GED 641 School Communities in a Pluralistic Society	3
<i>OR</i>	
GED 609 Collaborative and Responsive Leadership	(3)
<b>ACTION RESEARCH:</b>	
GED 689 Master's Project	3
<i>AND</i>	
GED 689P Action Research Project Support	1

#### **Special Education - Mild/Moderate or Moderate Severe**

The courses listed below are the final seven coursework hours to complete the M.A.T. degree in Special Education (for a total of 46 hours). The preliminary credential in Special Education requires an additional six hours beyond the 33 required for the Multiple and Single Subject credentials. Those hours are listed below in the finishing courses for the M.A.T. in Special Education.

COURSE TITLE	UNITS
<b>CORE COURSE:</b>	
GED 672 Philosophy of Education	3
<b>ACTION RESEARCH:</b>	
GED 689 Master's Project	3
<i>AND</i>	
GED 689P Action Research Project Support	1

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

- California Basic Educational Skills Test (CBEST) with a passing score
- Subject Matter Competence:
  - Single Subject candidates may 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 regional center.
  - Multiple Subject candidates are required to pass the CSET: MS (101, 202, and 103).
  - Special Education candidates are required to pass the CSET in the area in which they will teach.
- 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 one of the following courses: Education 610 (Multiple Subject or Special Education), or Education 620 (single subject).
- Teacher Performance Assessment (TPA)/E-Portfolio: All candidates are also required to successfully pass California's Teacher Performance Assessment (TPA). All credential candidates are 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 CCTC 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 provides a handbook for each credential program. The M.A.T. Candidate Handbook is provided to those applying to the program and contains the actual forms required for credential program admission, fieldwork, and clinical practice, 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 with the credential analyst at the regional center.

### **The California Teaching Performance Assessments (TPA)**

The School of Education implements the CalTPA as one of several measures to assess candidate proficiency and the preliminary credential program effectiveness for ALL preliminary credential programs. The CTC requires that all credential candidates pass the Teaching Performance Assessment before applying for a teaching credential as defined in Standard 19 of the 2042 credential document.

### **Information about TPA**

All preliminary teacher candidates at Point Loma Nazarene University in Multiple Subject, Single Subject, and Special Education programs are required to participate in the Teaching Performance Assessment (CalTPA) program, as defined in Standard 19 of the 2042 credential document, while engaged in coursework leading to a credential.

The CalTPA process is an integrated part of the individual class coursework and clinical practice experience.

All candidates are required to follow the calendar and deadlines of the CalTPA process and must receive a passing score on all four tasks to be recommended for a teaching credential.

The Teacher Education Assessment Fee of \$500.00 includes all assessment services except a fee of \$50.00 for late submission per task and a rescoring fee of \$75.00 for each re-submitted task.

The content of the four tasks will be introduced, practiced and completed throughout the preliminary credential course of study following an intentional course sequence:

1. Subject Specific Pedagogy Task
2. Designing Instruction Task
3. Assessing Learning Task
4. Culminating Teaching Experience Task

Submittal procedures for each of the four performance assessment tasks are as follows:

- Every candidate submits Tasks 1 through 4 on the dates designated using the Task Stream E-Portfolio system.
- The Task 3 submission includes the required student work samples scanned and uploaded onto Task Stream.
- The Task 4 submission includes the required attachment of student work and the required video tape of the teaching sequence uploaded onto Task Stream.
- Any task not submitted to Task Stream by the date and time designated is charged an additional \$50 late fee.
- Task scores are provided to candidates within three weeks after submittal.
- Each task is scored on a 4-point rubric as prescribed by the CCTC.
- Candidates must achieve a score level of 3 or 4 to pass each task.

If a candidate does not score above a score level 2 for a task that is submitted, the following procedure will be implemented.

- The candidate meets with the TPA Liaison or designee to discuss the task and complete the intervention form.
- The candidate rewrites the task and submits the first rewrite including a \$75 rescoring fee.
- The candidate's rewrite of the task is scored. If the candidate scores above a score level 2, the task is complete.
- If the candidate does not score above a score level 2, the candidate meets with the TPA Liaison or designee and enrolls in EDU 590 Special Studies (1 unit) where specific content is covered in the student's area of need.
- The candidate rewrites and resubmits the task and pays an additional \$75 rescoring fee.
- The candidate's rewrite is rescored.
- If after the second rewrite the candidate does not score above a score level 2, a special review of the candidate's status in the program is completed with the Regional Center Director, TPA Liaison, and the candidate's advisor to consider removal from the credential program.
- At the end of the CalTPA process, the candidate must have a cumulative score of 12 points across all 4 tasks in order to have successfully completed the CalTPA.
- If a candidate does not pass a task, he or she may not continue taking further CalTPA tasks until passage of prior tasks. All candidates must successfully pass the CalTPA in order to be recommended for a Preliminary Credential by Point Loma Nazarene University.
- Candidates receive a certification of completion recorded on their transcript upon successfully completing all 4 tasks of the CalTPA.
- All candidates must adhere to the University's Academic Honesty Policy as written in the Graduate Catalog.

## **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/soe.htm](http://www.pointloma.edu/soe.htm).

**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-baccalaureate units approved by PLNU, including four 3 unit advanced courses to be taken AFTER completion of the preliminary credential.

COURSE TITLE	UNITS
2042 Professional Clear Credential Advanced Courses	
GED 628 Using Technology to Support Student Learning (Standard 16)	3
GED 639 Health Education (Standard 18)	2
GED 642 Advanced Teaching of English Learners (Standard 19)	3
GED 677 Teaching Special Populations (Standard 20)	3
<b>TOTAL Professional Clear Advanced Coursework</b>	<b>12</b>

If 2042 credential candidates **have** earned 30 post-baccalaureate units, they need only the 12 advanced course units and can complete those courses in two semesters.

If candidates **have not** earned 30 post-baccalaureate units, they will meet with an advisor to set up an appropriate program plan.

Sample 30 units program: Graduate Education 616, 628, 639, 641, 642, 670, 672, 677, 683, 689.

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

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)**

COURSE TITLE	UNITS
GED 616 Curriculum Development, Innovation, and Evaluation	1-3
GED 622 Advanced Special Education Assessment	3
GED 628 Using Technology to Support Student Learning	3
GED 634 Transition Services for Students with Disabilities	1-3
GED 639 Health Education	2
GED 642 Advanced Teaching of English Learners (BTSA Standard 19)	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	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	2
GED 642	Advanced Teaching of English Learners (BTSA Standard 19)	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 complete the following coursework:

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GED 628	Using Technology to Support Student Learning (BTSA Standard 16)	3
GED 692	Standards, Assessment and Instruction: Comprehending and Composing Written Language	3
GED 693	Research-based Intervention: Models and Strategies	3
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 (Education 506, Graduate Education 641, 642, and 668).

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 506	Principles of Language Acquisition and Preparation to Teach English Learners	3
	<i>OR</i>	
EDU 601	Language Acquisition and Diverse Populations	(3)
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

### **Child Welfare and Attendance**

The Child Welfare and Attendance authorization is a specialization for MA/PPS candidates currently enrolled in a course of study leading to a PPS credential and those who already hold a PPS credential or social workers and psychologists who desire to add the CWA certification.

School Counselors, Social Workers, Psychologists and current PPS candidates who wish to earn certification for the Child Welfare and Attendance credential, must meet all the requirements for the PPS as a prerequisite for the following course descriptions:

#### **Child Welfare and Attendance Courses**

<b>COURSE TITLE</b>	<b>UNITS</b>
GED 645 The Law and the Professional Role of the Child Welfare and Attendance Counselor	3
GED 646 Child Welfare and Attendance: Program, Leadership, Management, Collaboration and Parent/Community Partnerships	3
GED 647 School Culture and Addressing Barriers to Student Achievement	3
GED 688 Field Experience - Child Welfare and Attendance (150 hours)	3

### **Courses**

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

The Educational Specialist degree (Ed.S.) 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 action research are required. Students enroll in a one unit action research project that correlates with each three unit course. At the conclusion of all coursework, students will complete a written comprehensive examination.

The program provides advanced education in the leadership complexities involved in school site and central office operations. Graduates will be prepared for promotion in educational leadership. The Professional Administrative Services Credential may be earned in conjunction with this program. The Educational Specialist degree may be accepted by other institutions as acceptable toward the doctoral degree.

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

1. A completed Application for Degree Candidacy (on-line or in the Office of Records, 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.

The Educational Specialist degree requires eight courses and eight units of action research; one unit within each course. The action research provides a practical research experience for the content of the course.

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

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GED 700 & 700R	Leadership Theories and Human Relations	3 + 1
GED 715 & 715R	Instructional Leadership and Staff Development	3 + 1
GED 725 & 725R	Management of Human Resources	3 + 1
GED 730 & 730R	Decision Making for Curricular Change and Improvement	3 + 1
GED 740 & 740R	Educational Law, Finance and Governance	3 + 1
GED 755 & 755R	Professional and Political Issues in Organizations	3 + 1
GED 760 & 760R	School/Community Relations in a Changing Society	3 + 1
GED 780 & 780R	Philosophical and Sociological Backgrounds in Education	3 + 1

Successful completion of a comprehensive examination

Ed.S. TOTAL

32

**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**

# ***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 is 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**

This course 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 are 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. 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.

**Common Courses Required for all Preliminary Credential Programs****EDU 600A (0) ORIENTATION TO ASSESSMENT**

Throughout the preliminary teaching credential program students participate in the performance based assessment system "CalTPA." The four assessments are submitted in various courses throughout the program. This seminar introduces students to the concepts and procedures for submission. Students already holding a Multiple Subject or Single Subject preliminary teaching credential are exempt from this course.

*Corequisite: Education 600 or first semester enrolled in the M.A.T. or preliminary credential program.*  
TPA Assessment fee is attached to this course.

**EDU 600 (3) FOUNDATIONS OF EDUCATION AND LEARNING THEORY**

This survey course provides an overview of the major laws and principles regarding the historical and contemporary purposes, roles and functions of education in American society as well as an overview of the major concepts, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. Wesleyan perspectives in education are introduced. Effective instructional strategies that ensure active and equitable participation of all learners, as well as modifications for diverse learners with exceptionalities, are observed through fieldwork experiences.

*Corequisite: Education 600F.*

**EDU 600F (.5) FIELDWORK FOR FOUNDATIONS OF EDUCATION AND LEARNING THEORY**

This fieldwork course requires 15 clock hours of observation and participation specific to learning theory in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Graded Credit/No Credit.

*Corequisite: Education 600.*

**EDU 601 (3) LANGUAGE ACQUISITION AND DIVERSE POPULATIONS**

This theory course focuses on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Foundational knowledge and classroom instructional practices are linked through the systematic study of phonemic awareness, oral language, and literacy development. Special emphasis is placed on the Structured English Immersion model as practiced in California schools. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socio-economically diverse are introduced and applied through fieldwork experiences.

*Corequisite: Education 601F.*

**EDU 601F (.5) FIELDWORK LANGUAGE ACQUISITION AND DIVERSE POPULATIONS**

This course requires 15 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Graded Credit/No Credit.

*Corequisite: Education 601.*

**EDU 602 (3) FOUNDATIONS OF SPECIAL EDUCATION (TPA 1)**

This survey course provides an overview of the major educational practices, theories, and research regarding diverse learners with disabilities. Emergent issues and best practices including differentiated instruction, curricular adaptations and modifications, compliance with laws, ethical concerns, and characteristics and needs of learners with disabilities will be examined. Principles of effective collaborative and interdisciplinary teaming, positive behavior supports, and inclusive educational programming are addressed. This course meets the special education mainstreaming requirement for all basic teaching credentials. It is through this course that each candidate completes the CalTPA task "Subject Specific Pedagogy" as a performance-based measure of the knowledge and skills taught in this course.

**EDU 603 (3) CLASSROOM ASSESSMENT AND RESEARCH PRACTICES**

This methodology course analyzes assessment types, practices, and instruments used to evaluate student academic achievement utilizing formative, summative, formal, informal, as well as classroom-based and standardized measures. Candidates apply the knowledge and skills to design both whole class and differentiated instruction and assessments based on learner profiles. The relationship between theory and practice provides the basis for reflection to encourage application of research-based assessment strategies in the classroom. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and

learners with exceptionalities are researched and applied. Technology for teaching and learning is integrated in the course.

## **Multiple Subject Courses**

*Courses numbered EDU 610-619 are required only for the Multiple Subject Credential (All Special Education candidates take Education 610, and Special Education elementary candidates take Education 612; Secondary candidates take Education 621).*

### **EDU 610 (3) METHODS OF TEACHING READING AND WRITING**

This methodology course provides intensive instruction grounded in sound research to enable candidates to deliver a comprehensive program of systematic, explicit, and meaningfully-applied instruction in reading, writing, listening, and speaking. Opportunities for candidates to learn, understand and effectively use materials, methods, and strategies to include culturally diverse literature for all learners are provided. Instruction is aligned to the state adopted English Language Arts Content Standards (K-8) and the English Language Development Standards. This course includes intentional practice of classroom management, active, and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through field work experience. Technology for teaching and learning is integrated in the course.

*Corequisite: Education 610F.*

### **EDU 610F (.5) FIELDWORK FOR METHODS OF TEACHING READING AND WRITING**

This course requires 15 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of literacy under the direction of a cooperating teacher. Candidates are responsible for transportation to and from school site. Graded Credit/No Credit.

*Corequisite: Education 610.*

### **EDU 611 (3) INTERDISCIPLINARY APPROACHES TO TEACHING IN THE CONTENT AREAS**

This methodology course emphasizes a cross-curricular approach to content-based instruction through critical thinking skills, basic analysis skills, study skills and specific teaching strategies and methodology for active forms of learning. The process of interrelation of ideas and information within and across science, social studies, health and physical education utilizing the academic content standards is emphasized. Included in this course is the integration of reading, writing, listening and speaking across content areas. Instruction is aligned to the state adopted content standards (K-8) and the language needs of all learners. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied. Technology for teaching and learning is integrated in the course.

### **EDU 612 (3) DIFFERENTIATED MATHEMATICS INSTRUCTION FOR ALL LEARNERS (TPA 2)**

This methodology course addresses the planning of content-specific instruction and delivery of content consistent with state adopted (K-8) mathematics standards and the language needs of all learners. The interrelated components of a balanced program of mathematics and the fostering of positive attitudes toward mathematics are stressed. This course includes instruction in how to model concepts and teach learners to solve problems using multiple strategies and to anticipate, recognize and clarify mathematical misunderstandings that are common among (K-8) learners. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through field work experience. Technology for teaching and learning is integrated in the course. It is through this course that each candidate completes the CalTPA task "Designing Instruction" as a performance-based measure of the knowledge and skills taught in this course.

*Corequisite: Education 612F.*

### **EDU 612F (.5) FIELDWORK FOR DIFFERENTIATED MATHEMATICS INSTRUCTION FOR ALL LEARNERS**

This course requires 15 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Graded Credit/No Credit.

*Corequisite: Education 612.*

## **Single Subject Courses**

### **EDU 620 (3) LITERACY INSTRUCTION FOR SECONDARY TEACHERS**

This methodology course teaches the knowledge and skills necessary to support the literacy development of secondary learners, including English learners, across the content areas. The core areas of reading, writing, listening, and speaking, as outlined in the English Language Arts (7-12) content standards, and the English Language Development standards, serve as the foundation and the focus. The development of

reading comprehension skills, vocabulary development, and literary response and analysis and culturally diverse literature are emphasized. Instruction also emphasizes reading and writing across the curriculum to support content area knowledge. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through field work experience.

*Corequisite: Education 620F.*

#### **EDU 620F (.5) FIELDWORK FOR LITERACY INSTRUCTION FOR SECONDARY TEACHERS**

This course requires 15 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of literacy under the direction of a cooperating teacher. Candidates are responsible for transportation to and from school site. Graded Credit/No Credit.

*Corequisite: Education 620.*

#### **EDU 621 (3) GENERAL METHODS FOR SECONDARY TEACHERS (TPA 2)**

This methodology course explores current pedagogy and its research underpinnings with the goal of implementing specific strategies, techniques, and practice of the methods presented. Candidates will demonstrate mastery of specific competencies including literacy and language development in detailed lesson plans to make content accessible to all learners through developmentally appropriate pedagogy, effective questioning techniques, and use of appropriate resources. Candidates' demonstration lessons provide opportunity for reflection on attempted practices. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through field work experience. Technology for teaching and learning is integrated in the course. It is through this course that each candidate completes the CalTPA task "Designing Instruction" as a performance-based measure of the knowledge and skills taught in this course.

*Corequisite: Education 621).*

#### **EDU 621F (.5) FIELDWORK FOR GENERAL METHODS FOR SECONDARY TEACHERS**

This fieldwork course requires 15 clock hours of observation and participation specific to content area teaching strategies in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Graded Credit/No Credit.

*Corequisite: Education 621.*

### **Single Subject Pedagogy Courses**

*The following courses in the Single Subject program are offered at a central location and offered once per year for candidates at all regional centers.*

#### **EDU 622 (3) METHODS OF TEACHING SECONDARY LANGUAGE ARTS**

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of language arts. Candidates become familiar with a variety of specific methods to use in teaching literature, composition, and language. Among topics include: trends in English curriculum development, the six-trait writing process, assessment, classroom application of various forms of technology, and professional organizations. Instruction is aligned to the state adopted English Language Arts Content Standards (7-12) and the English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (*Equivalent to Literature 535, Methods of Teaching English (3)*).

#### **EDU 623 (3) METHODS FOR TEACHING SECONDARY MATHEMATICS**

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of mathematics content. Topics include: strategies and models for developing mathematical concepts, building skills for understanding and communicating mathematical ideas effectively, and techniques for teaching critical thinking and problem solving. Attention is also given to: methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, micro-teaching of a math lesson, selection of materials, inclusionary practices, classroom application of various forms of technology, and techniques for assessment. Instruction is aligned to the state adopted Mathematics Content Standards (7-12) and the English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (*Equivalent to Mathematics 463, Secondary School Mathematics, (3)*); *PLNU students who complete Mathematics 463 are exempt from taking Education 623 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the M.A.T. degree*).

**EDU 624 (3) METHODS OF TEACHING SECONDARY SCIENCE**

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of life and physical sciences. Topics include: pedagogical content knowledge, curriculum selection and design, safe laboratory management and operation, integration of language arts and mathematics in the science curriculum, methods and modalities of science teaching, assessment, classroom application of various forms of technology, and professional organizations. Micro-teaching, classroom observation and group and self-evaluation are included. Instruction is aligned to the state adopted Science Content Standards (7-12) and the English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

**EDU 625 (3) METHODS OF TEACHING SECONDARY SOCIAL SCIENCE**

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of both the social and behavioral sciences. Topics include: instructional planning, evaluation and questioning techniques, research methods, and professional organizations. Instruction is aligned to the state adopted Social Science Content Standards (7-12) and the English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

**EDU 626 (3) METHODS FOR TEACHING SECONDARY FOREIGN LANGUAGE**

This methods course is based on the organizing principles of the California State Framework, the National Standards for the Learning of Foreign Languages in the 21<sup>st</sup> Century, the American Council on the Teaching of Foreign Guidelines and current research in methodology in foreign language instruction. Topics include: instructional planning, selection and classroom application of various forms of technology, evaluation and questioning techniques, research methods, and professional organizations. Each candidate will develop a unit of instruction suitable for a secondary level classroom. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

**EDU 627 (3) METHODS FOR TEACHING SECONDARY VISUAL ARTS**

This methods course introduces the study to the theory and practice of teaching visual arts in secondary schools. Content is designed to address content areas of the California Visual Arts Standards in middle and high schools. Topics include: instructional planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state and national content standards and assessments, research methods, professional organizations (National Association of Art Educators), and the inclusive classroom. Each candidate develops a unit of instruction suitable for a secondary level classroom. Each candidate is required to prepare a final portfolio of the semester's work. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. *(Equivalent to Art 455, Visual Arts in the Classroom II, (3); PLNU candidates who complete Art 455 are exempt from taking Education 627 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the M.A.T. degree).*

**EDU 628 (3) METHODS FOR TEACHING SECONDARY PHYSICAL EDUCATION**

This methods course introduces the philosophical bases, instructional techniques and procedures, and the various elements involved in teaching physical education at the secondary level. Topics include: classroom teaching methods, practical application, and the California State Framework in Physical Education. Each candidate is required to prepare a final portfolio of the semester's work. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. *(Equivalent to Physical Education 416, Methods of Teaching Secondary Physical Education, (3); PLNU candidates who complete Physical Education 416 are exempt from taking Education 628 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the M.A.T. degree).*

**NOTE:** EDU 629 is offered for content areas where there are not enough enrollees in Education 622-628 and would be combined into one section with several content areas not addressed in Education 622-628 (i.e., Business, Music, Agriculture, and Home Economics).

**EDU 629 (3) CONTENT SPECIFIC PEDAGOGY FOR SECONDARY TEACHERS**

This methodology course introduces candidates to a variety of assessments, instructional, and management

strategies as related to secondary content subject matter. Candidates explore the delivery of instruction in the content areas in which they seek their credential with extensive research, practice, and reflection. Topics include: lesson planning and formative assessment. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (*Equivalent to Music Education 454, Secondary School Music Methods, (3).* PLNU candidates who complete Music Education 454 are exempt from taking Education 628 for their preliminary single subject credential program but need to replace it with three hours of a graduate level elective for the M.A.T. Degree).

## **Elementary Student Teaching/Intern Courses**

### **EDU 630 (4) ELEMENTARY CLINICAL PRACTICE I**

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university assigned elementary classroom with a Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in the elementary classroom. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. This course is graded Credit/No Credit.

*Corequisite: Education 631.*

*Prerequisites: Approval to student teach and completion of all Teacher Education admission requirements, Education 600, Education 600F, Education 601, Education 601F, Education 602, Education 610, Education 610F, Education 611, Education 612, Education 612F.*

### **EDU 631 (1) ELEMENTARY CLINICAL PRACTICE SEMINAR I (TPA 3)**

This seminar course supports the Student Teaching I experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates explore school and community demographics and consider methods for teaching diverse populations. It is through this course that Each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course. Graded Credit/No Credit.

*Corequisite: Education 630.*

### **EDU 632 (4) INTERN ELEMENTARY CLINICAL PRACTICE I**

This Clinical Practice experience provides the Intern candidate with an opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Candidates learn to manage and apply instructional strategies in the elementary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.

*Corequisite: Education 633.*

*Prerequisites: Approval for Intern Clinical Practice and completion of all Teacher Education admission requirements, Education 600, Education 600F, Education 601, Education 601F, Education 602, Education 610, Education 610F, Education 611, Education 612, Education 612F.*

### **EDU 633 (1) INTERN ELEMENTARY CLINICAL PRACTICE SEMINAR I (TPA 3)**

This seminar Course supports the Intern Elementary Clinical Practice I experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course. Graded Credit/No Credit.

*Corequisite: Education 632.*

### **EDU 634 (4) ELEMENTARY CLINICAL PRACTICE II**

This course is the second Clinical Practice teaching experience. Student Teachers are assigned to a different content area and/or grade level in an elementary classroom than in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in this new elementary classroom setting. The Cooperating Teacher models appropriate teaching methods, lesson

planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.  
*Corequisite: Education 635.*

*Prerequisites: Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements, Education 630 or Education 632.*

**EDU 635 (1) ELEMENTARY CLINICAL PRACTICE SEMINAR II (TPA 4)**

This seminar course supports the Student Teaching II experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on further development of skills in the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates continue to explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based measure of the knowledge and skills taught in this course. Graded Credit/No Credit.

*Corequisite: Education 634.*

**EDU 636 (4) INTERN ELEMENTARY CLINICAL PRACTICE II**

This Clinical Practice experience provides the Intern candidate with an additional opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns complete all their Supervised Intern Teaching in the grade level where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies in the elementary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.

*Corequisite: Education 637.*

*Prerequisite: Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements.*

**EDU 637 (1) INTERN ELEMENTARY CLINICAL PRACTICE SEMINAR II (TPA 4)**

This seminar course supports the Intern Secondary Clinical Practice II experience through additional classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates continue to explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based measure of the knowledge and skills taught in this course. Graded Credit/No Credit.

*Corequisite: Education 636.*

## **Secondary Student Teaching/Intern Courses**

**EDU 640 (4) SECONDARY CLINICAL PRACTICE I**

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university assigned secondary classroom with a Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in the secondary classroom. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communications. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.

*Corequisite: Education 641.*

*Prerequisites: Approval to student teach and completion of all Teacher Education admission requirements, Education 600, Education 600F, Education 601, Education 601F, Education 602, Education 620, Education 620F, Education 621, Education 621F, and one course from Education 622 - Education 629.*

**EDU 641 (1) SECONDARY CLINICAL PRACTICE SEMINAR I (TPA 3)**

This seminar course supports the Clinical Practice I experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates explore school and community demographics and consider methods for teaching diverse

populations. It is through this course that each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course. Graded Credit/No Credit.

*Corequisite: Education 640.*

**EDU 642 (4) INTERN SECONDARY CLINICAL PRACTICE I**

This Clinical Practice experience provides the Intern candidate with an opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates learn to manage and apply instructional strategies in the secondary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.

*Corequisite: Education 643.*

*Prerequisites: Approval for Intern Clinical Practice and completion of all Teacher Education admission requirements, Education 600, Education 600F, Education 601, Education 601F, Education 602, Education 620, Education 620F, Education 621, Education 621F, and one course from Education 622 - Education 629.*

**EDU 643 (1) INTERN SECONDARY CLINICAL PRACTICE SEMINAR I (TPA 3)**

This seminar course supports the Intern Secondary Clinical Practice I experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course. Graded Credit/No Credit.

*Corequisite: Education 642.*

**EDU 644 (4) SECONDARY CLINICAL PRACTICE II**

This course is the second Clinical Practice teaching experience. Student Teachers are assigned to a different content area and/or grade level in a secondary classroom than in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in this new secondary classroom setting. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.

*Corequisite: Education 645.*

*Prerequisite: Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements, Education 640 or Education 642.*

**EDU 645 (1) SECONDARY CLINICAL PRACTICE SEMINAR II (TPA 4)**

This seminar course supports the Student Teaching II experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on further development of skills in the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates continue to explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based measure of the knowledge and skills taught in this course. Graded Credit/No Credit.

*Corequisite: Education 644.*

**EDU 646 (4) INTERN SECONDARY CLINICAL PRACTICE II**

This Clinical Practice experience provides the Intern candidate with an additional opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies in the secondary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.

*Corequisite: Education 647.*

*Prerequisite: Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements, Education 640 or Education 642.*

**EDU 647 (1) INTERN SECONDARY CLINICAL PRACTICE SEMINAR II (TPA 4)**

This seminar course supports the Intern Secondary Clinical Practice II experience through additional classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates continue to explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based measure of the knowledge and skills taught in this course. Graded Credit/No Credit.

*Corequisite: Education 646.*

**Interns Only/Multiple Subject, Single Subject, and Special Education**

**EDU 648 (.5 UNITS FOR FOUR SEMESTERS=2 UNITS) INTERN SUPPORT SEMINAR**

This seminar is designed for processing urgent issues that interns face in their classrooms. This seminar creates a network of intern teachers (multiple subject, single subject, special education) who help problem solve from a variety of perspectives, be able to identify resources, and introduce intern teachers to effective practitioners and build professional collegiality between and among those serving diverse learners in different districts.

**Special Education Courses**

*The courses numbered EDU 650-669 are required only for the Special Education credential. The Special Education program offers two major areas of service or authorization: (1) Mild/Moderate and (2) Moderate/Severe. The preliminary special education endorsement courses have been renumbered from GED to EDU 600s to designate that they are preliminary teaching credential courses offered at the graduate level.*

**Mild/Moderate Authorization**

**EDU 650 (3) ASSESSMENT AND SERVICES FOR STUDENTS WITH DISABILITIES**

This methodology course explores current knowledge and best practice in the screening, referral, assessment, and placement procedures necessary to identify and qualify learners with disabilities for special education services. The significant issues of learners with disabilities is reviewed through discussions of the developmental, academic, behavioral, social, communication, vocational, and community life skill needs of individual learners in order to develop and implement effective programs. Strategies in consultation and coordination of the assessment process are addressed.

**EDU 651 (3) CURRICULAR AND INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH MILD/MODERATE DISABILITIES**

This methodology course provides current knowledge in the major educational practices of special education, including emergent issues, theories and research as they relate to curricular and instructional decision making for learners with mild/moderate disabilities. This course provides the necessary knowledge regarding curriculum, instruction, and technology, learning methodology and skill acquisition necessary to provide special education services.

**EDU 652 (3) COLLABORATION AND CONSULTATION FOR IEP IMPLEMENTATION, EVALUATION, AND PROGRAM IMPROVEMENT**

This methodology course provides expanded knowledge regarding the synthesis of all aspects of educating learners with disabilities. The candidate is given the opportunity to synthesize information related to the assessment of standards, short-range and long-range planning for learners, transition services language, and the effective use of consultation and collaboration skills. An emphasis of this course is training for collaboration with learners, parents, family members, school personnel, and agency representatives to build teams to ensure effective transitions across the lifespan of all learners.

**Moderate/Severe Authorization**

**EDU 653 (3) PRINCIPLES OF LANGUAGE ACQUISITION FOR STUDENTS WITH MODERATE/SEVERE DISABILITIES**

This theory course specifically examines issues of language acquisition as related to learners with moderate/severe disabilities. Areas examined include assessment, behavior management, and communication styles that impact learning. The development of appropriate IEP goals, assistive technology, augmentative communication, and social skills instruction are emphasized. This course focuses on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Foundational knowledge and classroom instructional practices are linked through the systematic study of phonemic awareness, oral language, and literacy development. Special emphasis is placed on the Structured English Immersion model as practiced in California schools. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socio-economically

diverse are introduced and applied through 15 hours of fieldwork experiences.

*Corequisite: Education 653F.*

**EDU 653F (.5) FIELDWORK FOR PRINCIPLES OF LANGUAGE ACQUISITION FOR STUDENTS WITH MODERATE/SEVERE DISABILITIES**

This course requires 15 clock hours of observation and participation specific to learners with moderate/severe disabilities in addition to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Graded Credit/No Credit.

*Corequisite: Education 653.*

**EDU 654 (3) METHODS OF TEACHING CANDIDATES WITH MODERATE/SEVERE DISABILITIES**

This methodology course examines curriculum and instruction appropriate for individualized services including supplementary aids, services, and technology. Curricular issues addressed include modification of the curriculum within inclusive settings and natural environments, selecting appropriate curricula materials, developing and modifying appropriate curricula, and developing individual instructional plans based on formative assessment.

**EDU 654F (.5) FIELDWORK FOR METHODS OF TEACHING CANDIDATES WITH MODERATE/SEVERE DISABILITIES**

This course requires 15 clock hours of observation and participation specific to learners with moderate/severe disabilities in addition to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Graded Credit/No Credit.

*Corequisite: Education 654.*

**EDU 655 (3) ORGANIZATION AND MANAGEMENT FOR SUCCESS IN THE MODERATE/SEVERE CLASSROOM**

This methodology course focuses on issues of managing the learning environment to promote success in inclusive settings for learners with moderate/severe disabilities. Techniques in training support personnel to actively use appropriate monitoring systems for support in classroom settings and natural environments are studied. Strategies related to positive behavior supports across all learning environments are emphasized.

## **Special Education Student Teaching/Intern Courses**

*(Clinical Practice/Supervised Teaching I and II total 8 units and 2 units of Seminar I and II)*

**EDU 670 (4) SPECIAL EDUCATION CLINICAL PRACTICE I**

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university assigned classroom setting with a Cooperating Teacher and focus on the general education curriculum and California standards. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver the general education curriculum and California standards. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.

*Corequisite: Education 671.*

*Prerequisite: Approval to student teach and completion of all Teacher Education admission requirements, Education 600, Education 600F, either Education 601 and 601F or Education 653 and Education 653F, Education 602, Education 610, Education 610F, Education 650, Education 652.*

**EDU 671 (1) SPECIAL EDUCATION CLINICAL PRACTICE SEMINAR I (TPA 3)**

This seminar course supports the Student Teaching I experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course. Graded Credit/No Credit.

*Corequisite: Education 670.*

**EDU 672 (4) INTERN SPECIAL EDUCATION CLINICAL PRACTICE I**

This Clinical Practice experience provides the Intern candidate with an opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor and focus on the general education curriculum and California standards. Candidates learn to manage and apply instructional strategies related to the general education curriculum and California standards with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology

and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.

*Corequisite: Education 673.*

*Prerequisite: Approval for Intern Clinical Practice and completion of all Teacher Education admission requirements, Education 600, Education 600F, either Education 601 and 601F or Education 653 and Education 653F, Education 602, Education 610, Education 610F, Education 650, Education 652.*

**EDU 673 (1) INTERN SPECIAL EDUCATION CLINICAL PRACTICE SEMINAR I (TPA 3)**

This seminar course supports the Intern Clinical Practice I experience through classroom inquiry and reflection on the general education curriculum and California standards including the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates will explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course. Graded Credit/No Credit.

*Corequisite: Education 672.*

**EDU 674 (4) SPECIAL EDUCATION CLINICAL PRACTICE II**

This course is the second Clinical Practice teaching experience and it focuses on instructional strategies appropriate for learners with disabilities. Student Teachers are assigned to a different content area, grade level, or special education service area other than that in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies appropriate for learners with disabilities under the leadership of the Cooperating Teacher to learn to manage and deliver instruction. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.

*Corequisite: Education 675.*

*Prerequisite: Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.*

**EDU 675 (1) SPECIAL EDUCATION CLINICAL PRACTICE SEMINAR II (TPA 4)**

This seminar course supports the Student Teaching II experience through classroom inquiry and reflection of the principles of specialized instruction for learners with disabilities, effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery and parent communication. Emphasis is placed on further development of skills in the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates will continue to explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based measure of the knowledge and skills taught in this course. Graded Credit/No Credit.

*Corequisite: Education 674.*

**EDU 676 (4) INTERN SPECIAL EDUCATION CLINICAL PRACTICE II**

This second Clinical Practice experience provides the Intern candidate with an additional opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns will complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies appropriate for learners with disabilities with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.

*Corequisite: Education 677.*

*Prerequisite: Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements.*

**EDU 677 (1) INTERN SPECIAL EDUCATION CLINICAL PRACTICE SEMINAR II (TPA 4)**

This seminar Course supports the Intern Clinical Practice II experience through additional classroom inquiry and reflection on appropriate instructional strategies for learners with disabilities, the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners and learners with exceptionalities. Candidates continue to explore school and community demographics and consider methods for teaching diverse populations. It is through this course that each candidate completes the CalTPA task "Culminating Teaching Experience" as a

performance-based measure of the knowledge and skills taught in this course. Graded Credit/No Credit.  
*Corequisite: Education 676.*

## **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 study of 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 includes 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 is given so that candidates are 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 are reviewed through discussions of referrals, assessments, placement, and parent collaboration. An emphasis of this course is 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 are 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 (3) USING TECHNOLOGY TO SUPPORT STUDENT LEARNING**

This course provides 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 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. This course satisfies the technology requirement (2042 Standard 16) for the professional clear Level 2 teaching credential.

*Demonstrated competencies gained through a school district BTSA Induction program may be applied toward course requirements.*

**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 provides 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 is required to 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 (2) 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 preventive health practices in their own personal/professional lives. This course satisfies the health education requirement (2042 Standard 18) professional clear Level 2 teaching credential.

*Demonstrated competencies gained through a school district BTSA Induction program may be applied toward course requirements.*

**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 (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. Candidates deepen their understanding and proficiency in language structure and use, first and 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). This course satisfies the English Learners requirement (2042 Standard 19) for the professional clear Level 2 teaching credential and is also one of the four PLNU CLAD courses.

*Demonstrated competencies gained through a school district BTSA Induction program may be applied toward course requirements.*

**GED 645 (3) THE LAW AND THE PROFESSIONAL ROLE OF THE CHILD WELFARE AND ATTENDANCE COUNSELOR**

This course provides candidates with the knowledge of federal laws pertaining to child welfare and attendance. Emphasis is on candidates acquiring the skills and knowledge necessary to provide staff development and implement school-wide effective prevention and intervention strategies to promote student success.

**GED 646 (3) CHILD WELFARE AND ATTENDANCE PROGRAM: LEADERSHIP, MANAGEMENT, COLLABORATION, AND COMMUNITY/PARENT PARTNERSHIPS**

This course provides candidates with the knowledge and skills to collaborate with schools, law enforcement, child welfare, parents, and community agencies in order to implement effective strategies and programs that

improve student attendance.

**GED 647 (3) SCHOOL CULTURE AND BARRIERS TO STUDENT ACHIEVEMENT**

This course emphasizes the principle elements toward understanding contributing factors to pupils who are not successful in school. School culture and related systems, assessment and mitigation of barriers to learning, alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting, and methods for supporting the needs of students and their families will be presented.

**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 explores 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**

This course provides 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 is explored, including the prevention of bullying, suicide, substance abuse, hate crimes, and gang conflict. Candidates 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 describes, defines and discusses 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**

This course provides 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 equips 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 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 (3) TEACHING STRATEGIES FOR SPECIAL POPULATIONS**

This course provides 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 also review the statutory and/or local provisions relating to the education of students who are gifted and talented. This course satisfies the special populations requirement (2042 Standard 20) for the professional clear Level 2 teaching credential.

*Demonstrated competencies gained through a school district BTSA Induction program may be applied toward course requirements.*

**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 for a total of 6 units. 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 master's degree students who are not participating in a district induction program participate in a reflective coaching seminar and complete PLNU formative assessment events aligned with the California Standards for the Teaching Profession. May be repeated for 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 683C (1-6) REFLECTIVE COACHING**

PLNU master's degree students who are not participating in a district induction program participate in a reflective coaching seminar and complete PLNU formative assessment events aligned with the California Standards for the Teaching Profession. May be repeated for 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 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 683C 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 688 (3) FIELD EXPERIENCE - CHILD WELFARE AND ATTENDANCE**

A total of 150 hours in fieldwork for the child welfare and attendance certificate is required under Title 5, Section 80632.3. Ninety hours (90) must be acquired with an outside agency such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services or a community based agency. Thirty hours (30) may be acquired at the discretion of the university supervisor.

**GED 689 (3) 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 689P (1) ACTION RESEARCH PROJECT SUPPORT**

The Action Research Project Support course is designed to explicitly support M.A. in Education candidates in developing the written product and the oral presentation of an action research project developed during the GED 689 Seminar course. Individual mentors are assigned to each M.A. in Education candidate to complete a five-chapter paper representing the process, implementation, and results of an original research experience in the candidate's own classroom environment.

**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 (3) 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, to enhance 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, campus);
2. Completion of the approved graduate program of 40-43 units for B.S.N. entry, M.S.N. students or 51-54 units for R.N. entry M.S.N. students, including the thesis or project;
3. A cumulative grade-point average of 3.000 or higher. A minimum grade of B- is required to progress in the program. Students with a lower course grade must meet with the course instructor and their academic advisor to determine the student's ability to progress in the program; and
4. All accounts paid in full.

## **Program Overview**

The M.S.N. program at Point Loma Nazarene is accredited by the CCNE and approved by the California BRN. The program is designed for working professionals. Classes are held one night a week and every other Saturday morning at the Mission Valley Regional Center. You can choose either an academic or clinical focus. Clinical Nurse Specialist options are available in the following areas:

- Mental Health Nursing
- Medical/Surgical Nursing
- Gerontological Nursing
- Family Health

## **Program Eligibility for the Master of Science in Nursing (M.S.N.)**

### **Registered Nurse (R.N.) Entry Without Bachelor of Science in Nursing degree**

- An Associate Degree in Nursing (ADN) or equivalent degree from a National League for Nursing (NLN), Commission on Collegiate Nursing Education (CCNE) or regionally accredited program (i.e., WASC);
- Current California licensure as a registered nurse;
- At least one year of continuous full-time nursing experience in a United States healthcare facility;
- Official transcripts from previous colleges and universities. All foreign transcripts must have a course by course evaluation by World Education Services that includes a degree equivalency and GPA;
- A college grade-point average of 3.000 (candidates with a grade-point average of 2.700 to 2.999 may be considered under the Exceptions Policy (see Admission Requirements and Procedures, Program Eligibility under Exception);
- A completed university application (available on the Web site);
- Two professional recommendations (professional recommendation form available on the Web site);
- A completed School of Nursing graduate program application;
- A personal essay of 250 words 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 Explorer, Word, Outlook, PowerPoint, and the ability to perform an Internet database search.

### **Registered Nurse with a Bachelor of Science in Nursing (B.S.N.)**

- A Bachelor of Science in Nursing degree from a National League for Nursing (NLN) or Commission on Collegiate Nursing Education (CCNE) or regionally accredited program (i.e., WASC);

- Current California licensure as a registered nurse;
- At least one year of continuous full-time nursing experience in a United States healthcare facility;
- Official transcripts from previous colleges and universities. All foreign transcripts must have a course by course evaluation by World Education Services that includes a degree equivalency and GPA;
- An undergraduate grade-point average of 3.000 (candidates with a grade-point average of 2.700 to 2.999 may be considered under the exceptions policy (see below));
- A completed university application (available on the Web site);
- Two professional recommendations (use professional recommendation form on Web site);
- A completed School of Nursing graduate program application;
- A personal essay of 250 words 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 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.

#### **ENGLISH LANGUAGE REQUIREMENTS**

A satisfactory command of the English language is required for admission to the Graduate School of Nursing. Applicants, including international applicants, permanent residents, immigrants and transfer students who are not citizens of the United States on the date of admission and whose native language is other than English, must meet this requirement. A test of English as a Foreign Language (TOEFL) is the measure of competency. The test must have been taken within the past two years. The following scores must be met:

- 550 for the paper-based test
- 80 for the internet based test with a minimum section requirement score of 20 in reading, listening, speaking, and writing.

Only the following countries are exempt from proof of English proficiency: Australia, Canada, Ireland, United Kingdom, and New Zealand.

#### **OTHER PROVISIONS**

To satisfy the requirements of the university's clinical agencies, upon acceptance into the program students are required to provide copies of the following documentation:

- Current California licensure as a registered nurse
- Current Healthcare Provider CPR certificate from the American Heart Association
- Completed School of Nursing Health Form Packet with **proof of immunizations** (the university only accepts copies of official immunization record or paper documentation of titers)
- Current TB screening (within six months) upon admission into the program
- Current HIPAA certificate
- Background check and drug screening (failure to pass this may result in an inability to complete the program)

Per agreement with the San Diego Nursing Service Education consortium and affiliated hospitals, a background check and drug screening is required prior to the student's first clinical experience. If a red flag occurs from either the background check or drug screening, this may result in immediate dismissal from the program.

#### **EXCEPTIONS POLICY**

Applicants who do not meet the above eligibility 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 (see Admission Requirements and Procedures, Program Eligibility under Exception).

### **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) or regionally accredited program (i.e., WASC);
- Current California licensure as a registered nurse;
- At least one year of continuous full-time nursing experience in a United States healthcare facility;

- Official transcripts - B.S.N. and M.S.N. All foreign transcripts must have a course by course evaluation by World Education Services that includes a degree equivalency and GPA;
- A completed university application (available on the Web site);
- Two personal letters of recommendation (use the personal recommendation form on the Web site);
- A completed School of Nursing graduate program application;
- Two professional recommendations (use the professional recommendation form on the Web site);
- A personal essay of 250 words 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 Explorer, Word, Outlook, PowerPoint, and the ability to perform an internet database search.

#### **ENGLISH LANGUAGE REQUIREMENTS**

A satisfactory command of the English language is required for admission to the Graduate School of Nursing. Applicants, including international applicants, permanent residents, immigrants and transfer students who are not citizens of the United States on the date of admission and whose native language is other than English, must meet this requirement. A test of English as a Foreign Language (TOEFL) is the measure of competency. The test must have been taken within the past two years. The following scores must be met:

- 550 for the paper-based test
- 80 for the internet based test with a minimum section requirement score of 20 in reading, listening, speaking, and writing.

Only the following countries are exempt from proof of English proficiency: Australia, Canada, Ireland, United Kingdom, and New Zealand.

#### **OTHER PROVISIONS**

To satisfy the requirements of the university's clinical agencies, upon acceptance into the program students are required to provide copies of the following documentation:

- Current California licensure as a registered nurse
- Current Healthcare Provider CPR certificate from the American Heart Association
- Completed School of Nursing Health Form Packet with **proof of immunizations** (the university only accepts copies of your official immunization record or paper documentation of titers)
- Current TB screening (within six months) upon admission into the program
- Current HIPPA certificate
- Background check and drug screening (failure to pass this may result in an inability to complete the program)

Per agreement with the San Diego Nursing Service Education consortium and affiliated hospitals, a background check and drug screening is required prior to the student's first clinical experience. If a red flag occurs from either the background check or drug screening, this may result in immediate dismissal from the program.

### **M.S.N. Curricular Outcomes**

Each master's degree 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.

## **Master of Science in Nursing**

### **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. The latest schedule of classes is available on-line or through the School of Nursing office.

## **CORE COURSES**

For those entering the program with an R.N. and not a B.S.N., the three courses below must be completed before advancement in the M.S.N. GNSG 600 level courses. These courses are not required for those entering with a B.S.N.

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GNSG 501	Writing/Research Inquiry Process	3
GNSG 545	RN to MSN Transition I	4
GNSG 546	RN to MSN Transition II	4
	<b>TOTAL</b>	<b>11</b>

## **CORE COURSES (REQUIRED FOR ALL M.S.N. STUDENTS)**

<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
GNSG 603	Healthcare Issues, Ethics and Politics from a Christian Perspective	2
GNSG 604	Thesis/Project in Nursing (a-f)	6
GNSG 605	Advanced Assessment and Health Promotion Across the Lifespan	2
GNSG 605L	Advanced Assessment and Health Promotion Across the Lifespan Practicum	2
GNSG 606	Advanced Pathophysiology	3
GNSG 607	Advanced Pharmacology	3
GNSG 608	Development of Educational Programs in Nursing	3
GNSG 608L	Nursing Education Role Practicum	2
GED 670	Advanced Educational Psychology	3
GED 672	Philosophy of Education	3
Select one series of the following four series of courses (2) with practicum (3-6):		
GNSG 610	Mental Health Nursing Capstone Seminar & Practicum	2
GNSG 610L	Mental Health Nursing Practicum	3-6
GNSG 611	Medical-Surgical Nursing (Adult) Seminar & Practicum	2
GNSG 611L	Medical-Surgical Nursing Practicum	3-6
GNSG 612	Gerontological Nursing Capstone Seminar & Practicum	2
GNSG 612L	Gerontological Nursing Practicum	3-6
GNSG 613	Family Health Nursing	2

GNSG 613L	Capstone Seminar & Family Health Nursing Practicum	3-6
	<b>TOTAL M.S.N. UNITS (R. N. ENTRY)</b>	<b>51-54</b>
	<b>TOTAL M.S.N. UNITS (B.S.N. ENTRY)</b>	<b>40-43</b>

## **Post Master of Science in Nursing Clinical Nurse Specialist**

### **CORE COURSES**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GNSG 605	Advanced Assessment and Health Promotion Across the Lifespan	2
GNSG 605L	Advanced Assessment and Health Promotion Across the Lifespan Practicum	2
GNSG 606	Advanced Pathophysiology	3
GNSG 607	Advanced Pharmacology	3
GNSG 608	Development of Educational Programs in Nursing	3
GNSG 608L	Nursing Education Role Practicum	2
GED 670	Advanced Educational Psychology	3

Select one series of the following four series of  
courses (2) with practicum (1-6):

GNSG 610	Mental Health Nursing Capstone Seminar &	2
GNSG 610L	Mental Health Nursing Practicum	1-6
GNSG 611	Medical-Surgical Nursing (Adult) Seminar &	2
GNSG 611L	Medical-Surgical Nursing Practicum	1-6
GNSG 612	Gerontological Nursing Capstone Seminar &	2
GNSG 612L	Gerontological Nursing Practicum	1-6
GNSG 613	Family Health Nursing Capstone Seminar &	2
GNSG 613L	Family Health Nursing Practicum	1-6

**Total Number of Clinical Hours  
(400)**

**TOTAL UNITS 26**

## **Post Master of Science in Nurse Educator Certificate Curriculum**

### **CORE COURSES**

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GNSG 602	Teaching Faithfully: Communicating With Adult Learners in a Diverse Society	2
GNSG 605	Advanced Assessment and Health Promotion Across the Lifespan	2
GNSG 605L	Advanced Assessment and Health Promotion Across the	2

	Lifespan Practicum	
GNSG 606	Advanced Pathophysiology	3
GNSG 607	Advanced Pharmacology	3
GNSG 608	Development of Educational Programs in Nursing	3
GNSG 608L	Nursing Education Role Practicum	2
GED 670	Advanced Educational Psychology	3
GED 672	Philosophy of Education	3
	<b>Total Required Clinical Hours (160)</b>	
	<b>TOTAL UNITS</b>	<b>23</b>
	<b>Minimum Required Units form PLNU (13)</b>	

## **Courses**

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

## **GNSG 501 (3) WRITING AND RESEARCH**

Foundational concepts and issues designed to assist the graduate student with scholarly writing skills and research inquiry techniques. Statistical methods for nursing research including: descriptive statistics, inferential statistics, sampling, hypothesis testing, frequency distribution, and correlation are included.

## **GNSG 545 (4) RN-MSN TRANSITION I**

This course explores Christian nursing history, scholarly writing, research, theory, and the legal/ethical foundations for practice in the professional role. This course prepares the student for GNSG 601 and GNSG 603.

## **GNSG 546 (4) RN-MSN TRANSITION II**

This course explores the environmental, multi-cultural, and global issues related to nursing in the community. Current trends in nursing management and servant leadership for communication, decision making and management of groups are also investigated.

## **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.

*Prerequisite for GNSG 604.*

## **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 (A,B,C,D,E,F) (1-6) THESIS/PROJECT IN NURSING**

To complete requirements for the M.S.N. with an emphasis in Nursing Education or the Clinical Nurse Specialist (CNS) role, 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 six semesters of instruction with mentorship from a designated faculty member. Students register for units each semester in sequence (a,b,c,...f) corresponding to the six units necessary to complete the thesis requirement. At the end of each semester a grade of Credit/No Credit is issued reflecting the student's satisfactory progress toward thesis completion. Students are not be allowed to register for subsequent units until prior unit(s) are satisfactorily completed. Graded Credit/No Credit.

*Prerequisite: GNSG 601.*

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

This course provides a focused examination of theories of assessment across the lifespan for the student focusing on Nursing Education concentration or the CNS role. A study of human development theories focusing on the concepts of health promotion, disease prevention, and nursing care.

*Corequisite: GNSG 605L.*

## **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.

*Corequisite: GNSG 605.*

## **GNSG 606 (3) ADVANCED PATHOPHYSIOLOGY**

This course is designed to provide the student focusing on Nursing Education concentration or the CNS role 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 focusing on Nursing Education concentration or the CNS role 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 focusing on Nursing Education concentration or the CNS role 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.  
*Corequisite: GNSG 608L.*

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

This course is designed to help prospective nurse educators and CNSs 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.  
*Corequisite: GNSG 608.*

**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.

*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.

*Prerequisite: GNSG 608.*

**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.

*Prerequisite: GNSG 608.*

**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.

*Prerequisite: GNSG 608.*

**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.

*Prerequisite: GNSG 608.*

**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.

**GNSG 690 (1-3) SPECIAL STUDIES IN NURSING**

Selected studies in the area of Nursing as determined by the School of Nursing. Permission is required from the Dean of the School of Nursing and the course faculty. The student must be in good academic standing. Students may repeat the course for credit up to a maximum of 6 units. The repeat course must cover different content.

*\*\* 2 units of the Clinical Practicum to be taken as corequisite to Capstone Seminar.*

# *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 southwest 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. Completion of 36 total units;
2. A completed Application for Degree Candidacy (on-line or in the Office of Records, campus);
3. An acceptable thesis written under the supervision of a faculty director and committee chosen by the student and the program director. Four units of credit are earned for the thesis;
4. An oral examination on materials related to the thesis. The exam is graded as Pass with Distinction, Pass, or Fail. A failed examination may be retaken;
5. All accounts paid in full.

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

### Program Eligibility for the Master of Arts in Religion

1. A completed application for admission to the program;
2. An undergraduate upper-division grade-point average of 3.000;
3. All official transcripts from accredited institutions, one of which must indicate the completion of an undergraduate degree;
4. A minimum of two recommendations from appropriate persons who have knowledge of the applicant's character and professional performance;
5. A writing sample that indicates graduate-level ability;
6. Test scores: Graduate Record Exam minimum raw scores: 400 verbal and 400 quantitative or the Miller Analogies Test; and
7. An interview with the program director.

### COURSES

All students take 24 core units and then select 12 elective units on the basis of their chosen concentration (theology or biblical studies).

#### Core Courses (24 units; taken by all students)

COURSE	TITLE	UNITS
BIB 696	Introduction to Israelite History and the Hebrew Bible	3
BIB 697	Introduction to Christian Origins and the New Testament	3
THE 645	History of Christian Thought I	3
THE 646	History of Christian Thought II	3
THE 695	Seminar in Wesleyan Theology	3
PHL 670	Philosophy and God	3
GRE 690	Special Studies in Thesis Preparation	2
GRE 699	Thesis	4

**Elective Courses (12 units in addition to the Core)**

Students take the remaining 12 units for the degree from a combination of 600-level (see list of course descriptions) and 400-level non-core courses; depending on their chosen concentration.

*Concentration in Theology (12 units in addition to the Core)*

1. All students in the theology concentration must take THE 647 Contemporary Theology and Ethics (3 units)
2. The balance of courses are taken from 600-level or 400-level non-core courses offered in the School of Theology and Christian Ministry

*Concentration in Biblical Studies (12 units in addition to the Core)*

1. Demonstrate competency in a biblical language through previous work recorded on an academic transcript or successful completion of either of the following sequences:
  - a. BLA 205 Essentials of Hebrew I (4 units) and
  - b. BLA 206 Essentials of Hebrew II (4 units)OR
  - a. BLA 207 Essentials of Greek I (3 units);
  - b. BLA 208 Essentials of Greek II (3 units); and
  - c. BLA 337 Exegesis of the Greek New Testament (3 units)
2. One course outside of Bible taken from the 600-level or 400-level courses in the School of Theology and Christian Ministry.
3. The balance of the elective courses are taken from 600-level or 400-level non-core courses offered in the School of Theology and Christian Ministry.

**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 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.

## Program Eligibility

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

## REQUIRED COURSES

COURSE	TITLE	UNITS
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

COURSE	TITLE	UNITS
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*

Students may not receive graduate credit for a similarly titled course from an undergraduate program

## **Bible Courses**

### **BIB495/695 (3) SEMINAR IN BIBLICAL LITERATURE**

Advanced study in a topic in Bible. May be repeated.

### **BIB 603 (3) JOHANNINE LITERATURE**

A study of the Johannine literature (Gospel, Letters, and Apocalypse) in relation to its social setting and content, and its theological significance of the development of early Christianity.

### **BIB 604 (3) THE CATHOLIC LETTERS**

A study of Hebrews, James, 1 Peter, 2 Peter, and Jude in their early Christian setting.

### **BIB 613 (3) OLD TESTAMENT NARRATIVE AND LAW**

An exegetical and theological study of OT narrative and legal materials (Pentateuch, Deuteronomistic History, various writings) that introduces their basic content, movement, context, and significance. Attention is paid to biblical and archaeological data related to the origins of Israel and its literature. .

### **BIB 677 (3) THE LITERATURE OF SECOND TEMPLE JUDAISM**

A study of selected literature and themes in the period of second temple Judaism such as the Dead Sea Scrolls and Apocalyptic literature. .

### **BIB 680 (3) RHETORICAL INTERPRETATION OF THE NEW TESTAMENT LISTED**

Using texts from all the major genres of the New Testament, seeks to understand the message and persuasive techniques used by authors.

### **BIB 690 (1-3) SPECIAL STUDIES IN BIBLE**

An investigation of a topic in Biblical studies not otherwise covered in the curriculum. May be repeated to a total of six units.

### **BIB 695 (3) SEMINAR IN BIBLICAL LITERATURE**

Advanced study in a topic in Bible. May be repeated.

### **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.

## **Biblical Languages Courses**

### **BLA 605, 606 (4,4) ESSENTIALS OF HEBREW I, II**

An introductory study of the syntax and vocabulary of Biblical Hebrew, with Old Testament readings along with an introduction to the tools and methods of exegesis.

### **BLA 607, 608 (3,3) ESSENTIALS OF GREEK I, II (CROSS LISTED AS BLA 207, 208)**

A linguistic approach to the languages of the New Testament providing students with sufficient knowledge to read selected passages from the Greek New Testament with the use of a grammar and lexicon.

### **BLA 637 (3) EXEGESIS OF GREEK NEW TESTAMENT I**

Methodologies for the exegesis of the Greek New Testament with attention to continued reading of the text and advanced grammar and syntax.

### **BLA 690 (1-3) SPECIAL STUDIES IN BIBLICAL LANGUAGES**

Readings in Greek or Hebrew for the advanced student in biblical languages. May be repeated up to four units credit in each language. .

## **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 for a total of six units.

**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 for a total of six units.

**CMI 690 (1-3) SPECIAL STUDIES IN CHRISTIAN MINISTRY**

Selected studies in an area of Christian ministry as determined by the School of Theology and Christian Ministry. Permission is required from the Dean of the School of Theology and Christian Ministry and the course faculty. The student must be in good academic standing. Students may repeat the course for up to a total of nine units.

**Religion Courses****GRE 600 (3) RESEARCH METHODS AND BIBLIOGRAPHY**

Instruction in the scholarly methods used in the study of religion.

**GRE 690 (1-4) SPECIAL STUDIES IN THESIS PREPARATION**

Selected studies in an area of religion. Permission of the dean is required. May be repeated for up to a total of nine units. Successful completion of the course requires approval of a thesis proposal.

**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 (1-4) THESIS**

Credit granted for the successful defense and completion of the thesis. Permission of the dean, who also approves the thesis committee membership, is required. Students register for 4 units to complete the thesis requirement. At the end of the semester a grade of Credit/No Credit is issued reflecting the student's satisfactory thesis completion. If in the final semester of thesis enrollment the student has not completed all requirements for the thesis, the student will be assigned the grade of NC and automatically be enrolled in thesis extension status for each subsequent semester until the thesis grade is posted. A thesis extension fee will be charged (see fee schedule) for each semester of thesis extension. Graded Credit/No Credit.

**PHL 651 (3) RELIGION AND SCIENCE**

A philosophical and historical examination and assessment of the interaction between scientific and religious ideas, focusing on cosmology and evolutionary thought in the last four centuries.

**PHL 661 (3) PHILOSOPHY OF RELIGION**

A philosophical examination of the nature of religion, the existence of God, faith and reason, religious experience, evil, and religious language.

**PHL670 (3) PHILOSOPHY AND GOD**

An exploration of issues related to theological discourse, especially language about God and the metaphysical assumptions found in Christian thought, which engages significant figures and ideas throughout the Western philosophical tradition.

**PHL 690 (1-3) SPECIAL STUDIES IN PHILOSOPHY**

An investigation of a topic in philosophy not otherwise covered in the curriculum. May be repeated for a total of six units.

**PHL 691 (3) SEMINAR IN PHILOSOPHY**

A study of one or more philosophers or philosophical traditions. May be repeated for a total of six units. .

## **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 650 (3) DOCTRINE OF HOLINESS**

Examination of the doctrine of holiness in its biblical and historical development.

**THE 690 (1-3) SPECIAL STUDIES IN THEOLOGY**

An examination of a topic in theology not otherwise studied in the curriculum. May be repeated to a total of six units. Students taking the course for graduate credit are required to submit additional assignments to meet graduate academic standards.

**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 undergraduate level in the School of Theology and Christian Ministry may be approved as electives by the program director. Graduate students taking such courses must meet higher qualitative and quantitative standards in order for the course to qualify for graduate credit. Course content areas cannot be repeated between a student's undergraduate and graduate programs.

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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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*Professor Emeritus of Physics*

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

*Professor Emeritus of Biology*

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

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

*Professor Emeritus of Education*

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

*Professor Emeritus of Religion*

**Sandra B. Foster**, M.S., 2008

*Associate Professor Emerita of Family and Consumer Sciences*

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

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*Professor Emerita of Business*

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

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*Librarian Emeritus*

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

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**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*

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

**Maxine E. Walker**, Ph.D., 2008  
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**Jerry C. Wilson**, M.A., 2005  
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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.

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**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)  
**Associate Professor of Art**  
**Co-chair, Department of Art and Design**  
 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***

***Director, Biology Graduate Program***

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***

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# ***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  
Alpha Psi Omega, Theatre Honor Fraternity  
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 Association 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  
 NAESA: 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*  
*Psi Chi, Honor Society in Psychology*  
*Phi Delta Lambda, Alpha Chapter of the Nazarene Honor Society*  
*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 (Zeta Mu Chapter)*  
*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*