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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 gender 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, 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 concentrations, 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 valid need to contact students. Photographs of students may also be used in various university publications or on the university website. Students 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 (PLNU) is a liberal arts institution sponsored by the Church of the Nazarene. Accredited by the Western Association of Schools and Colleges, Point Loma offers degree programs at the baccalaureate and graduate levels. The university's campus is located on the Point Loma peninsula between beautiful San Diego Bay and the shores of the Pacific Ocean with a current student population of approximately 3,500, including teaching sites in Mission Valley, Arcadia, Bakersfield, and the Inland Empire.

## 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 of Jesus Christ 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), the undergraduate honor society known as Sigma Phi Mu was organized, and a system of student government was instituted.

Pasadena College received initial accreditation from the Northwest Association of Secondary and Higher Schools in 1943, and from the Western College Association in 1949. In 1951, PC received state accreditation of its education program, and the Board of Trustees approved the addition of graduate education in 1965. Faced with a growing enrollment and the need for expansion, 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 804, 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 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 denomination 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 "where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith." Individuals serving as faculty are committed to lifelong learning and teaching. They strive to exemplify excellence in their profession and model a personal understanding of the interconnectedness 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 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

## Vision Statement

Point Loma Nazarene University will be a nationally prominent Christian university and a leading Wesleyan voice in higher education and the church - known for excellence in academic preparation, wholeness in personal development, and faithfulness to 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.

## Institutional Learning Outcomes

Institutional Learning Outcomes (ILO's) at Point Loma Nazarene University are the broad, over-arching outcomes aligned with university mission and core values that inform program outcomes in the university's academic, co-curricular, and support units. These Institutional Learning Outcomes capture the breadth of the PLNU experience and community and help define its uniqueness. For students beginning their educational experience, the ILO's determine those focal points that mark their journey, and for graduate students continuing their academic careers, the ILO's define both the starting point and the direction of their ongoing journey. For the PLNU staff and faculty, the outcomes explicitly articulate the institution's expectations. They guide the community in discussions around questions of faith, profession, social justice, personal relationships, service, giftedness, political and community

engagement, and life choices. The university and the student work cooperatively to achieve Institutional Learning Outcomes, so that students will be prepared to live faithfully as engaged, growing Christians who seek to model the character of God in their lives. These students will also possess a curiosity for life-long learning; the ability to think critically about global challenges; the ability to identify, create and weigh alternative view points and opinions; and the ability to imagine and enact characteristically Christian ways of addressing these challenges. To assist students in achieving these Institutional Learning Outcomes, the university provides students a safe environment to challenge the status quo, to engage intentionally in discussions that test the foundation of their views, to build a respect for the stewardship of creation, to show compassion toward those in need, and to respect the diversity of opinions within and outside the Christian faith community.

### **1. Learning, Informed by our Faith in Christ**

Members of the PLNU community will

- display openness to new knowledge and perspectives;
- think critically, analytically, and creatively; and
- communicate effectively.

### **2. Growing, in a Christ-Centered Faith Community**

Members of the PLNU community will

- demonstrate God-inspired development and understanding of others,
- live gracefully within complex environmental and social contexts.

### **3. Serving, in a Context of Christian Faith**

Members of the PLNU community will

- engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility,
- serve 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.**

In addition, many academic departments and support units, as well as individuals, hold memberships in a variety of professional associations. A complete listing of accreditations and affiliations is located on this website.



# 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, and business administration. 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 the Whitcomb Family Prayer Chapel, classrooms, 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 with the School of Education teacher credentialing and graduate degree programs.

### 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.

## 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 online 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

Graduate Students have access to a variety of technology resources - at the regional centers as well as from their homes and offices. Wireless Internet access is available at each regional center allowing access to the internet as well as the following PLNU resources:

- Point Loma Portal - <http://my.pointloma.edu>
- Email - <http://gmail.pointloma.edu>
- Learning management system - <http://eclass.pointloma.edu>
- Library research materials - [www.pointloma.edu/library](http://www.pointloma.edu/library)

### STUDENT HELPDESK

Assistance for PLNU related technology is available for all graduate students by phone and email:

- 619-849-SERV (7378)
- StudentHelpDesk@pointloma.edu

#### **CLASSROOM TECHNOLOGY**

All classrooms at each of the regional centers are equipped with hardware to assist both students and instructors in the presentation of course material. This includes a VCR/DVD player, data projector, digital presenter and computer.

#### **PURCHASING TECHNOLOGY**

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 \$60). Discounts on both Apple and Microsoft hardware are also available through PLNU at [www.pointloma.edu/ITS/PurchaseTechnology.htm](http://www.pointloma.edu/ITS/PurchaseTechnology.htm).

### **Special Collections**

The San Diego campus of Point Loma Nazarene University is not only a garden spot overlooking the San Diego Bay to the east and the Pacific Ocean to the west. It also is home to several collections and works of public art.

Paintings from the Spiros John Karras Collection of California Plein Air paintings, housed primarily in 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 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. In addition to these collections, the 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.

Two monumental works of sculpture grace the campus in Point Loma: *The Calling*, by Scott Stearman, and *Centenary Passage*, by Peter Mitten. The first was presented to the university by the Women's Auxiliary to portray Jesus' calling of the disciple Peter as a symbol of the "divine calling to all, the assurance of Christ's constant companionship, and the invitation to become fishers of men." The second is a 10-foot work of granite and bronze created by local artist and former Point Loma Nazarene University faculty member in the Department of Art and Design. It was commissioned to commemorate the university's centennial during the 2001-2002 academic year.

### **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 website or in subsequent pages of this catalog for the specific program requirements for eligibility to the program for which the student is applying. Being admitted to the university does not guarantee acceptance into a specific 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 and online.

### 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. Applications are due 30 days prior to the start of any semester. Application deadlines can be found on the Graduate Admissions website.

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. After the first semester of provisional status, subsequent registration is suspended until full admission status is confirmed.

### **ADMISSION UNDER EXCEPTION**

Applicants who do not meet the minimum standards for admission, 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 admission under exception, the applicant must 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. Students admitted under the Exceptions Policy with a GPA less than 2.750 will be admitted with conditions and must achieve a grade point average of 3.000 or better in their first semester (or first 6 units). The Graduate Studies Committee or designee is the final authority for admission under exception policy.

## 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 and school dean to the Associate Vice President for Admissions.

## 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	\$520
Bakersfield - Education	\$520
Inland Empire - Education	\$520
Mission Valley	
M.A./M.S. in Biology	\$600
M. A. in Education / M.A.T.	\$520
M.A. in Religion	\$300
M.B.A.	\$695
M.Min.	\$140
M.S.N.	\$635

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

<u>REGIONAL CENTER</u>	<u>COST PER UNIT</u>
Arcadia	\$520
Bakersfield	\$520
Inland Empire	\$520
Mission Valley	\$520

### 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
ePortfolio Technology fee (M.B.A., M.S.N., M.A./M.S. in Biology),	Contact SFS
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 may be divided into three or four equal payments, all of which must be paid before the end of the applicable term. Students interested in this option must enroll in a Tuition Management Systems (TMS) payment plan online at [www.afford.com](http://www.afford.com) by the semester's bill due date. This option is subject to an enrollment fee and is unavailable after the term's bill due date.

**Financial Aid.** Students desiring to use scholarships, grants, and/or loans to pay their charges must complete the FAFSA. Students must notify the office of Graduate Student Financial Services if they expect to receive scholarships or grants from outside agencies. Students who do not complete the financial aid application process (including application for loans) by the set deadlines will be required to pay their balances in full.

## **LATE FEES**

Students who do not settle their bills by the above mentioned methods will be charged a monthly late fee equal to 1% of their pending bill for the term. The first fee will first be charged the next business day following the bill's due date and will be charged each subsequent month until the end of the semester. Students paying their bills with Financial Aid must have completed a FAFSA and any other required documents and be packaged with financial aid in order for the balance to not be subject to a late fee. Any part of the bill that is not covered by 'Pending Aid' will be subject to the late fees. Students enrolled in a multiple payment plan are not charged PLNU's late fees, unless the payment contract is cancelled or past due, but may be subject to TMS's late fee policy. Please read your payment contract for details.

## **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 online 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**

Graduate 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 online. Applications for insurance are available at each Regional Center. The university is not responsible for loss or damage to personal property.

#### **EPORTFOLIO TECHNOLOGY FEE**

Point Loma Nazarene University has adopted a web-based tool, LiveText ePortfolio, to provide students a place to create and store online ePortfolio. The use of this technology also allows the university to collect student work and assess academic programs. LiveText brochure states, "LiveText is a comprehensive, web-based solution that measures the improvement of both student learning and institutional programs." Beginning spring semester 2011, the adoption of the ePortfolio tool by graduate academic programs will result in students being assessed a LiveText ePortfolio technology fee.

### **Financial Aid at PLNU**

The financial assistance program at Point Loma Nazarene University consists primarily of Federal Stafford loans, but also includes a limited amount of state grants, PLNU institutional aid, and external aid, including scholarships and grants awarded by corporations and civic organizations. Financial assistance is intended to recognize and assist students who otherwise would be unable to attend the university.

The university recognizes that the primary responsibility for paying expenses rests with the student (and spouse, if married) and parents 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 expected family contribution 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 best 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 from year to year. 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.

### **Applying for Aid at PLNU**

To receive any type of federal or state aid at PLNU, the student should complete the FAFSA (Free Application for Federal Student Aid) or renewal FAFSA each academic year of enrollment. For Federal Stafford Loans, awards may be renewed every two consecutive semesters provided students remain financially and academically eligible. An award letter is issued to students after they have been accepted into an eligible program at PLNU and have completed a FAFSA, which can be submitted online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

#### **FINANCIAL NEED**

Financial Need is defined as the difference between the student's Cost of Attendance (COA) for the academic year and the "Expected Family Contribution" (EFC) as determined by completion of the FAFSA.

#### ***Cost of Attendance minus Expected Family Contribution equals Financial Need***

Cost of Attendance is the sum of tuition, fees, room and board, books and supplies, transportation, and miscellaneous costs. Expected Family Contribution is a statistical figure calculated using the financial information provided on the FAFSA by the student and spouse (if applicable) that represents the student's ability to contribute to the cost of the education.

#### **APPEALS FOR SPECIAL CIRCUMSTANCES**



Federal regulations provide the SFS office with discretionary authority to make case-by-case adjustments to student FAFSA data in cases of special circumstances. Special circumstances include:

- Documentable significant reductions to income (Loss of job, reduction of work hours, etc.)
- Unusually high medical or dental expenses (uninsured amounts only)

If a student believes there are special circumstances that should be reviewed, the student must submit a Request for Appeal Form for Special Circumstances (available at the SFS office or online at [www.pointloma.edu/sfs](http://www.pointloma.edu/sfs)) with supporting documentation.

## **Financial Aid Programs**

### **NEED-BASED FEDERAL LOAN PROGRAMS:**

#### ***Subsidized Stafford Loan***

The Subsidized Stafford loan requires that the student demonstrate financial need (based on the FAFSA). The federal government pays ("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 (i.e. less than three units). The subsidized Stafford loan interest rate is fixed at 6.8%, effective July 1, 2006. Repayment begins six months after the student graduates, withdraws, or drops below half-time status (i.e. less than three units). The student's Stafford loan eligibility (Subsidized, Unsubsidized, or combination) is based on financial need. The academic year graduate borrowing limit is \$20,500, of which no more than \$8,500 can be subsidized (an academic year for Stafford loans is defined as two consecutive semesters). 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. Loan amounts are generally released in two or four disbursements, dependent upon the format of the program in which the student is enrolled. Students may accept all or a portion of their Stafford loan eligibility. The application, entrance interviews, and completion of the Master Promissory Note may be completed online through the Federal Direct Loan website or by visiting the Student Financial Services (SFS) section of the Point Loma Nazarene University website at [www.pointloma.edu/sfs/graduate/FinancialResources/HowToApply.htm](http://www.pointloma.edu/sfs/graduate/FinancialResources/HowToApply.htm).

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 online through the Federal Direct Loan website. Additional information may be obtained from the Student Financial Services office.

#### ***Perkins Loan***

The Federal Perkins Loan is a low-interest federal loan for graduate students who demonstrate exceptional financial need. The interest rate is fixed at 5% for the life of the loan, and begins accruing nine months after graduation, withdrawal, or dropping to below half-time status (i.e. less than three units). Repayment also begins at this time. Students have up to ten years to repay the loan. Payments are sent directly to PLNU, since Perkins is a "campus-based" program. Students awarded a Perkins loan must sign a promissory note and complete an online entrance interview before funds can be credited to their student account. Students must also complete an Exit Interview upon graduation, withdrawal, or dropping below half-time status (i.e. less than three units). Because of limited funding, the Perkins loan is offered via email on a first-come, first-served basis and there is no guarantee that a student will continue to receive Perkins loan funding in subsequent years. Students must complete a 2010-2011 FAFSA to determine eligibility.

### **NEED-BASED STATE AID:**

#### ***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 (Master of Arts in Teaching - MAT) 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 three units and must be considered full-time at 6 or more units. Students enrolled in at least three units but less than six will have their Cal Grant awards pro-rated.

Students interested in applying for the Cal Grant TCP must submit a G-44 form to CSAC, and the

Commission must approve the application prior to PLNU awarding the Cal Grant.

#### **NON-NEED BASED FEDERAL PROGRAMS**

##### ***Unsubsidized Stafford Loan***

The Unsubsidized Stafford loan does not require financial need. The borrower is responsible for paying all the interest that accrues, from disbursement until the loan is fully repaid. The interest rate for the Unsubsidized Stafford loan is 6.8%. The academic year graduate borrowing limit is \$20,500 for the first year, of which no more than \$8,500 can be subsidized (an academic year for Stafford loans is defined as two consecutive semesters).

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. Loan amounts are generally released in two or four disbursements, dependent upon the format of the program in which the student is enrolled. Students may accept all or a portion of their Stafford loan eligibility. The application, entrance interviews, and completion of the Master Promissory Note may be completed online through the Federal Direct Loan website or by visiting the Student Financial Services (SFS) section of the Point Loma Nazarene University website at [www.pointloma.edu/sfs/graduate/FinancialResources/HowToApply.htm](http://www.pointloma.edu/sfs/graduate/FinancialResources/HowToApply.htm).

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 online through the Federal Direct Loan website. Additional information may be obtained from the Student Financial Services office.

##### ***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 online at [www.pointloma.edu/sfs](http://www.pointloma.edu/sfs). 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 ACADEMIC SCHOLARSHIPS FOR UNDERGRADUATE ENROLLING IN A GRADUATE PROGRAM**

Academic scholarships will only be applied to Graduate Students who either earned a baccalaureate degree from PLNU within four academic years or for students who transferred to PLNU and earned at least twenty four undergraduate units at PLNU. The student must still academically qualify for the academic scholarship *and* begin the Graduate program within three semesters following graduation (i.e. if a student graduates from an undergraduate program in the spring, he/she will be eligible to continue institutional aid benefits if he/she enrolls in a graduate program by the following spring). Academic scholarships are available for up to ten semesters, including undergraduate semesters. The student will need to be enrolled in at least 6 units per semester, which is considered full time for institutional aid. Institutional aid can be used to pay semester charges (tuition and fees) only; it is never disbursed directly to the student.

Beginning Fall 2010, academic scholarships will be translated for the Graduate program as follows:

- Presidents (\$11,000 undergrad) will equal 50% of tuition post baccalaureate
- Trustees (\$7,000 undergrad) will equal 30% of tuition post baccalaureate
- Provost (\$4,000 undergrad) will equal 20% of tuition post baccalaureate
- Bresee (\$2,2500 undergrad) will equal 10% of tuition post baccalaureate (\*Note: Student must demonstrate Financial Need by filing a FAFSA)

#### **DEPARTMENTAL/SCHOOL AWARDS**

Each year, various academic departments and schools award a limited number of scholarships to selected students. Students should contact their academic department or school for applications and deadlines.

#### **FINANCIAL AID FROM OUTSIDE AGENCIES**

Various organizations, such as businesses, community groups, churches, etc. administer scholarships based on merit, community service, organizational affiliation, academic performance, or educational objective. Some of these awards require financial need. It is the student's responsibility to research outside scholarship opportunities. Once awarded, it is the student's responsibility for contacting the outside agency sponsoring the scholarship award and requesting that it send the scholarship check to PLNU. Outside scholarship awards are generally divided evenly over both the fall and spring semesters, unless the scholarship donor specifically states otherwise. Even if the scholarship donor sends the

funds directly to the student, the award must still be treated as a resource, which means that other aid in the student's package may need to be reduced or canceled to prevent the student from being funded in excess of campus charges, financial need, or cost of attendance.

#### **ROTC AND VOCATIONAL REHABILITATION**

Both Reserve Officers Training Corps (ROTC) and Vocational Rehabilitation (Voc Rehab) help students to pay tuition and fee charges. Award amount must be verified by the organization providing the financial assistance. Vocational Rehabilitation is treated as need-based aid and can limit a student's eligibility for need-based financial aid programs.

#### **VA BENEFITS**

Veterans Administration (VA) benefits are awarded to veterans of the Armed Services and dependents who qualify. These funds may count against the student's eligibility for other need-based financial aid programs. VA Benefits are certified by the university and paid directly to the student.

The student is responsible for accurately reporting on the FAFSA the expected monthly amount of VA Benefits and the number of months the benefit will be received. Inaccurately reported VA Benefits could result in adjustments to the student's overall financial aid package.

#### **OTHER RESOURCES**

If a student receives any form of non-PLNU financial assistance, such as outside scholarships or veterans benefits, the SFS office may have to reduce previously awarded financial aid so that funding does not exceed financial need. Whenever possible, the SFS office will reduce Federal Work-Study and loan amounts before adjusting grant or scholarship assistance.

#### **TUITION REMISSION**

PLNU employees and their dependents may be eligible for tuition remission and should contact the Office of Human Resources at (619)849-2200 or go online at [www.pointloma.edu/humanresources.htm](http://www.pointloma.edu/humanresources.htm) for more information.

**NOTE: Although tuition remission is a benefit, it is a resource and may limit the student's eligibility for federal, state, and institutional aid.**

#### **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 into a graduate program by the Office of Graduate Admissions and be enrolled at least half-time;
2. 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/sfs](http://www.pointloma.edu/sfs).

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

Students with special standing, not officially working for degrees and part-time students registered for less than three units, are not eligible for Federal or State 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.

#### **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
Acting Provost	Kerry D. Fulcher, Ph.D.
E-mail	kerryfulcher@pointloma.edu
Administrative Assistant	Mary Lynn Hewett

## **Academic Administration**

Location	Mieras Hall, Room 203
Telephone	(619) 849-2658
Fax	(619) 849-2579
Vice Provost	Mark E. Pitts, Ph.D.
E-mail	markpitts@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
Administrative Assistant	Lauren Johnson



# College of Arts and Sciences

## Administration

Location	Bond Academic Center, Deans' Suite
Telephone	(619) 849-2221
Fax	(619) 849-7018
Interim Dean, College of Arts and Sciences	Kathryn G. McConnell, Ph.D.
E-mail	kathymcconnell@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 eight 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.

### DEPARTMENTS AND SCHOOLS

**Department of Art and Design** – Karen J. Sangren, chair

**Department of Biology** – Dawne M. Page, chair

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

## CENTERS

***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
Interim Dean, College of Social Sciences and Professional Studies	Holly M. Irwin-Chase, Ph.D.
E-mail	hollyirwin-chase@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 Special 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 and Economic Institute
- 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.

### DEPARTMENTS AND SCHOOLS

**Fermanian School of Business** – Bruce A. Schooling, dean

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

**School of Education** – Gary L. Railsback, dean

**Department of Family and Consumer Sciences** – Kay M. Wilder, chair

**Department of Kinesiology** – Jeffrey A. Sullivan, chair

**School of Nursing** – Barbara J. Taylor, dean

**Department of Psychology** – Holly Irwin-Chase, chair

**Department of Sociology and Social Work** – Kevin F. Modesto, chair; Patricia M. Leslie, Director of Social Work.

### REGIONAL CENTERS

**Arcadia** – Doretha A. O'Quinn, associate dean of education

**Bakersfield** – Jill Hamilton-Bunch, associate dean of education

**Inland Empire** – Gary N. McGuire, associate dean of education

**Mission Valley** – Conni E. Campbell, associate dean of education

### CENTERS AND INSTITUTES

**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 D. Rogers, academic director

**The Fermanian Business and Economic Institute** – Randy M. Ataide, executive 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 (online 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 instructor, students with disabilities may require academic accommodations. All such students in Point Loma Nazarene University graduate-level programs are requested to discuss options with the program director (department chair or school dean) during the first two weeks of class or as soon as practicable. Each department, school, or regional center has a non-faculty administrator designated to assist students in filing documentation in a timely manner. The admissions counselor and/or program administrative assistant has a list of persons designated to assist students. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). 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. Once documentation is filed, students may contact instructors to discuss reasonable and appropriate accommodations to meet individual learning needs.

### **Registration and Records**

#### **TRANSCRIPTS**

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

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

All course offerings are posted on the university website. 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.

#### **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:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
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, in the Office of Records, and on the PLNU website 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 progress 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 (form available online) 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. Online 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, online 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. Online 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 online courses must always be on a case-by-case basis.
5. Students requesting consideration of an online 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 online 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. Online course approved by PLNU must be completed within twelve months of enrollment.

*Procedures:*

1. Students interested in taking an online course should pick up a Curricular Exception Petition from their program advisor (also available online).
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 the Office of Records and complete a Notice of Intent to Withdraw from the university (form available online). 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 (form available online) (online academic calendar). If this action leaves the student with no further courses, a withdrawal form (available online) 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 Vice Provost for Academic Administration. 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 (form available online) 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 (available online) 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.

## Program Eligibility for the Master of Arts and Master of Science Programs

- A completed application for admission to the biology program;
- Official transcripts from regionally accredited institutions, one of which must indicate the completion of a baccalaureate degree in a science field;
- Successful completion of 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.

## 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.
5. All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

### CORE COURSES

COURSE	TITLE	UNITS
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
TOTAL		10

### Electives: Group A

Take 12 units

COURSE	TITLE	UNITS
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
TOTAL		12

### Electives: Group B

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

COURSE	TITLE	UNITS
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 four areas of concentration: Healthcare, Sustainability, Organizational Leadership, Not-for-Profit.

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.

## Program Eligibility for the Master of Business Administration

- A completed application for admission to the program;
- Baccalaureate degree from a regionally accredited institution, as evidenced by official transcripts from accredited institutions, one of which must indicate the completion of an undergraduate degree;
- Two 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);
- Interview with the Director of Graduate Programs and/or a member of the Fermanian School of Business faculty regarding 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), 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.

## 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.
6. All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

## Business Basics

Business Basics 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 may enter the program without one or more of these courses on their transcripts (3.000 or B grade or better for the respective course). 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).

**BUSINESS BASICS (1.5 UNITS EACH)**

BUS 603 Business Communications

BUS 604 Marketing

BUS 605 Economic Survey

BUS 608 Business Math

**BUSINESS BASICS (3 UNITS)**

BUS 612 Basics in Accounting and Finance

**M.B.A. Options**

**Courses**

# Master of Business Administration

## M.B.A. Program Options

### OPTION 1 (WITH NO PRIOR BUSINESS COURSES):

<b>Business Basics</b> (depending on individual needs)	3.0-9.0 units
<b>Core Courses</b>	27 units
Elective Courses (from all electives offered)	6.0-12.0 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>	27 units
Elective and/or Business Basics Courses (from all offered)	15 units
Total (required total Basics/Core/Electives)	42 units

#### ***Business Basics (1.5 units each)***

BUS 603 Business Communications  
BUS 604 Marketing  
BUS 605 Economic Survey  
BUS 608 Business Math

#### ***Business Basics (3 units)***

BUS 612 Basics in Accounting and Finance

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

BUS 615 Managerial Accounting  
BUS 625 Business Statistics and Quantitative Methods  
BUS 630 Managerial Economics  
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

#### ***Elective Courses (3 units each, except as noted)***

BUS 607 Business Law  
BUS 609 Business Golf (1.5 units)  
BUS 610 Organizational Behavior and the Future  
BUS 620 Managing Human Resources  
BUS 632 Human Factor for Action  
BUS 635 International Business  
BUS 640 Technological Innovation and Management Knowledge  
BUS 645 Organizational Leadership  
BUS 650 Operations Management  
BUS 665 Organizational Communication  
BUS 672 Entrepreneurship  
BUS 674 Real Estate Investment  
BUS 681 Building Sustainable Organizations  
BUS 682 Business Sustainability Practicum

- BUS 685 Management of Not-for-Profit Organizations
- BUS 687 Healthcare Financial Management
- BUS 688 Healthcare Operations Management
- BUS 690 (1-3 units) Special Studies in Business Administration

**Concentrations (6 units)**

***Healthcare***

- BUS 687 Healthcare Financial Management
- BUS 688 Healthcare Operations Management

***Sustainability***

- BUS 681 Building Sustainable Organizations
- BUS 682 Business Sustainability Practicum

***Organizational Leadership***

- BUS 610 Organizational Behavior and the Future
- BUS 620 Managing Human Resources
- BUS 645 Organizational Leadership (*required*)
- BUS 665 Organizational Communication

***Not-for-Profit***

- BUS 632 Human Factor for Action
- BUS 685 Management of Not-for-Profit Organizations

**Courses**

# Fermanian School of Business Courses

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

This course presents 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**

This course addresses 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**

This course presents 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 607 (3) 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, current practice, proposed legislative changes, 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; corporate social responsibility, environmental law, sustainability, 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**

This course introduces 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 addresses organizational behavior and how it is impacted by values, diversity, and technology. 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 612 (3) BASICS IN ACCOUNTING AND FINANCE**

This course presents an introduction to: (1) the theory and practice of accounting applicable to measuring, recording and reporting business transactions for external uses; (2) 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; and (3) the techniques, concepts, and analysis of finance. Topics include the understanding and preparation of financial statements and all the component sections, cost behavior, financial decision-making, financial planning, capital budgeting and time value of money, and performance measurement.

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

This course 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**

This course 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. It 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 632 (3) HUMAN FACTOR FOUNDATION OF ACTION**

Students will learn, understand, discover, and act on the knowledge and significance of the human factor foundation of human action in the diverse spheres of life. Students will be exposed to critical, analytic, and conceptual analysis that are bound to guide them to comprehend better the connectedness among the social institutions and the degree to which the quality of the human factor impacts the performance of leaders, managers, and employee. Students are guided and encouraged to dig deeper into the precise role the quality of the individual as well as group human factor plays in human performance in the diverse marketplaces. The primary task in this course is to discover the degree to which the quality of the human factor impacts effectiveness in the business organization as well as the social institutions.

*Prerequisite: Business 630.*

**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**

This course addresses topics including 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 681 (3) BUILDING SUSTAINABLE ORGANIZATIONS**

This course explores the role of business and business strategies for addressing global economic, social, and environmental sustainability. Informed by Christian theological understandings of creation care, stewardship, justice, human well-being and restoration, the course topics include natural capitalism, the Natural Step, biomimicry, cradle to cradle design, and business environmental and social strategy. Examines how individuals can facilitate organizational change towards adoption of a triple-bottom-line (economy, ecology, equity) strategic perspective.

**BUS 682 (3) BUSINESS SUSTAINABILITY PRACTICUM**

This course explores tools and processes for conducting an environmental audit of an organization, preparing a "green business plan", and marshalling organizational commitment to change. Students will prepare a major sustainability-related project, such as an environmental footprint analysis, or a green business plan on behalf of a local organizational client.

*Prerequisite: Business 681.*

**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 687 (3) HEALTHCARE FINANCIAL MANAGEMENT**

This course provides a basic framework for understanding and using financial information for making decisions in the healthcare industry. Topics covered include: operating and capital budgets, cost-volume-profit relationships, variance analysis, time value of money, financial statements, government accounting, and ethics in financial management.

**BUS 688 (3) HEALTHCARE OPERATIONS MANAGEMENT**

This course provides a basic framework for understanding and using concepts, practices and tools of operations management in the healthcare industry. Topics include: Healthcare operating systems, clinical process management and design, strategy and execution, process improvement and statistical tools, patient flow, scheduling, forecasting and capacity management, supply chain, operational excellence, and principle-based system design.

*Prerequisite: Business 687.*

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

This course presents 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., this course presents the student with an opportunity by completing and defending 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 is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

## Vision Statement

Point Loma Nazarene University School of Education is a prominent Christian voice in higher education – looked at as a wellspring of resources and support in the areas of pedagogy, leadership, clinical practice, technology, and innovation.

The School of Education is recognized as:

- A Christian learning community that promotes excellence in academic preparation, wholeness in personal development, and faithfulness to mission
- A source of expertise and resources within the surrounding communities
- A vital force of change in the transformation of educational landscapes
- An exemplary model of servant leadership and commitment to ministry
- A candidate-centered learning environment where diversity is respected, valued, and encouraged

Unit members strive to be servant leaders who model the ongoing pursuit of knowledge integrated with beliefs and values. Both faculty and staff live out their faith by presenting a positive environment for candidates, local learning communities, and the profession. They play significant roles in the ongoing professional dialogue within the local, regional, state, and national educational communities. They promote diverse learning environments advocating for responsive and technology-infused pedagogy. The SOE inspires, affirms, and prepares candidates to serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity. “For we are God’s workmanship, created in Christ Jesus to do good works...” Ephesians 2:10a.

Graduates, given excellence in academic preparation, wholeness in personal development and faithfulness to mission, leave the SOE empowered to be servant leaders. With a depth of caring and the power of practice as educational leaders, graduates are vital forces of change in transforming the educational landscapes that lay before them. “Be very careful then, how you live—not as unwise, but as wise, making the most of every opportunity...” Ephesians 5:15-16.

The SOE believes that true advocacy begins with each faculty member and his or her understanding of the positive power of diversity. Embedded in the unit’s educational philosophy and pedagogy, candidates are exposed to ethnic, socio-economic, linguistic, religious, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles into educational practices that portray student empowerment and social justice. Faculty, candidates, and graduates are recognized for pursuing initiatives such as U.S. Dept. of Education’s No Child Left Behind (NCLB) Act and Race to the Top Initiative that promote equity and access for those who have become marginalized and minimized by unjust and/or unthinking social and educational practices and policies. Responding to the Wesleyan heritage of pursuing a life of holiness, the SOE embraces and embodies a Christ-like ethic of love and sacrifice on behalf of those they serve as educators and leaders (Maddox, 1996). “Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.” Philippians 4:8.

## Conceptual Framework

The SOE’s outcomes focus on a “whole person” transformation throughout the preparation program. The unit’s themes – equip, transform, and empower serve as the foundational and philosophical structure on which each of the programs is developed, implemented, assessed, and improved. The measures integrate the unit’s values and beliefs that are shared about the landscape of learning:

- The EQUIP category focuses on a deep and coordinated understanding of the knowledge, skills, and dispositions demonstrated by effective educators.
- The TRANSFORM category focuses on the candidate’s ongoing development and competence to apply the knowledge, skills, and dispositions of effective educators in supportive diverse environments.
- The EMPOWER category focuses on the capacity of program completers, their sustaining high levels of mastery and demonstrating continual transformation in their professional practice.

## **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.

The School of Education offers an undergraduate major in Liberal Studies with the option of completing the 2042 preliminary credential in Multiple Subjects. Complete information on this program can be found in the PLNU Undergraduate Catalog or by contacting the Associate Dean for undergraduate studies.

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.

## **Accreditation**

In addition to all Point Loma Nazarene University programs being accredited by the Western Association of Schools and Colleges (WASC), the School of Education credential and certificate programs are accredited by the California Commission on Teacher Credentialing.

## **Programs**

- Master of Arts in Education (M.A.)
- Master of Arts in Special 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 are 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.

## Admission Requirements to PLNU Graduate Programs

The following items are submitted to Graduate Admissions:

- A completed application for admission;
- Two or more letters of recommendation from appropriate persons who have the knowledge of the applicant's character and ability to work with children or youth. (References from friends or relatives are not appropriate);
- Application fee;
- Official transcripts showing completion of a baccalaureate or higher-level degree from an institution that is accredited by a regional accrediting association with a grade-point average of 3.000.

*Applicants who do not meet the above standards but can demonstrate that they have an exceptionally rich experiential background and/or have demonstrated dramatic change in academic performance, may petition the School of Education to review their status. The School of Education will follow the exceptions policy described below.*

## Program Eligibility for the Master of Arts in Education (in addition to the materials required above)

- A writing sample that indicates graduate-level ability
- An interview with the appropriate program director or Admissions chair at a regional center

## Exceptions Policy - M.A. in Education

All applicants with a cumulative GPA between 2.25 and 2.99 must complete a writing sample to their local program coordinator which addresses the following:

1. Explanation of low cumulative GPA;
2. Work/Study habits gained that will lead to a higher cumulative GPA in the graduate education program; and
3. Reason for pursuing graduate education.

### Applicants with a cumulative GPA between 2.5 and 2.74 – evidence of one of the following

- Cumulative GPA of 3.0 in preliminary credential program
- Millers Analogy Test (MAT) score of 25 percentile or above
- GRE score of 25 percentile or above (380 Verbal or 480 Quantitative)
- Professional reference from principal or supervising administrator documenting successful teaching for a minimum of one year.

### Applicants with a cumulative GPA between 2.25 to 2.49 – applicants submit both

- Millers Analogy Test (MAT) score of 25 percentile or above or GRE score of 25 percentile or above (380 Verbal or 480 Quantitative)
- Professional reference from principal or supervising administrator documenting successful teaching for a minimum of one year.

## Graduation Requirements

1. A completed Application for Degree Candidacy (online 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;
6. All requirements for graduate degrees must be completed within an eight-year period from the time of

initial enrollment in the program.

## CONCENTRATIONS

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

### 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

COURSE	TITLE	UNITS
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

COURSE	TITLE	UNITS
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	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 in Education	6
GED 675	Family Systems	3
GED 681	Educational Measurement and Evaluation	3
GED 687	Research, Field Studies & Practicum in Counseling and Guidance	9
	<b>AND Either</b>	
GED 677	Teaching Strategies for Special Populations	3
	OR	
	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

COURSE	TITLE	UNITS
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 in 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>

## 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 requesting graduate transfer credit should request this with their advisor the first semester of enrollment. Candidates with their preliminary coursework from this university may apply up to 12 units of approved coursework to the Master of Arts in Education if that coursework has not been previously applied to another graduate degree.

COURSE	TITLE	UNITS
EDU 502	Research-Based Learning Theory <i>OR</i>	3
EDU 600	Foundations of Education and Learning Theory	(3)
EDU 506	Principles of Language Acquisition and Preparation to Teach English Learners <i>OR</i>	3
EDU 601	Language Acquisition and Diverse Populations	(3)
EDU 508	Assessment and Research Practices <i>OR</i>	3
EDU 603	Classroom Assessment and Research Practices <b><i>AND Either</i></b>	3
EDU 522	Differentiated Writing and Related Language Arts Instruction for All Learners (Multiple Subject) <i>OR</i>	3
EDU 610	Methods of Teaching Reading and Writing (Multiple Subject) <i>OR</i>	(3)
EDU 536	Curriculum Development, Innovation, and Evaluation (Single Subject) <i>OR</i>	3
	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

COURSE	TITLE	UNITS
GED 628*	Using Technology to Support Student Learning (BTSA Standard 16)	3
GED 639*	Health Education (BTSA Standard 16)	2
GED 642*	Teaching Strategies for English Learners (BTSA Standard 19)	3
GED 672	Philosophy in Education	3
GED 677*	Teaching Strategies for 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
	AND	
GED 689P	Action Research Project Support	1
	OR	
GED 692	Standards, Assessment and Instruction: Comprehending and Composing Written Language (For students in the Reading Certification program)	(3)
	AND	
GED 698	Special Studies in Education: Literacy Field Studies (For students in the Reading Certification program)	(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 673**	Reflective Coaching Seminar	(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
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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	Teaching Strategies for 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**

EDU 650	Assessment and Services for Students with Disabilities	3
EDU 651	Curricular and Instructional Adaptations for Students with Mild/Moderate Disabilities	3
EDU 652	Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	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
GED 689P	Action Research Project Support	1

#### **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
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## **Courses**

# Master of Arts in Special Education

The Master of Arts degree in Special Education is an advanced academic degree that offers a Clear Education Specialist credential along with a choice of one of the following Added Authorizations: Autism Spectrum Disorder, Traumatic Brain Injury, or Other Health Impairment. A total of 36 semester units are required for the degree. The curriculum for this degree provides a deeper specialization in contemporary issues in the field of special education.

## Admission Requirements to the Master of Arts in Special Education

- A completed application for admission to the program;
- Two or more letters of recommendation from appropriate persons who have the knowledge of the applicant's character and ability to work with children or youth. (References from friends or relatives are not appropriate);
- 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 Special Education (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 Master of Arts in Special Education program. Candidates with a cumulative grade point average less than 3.000 may apply for "Admission under Exception" through their advisor;
- Master of Arts in Special Education interview: All candidates must complete a personal interview with the faculty from the School of Education; and
- All accounts paid in full.

## Graduation Requirements

1. A completed Application for Degree Candidacy (online 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;
6. All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

The Master of Arts 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 requesting transfer credit should request this with their advisor, the first semester of enrollment. Mild/Moderate students may use Graduate Education 621, 631, and 632. Moderate/Severe students may use Education 508, Graduate Education 621 and 626.

**NOTE:** The new standards adopted by CCTC include an option for a student to choose an added authorization as a component of the Educational Specialist Clear Credential. CTC has approved the PLNU added authorization in Autism. Beginning fall semester 2010 the PLNU Clear Credential with an Autism Added Authorization consists of one specialized course in Autism (GED 652 Methods for Teaching Students with Autism Spectrum Disorders (3 units)) and a fieldwork component (GED 652F Fieldwork for Methods for Teaching Students with ASD (1 unit)).

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
GED 622	Advanced Special Education Assessment and Analysis of Behavior	3
GED 650	Universal Access: Equity for All Students	3
GED 656	Shared Leadership, Legislation and Due Process	2
<b>Choose one set (4 units):</b>		
GED 652	Methods for Teaching Students with Autism Spectrum disorders	3
GED 652F	Fieldwork for Autism Spectrum	1
GED 653	Methods for Teaching Students with Traumatic Brain Injury	3
GED 653F	Fieldwork for Students with Traumatic Brain Injury	1
GED 654	Methods for Teaching Students with Other Health Impairments	3
GED 654F	Fieldwork for Students with Other Health Impairments	1
<b>Total Core Units</b>		<b>12</b>
GED 658	Reflective Coaching/Induction	2
GED 658F	Reflective Coaching/Induction Fieldwork	1
GED 659	Independent Studies in Special Education	2
GED 672	Philosophy in Education	3
GED 689	Master's Project	3
GED 689P	Action Research Project Support	1
<b>Total Required</b>		<b>24</b>
Candidates with their preliminary coursework from this university may apply up to 12 units of approved coursework.		12
<b>Electives:</b>		12
GED 628	Using Technology to Support Student Learning	3
GED 641	School Communities in a Pluralistic Society	3
GED 642	Teaching Strategies for English Learners	3
GED 670	Advanced Educational Psychology	3
GED 675	Family Systems	3
<b>TOTAL</b>		<b>36</b>

# 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 from appropriate persons who have the knowledge of the applicant's character and ability to work with children or youth. (References from friends or relatives are not appropriate);
- Application fee;
- Official transcripts showing completion of a baccalaureate or higher-level degree from an institution that is accredited by a regional accrediting association.

### *The following items are submitted to the School of Education:*

- California Basic Educational Skills Test (CBEST) with a passing score
- 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 "Admission under Exception" through their advisor;
- M.A.T. interview: All candidates must complete a personal interview with the program Admissions chair; and
- Subject Matter competency: The candidate provides evidence of subject matter competency by any of the following ways: (1) attempted or passed the appropriate subject matter examination(s), (2) registration for the next scheduled examination, (3) enrolled or having completed a Commission-approved appropriate subject matter preparation program.

## Graduation Requirements

1. A completed Application for Degree Candidacy (online 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 46 units;
4. A recommendation from the program coordinator and director of the Regional Center;
5. All accounts paid in full;
6. All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

## 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 I 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 to 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 <i>OR</i>	4
EDU 632	Intern Elementary Clinical Practice I	(4)
EDU 631	Elementary Clinical Practice Seminar I <i>OR</i>	1
EDU 633	Intern Elementary Clinical Practice Seminar I	(1)
EDU 634	Elementary Clinical Practice II <i>OR</i>	4
EDU 636	Intern Elementary Clinical Practice II	(4)
EDU 635	Elementary Clinical Practice Seminar II <i>OR</i>	1
EDU 637	Intern Elementary Clinical Practice Seminar II	(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.*

<b>Choose one of the content-specific pedagogy courses:</b>	<b>3</b>
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 II1	(4)
EDU 645	Secondary Clinical Practice Seminar II (includes TPA4) OR	1
EDU 647	Intern Secondary Clinical Practice Seminar II (includes TPA4)	(1)
	<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 Mild/Moderate 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 AND	3
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EDU 612F*	Fieldwork for Differentiated Mathematics Instruction for all Learners OR	.5
EDU 621	General Methods for Secondary Teachers AND	(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 units 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>
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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 Candidates with Moderate/Severe Disabilities	3
EDU 654F**	Fieldwork for Methods of Teaching Candidates 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 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>
	<i>OR (for those under contract with a school district)</i>	
EDU 648	Intern Support Seminar (.5 units 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</b>	<b>TITLE</b>	<b>UNITS</b>
<b>CORE COURSE:</b>		
GED 672	Philosophy in 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)

**DIVERSITY COURSES:****Students choose either:**

GED 641	School Communities in a Pluralistic Society	3
	OR	

GED 609	Collaborative and Responsive Leadership	(3)
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**ACTION RESEARCH:**

GED 689	Master's Project	3
	AND	

GED 689P	Action Research Project Support	1
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**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.

<b>COURSE TITLE</b>	<b>UNITS</b>
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**CORE COURSE:**

GED 672	Philosophy in Education	3
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**ACTION RESEARCH:**

GED 689	Master's Project	3
	AND	

GED 689P	Action Research Project Support	1
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**\*Other Credential Requirements** (due at least 90 days prior to filing the Application for Degree Candidacy with the Office of Records)

- Subject Matter Competence:
  - Single Subject candidates 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/school of education.htm](http://www.pointloma.edu/school%20of%20education.htm).

## Professional Clear Teaching Credential: Multiple Subject or Single Subject For: Teachers Working in Private or Charter Schools

Point Loma Nazarene University offers the 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
GED 641	School Communities in a Pluralistic Society	3
GED 642	Teaching Strategies for English Learners	3
GED 673	Reflective Coaching Seminar	3
GED 677	Teaching Strategies for Special Populations	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.

## 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 601, Graduate Education 641, 642, and 668).

<b>COURSE</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 601	Language Acquisition and Diverse Populations	(3)
GED 641	School Communities in a Pluralistic Society	3
GED 642	Teaching Strategies for English Learners (BTSA Standard 19)	3
GED 668	Bilingual Education and Specially Designed Academic Instruction	3

### **Child Welfare and Attendance Certificate (CWA)**

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</b>	<b>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 Community/Parent Partnerships	3
GED 647	School Culture and Addressing Barriers to Student Achievement	3
GED 688	Field Experience - Child Welfare and Attendance (150 hours)	3



# 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.

## 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.

## Graduation Requirements (Ed.S.)

1. A completed Application for Degree Candidacy (online 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.
6. All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

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

COURSE	TITLE	UNITS
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

<b>Ed.S. TOTAL</b>	<b>32</b>
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### **Required Courses for the Professional Administrative Credential**

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

### **Courses**

# School of Education Course Descriptions

## **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 FOR 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 621F).*

#### **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.

*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.

*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.

*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.

*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.

*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.

*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.

*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.

*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.

*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.

*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.

*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.

*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 (may be substituted for GED 603, Visionary Leadership).

**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**

This course provides an opportunity for the candidate to learn to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community. **CTC Standard 6(a)/CPSEL Standard 1** (may be substituted for GED 601, Foundations of Leadership and Educational Issues).

**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**

Culture of Teaching and Learning: This course provides an opportunity for the candidate to learn how to advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted academic content standards, frameworks and instructional materials as well as assessment and accountability systems. **CTC Standard 6(b)/CPSEL Standard 2.**

**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**

This course provides an opportunity for the candidate to learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. The course includes the study and application of organizational theory that reflects effective leadership and management concepts and strategies that contribute to student achievement and the professional participation of all adults in the school community. **CTC Standard 6(c)/CPSEL Standard 3.**

**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**

This course provides an opportunity for the candidate to learn how to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. In this regard, the program offers the candidate an opportunity to examine and evaluate their attitudes toward people of different races, culture and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities so they will be able to be effective leaders in a diverse setting and value individuals from different family structures, religions, races, cultures, socio-economic status and ethnic backgrounds, and treat them with fairness and respect. **CTC Standard 6(d)/CPSEL Standard 4** (may be substituted for GED 641, School Communities in a Pluralistic Society).

**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**

This course provides an opportunity for the candidate to learn about political, societal, economic, legal and cultural influences on schools. By augmenting the candidate's knowledge of these interconnections, the program develops the candidate's ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The program content should provide opportunities for the candidate to practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the school community. The candidate has an opportunity to learn how to view himself or herself as a leader of a team and as a member of a team by engaging in coursework and fieldwork that provides opportunities to both lead and work collaboratively. **CTC Standard 6(f)/CPSEL Standard 6.**

**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**

This course provides an opportunity for the candidate to examine, practice, and model a personal code of ethics, including protecting the rights and confidentiality of students, staff and families. The program provides an opportunity for the candidate to practice professional leadership capacity, including shared decision-making, problem-solving, and conflict resolution and foster those skills in others. The program provides an opportunity for the candidate to examine site and district responsibilities with regard to students with special needs. The program develops each candidate's ability to effectively act as a spokesperson for the school to the extended school community. The candidate has multiple opportunities to model personal and professional ethics, integrity, justice and fairness and receive feedback from the program and peers; reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of others; and develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities. **CTC Standard 6(e)/CPSEL Standard 5.**

**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 (3) ADVANCED SPECIAL EDUCATION ASSESSMENT AND ANALYSIS OF BEHAVIOR**

This course provides the candidate with advanced and applied strategies for students with disabilities impacting appropriate social and emotional functioning. The course addresses conceptual models of behavioral deficits, social, academic, and behavioral interventions, and current legal issues in special education. Special emphasis will be placed on conducting functional behavior assessments, designing data-driven instruction, working with individual and group problem solving skills, and understanding positive behavior supports by use of formal and informal assessments.

**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.

**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 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 (may be substituted for GED 609, Collaborative and Responsive Leadership).

#### **GED 642 (3) TEACHING STRATEGIES FOR ENGLISH LEARNERS**

This course builds on the knowledge, skills, applications and dispositions acquired during a preliminary teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Candidates will apply their knowledge, skills, understanding and proficiency in language structure and use, first and second language development and their relationship to academic achievement, assessment of English learners, foundations of English language literacy development and content instruction, approaches, strategies and methods for ELD and content instruction, and cultural concepts and perspectives and culturally inclusive instruction. This course satisfies the English Learners requirement for the Clear teaching credential and is also one of the PLNU CLAD courses.

#### **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 650 (3) UNIVERSAL ACCESS: EQUITY FOR ALL STUDENTS**

Principles of designing and implementing equitable and inclusive learning environments free of bias; use of culturally responsive pedagogical practices; differentiation of state-adopted academic content, student product, and instructional process to maximize student achievement - through use of a variety of resources and the implementation of a variety of service delivery models. Candidates apply skills to address curricular, instructional, and assessment challenges in the school and community settings.

#### **GED 652 (3) METHODS OF TEACHING STUDENTS WITH AUTISM SPECTRUM DISORDER**

This methodology course is designed to prepare Education Specialists for successful teaching of students with autism spectrum disorder (ASD). Topics include: instructional planning and social stories, evaluation techniques and functional behavior assessment, research trends and outcomes, working with repetitive behaviors, sensory and movement disorders, atypical language development, and atypical social development. This course includes intentional practice in partnering for special education and related services, supporting students in the general curriculum, and promoting friendships for students with ASD.

#### **GED 652F (1) FIELDWORK FOR AUTISM SPECTRUM**

This fieldwork course requires 30 clock hours of observation and participation specific to teaching methods focused on students with ASD disabilities in school settings. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in Graduate Education 652. Graded CR/NC.

#### **GED 653 (3) METHODS FOR TEACHING STUDENTS WITH TRAUMATIC BRAIN INJURY**

This methodology course is designed to prepare Education Specialists for successful teaching of students with the disability of traumatic brain injury (TBI). Candidates will become familiar with a variety of specific



methods and strategies to use in teaching students who have experienced a head injury. Among topics included: the need for frequent evaluation and reevaluation because of the nature and trend of their recovery, especially in the first couple of years after the onset of the injury; determining supplementary aids and services; supporting the functional domains of memory, attention and concentration, executive functioning, self-awareness, and language. This course will examine a comprehensive plan for addressing the long-term effects of TBI requiring interventions to address present and anticipated future needs of the students.

**GED 653F (1) FIELDWORK FOR STUDENTS WITH TRAUMATIC BRAIN INJURY**

This fieldwork course requires 30 clock hours of observation and participation specific to teaching methods focused on students with traumatic brain injuries in school settings. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in Graduate Education 653. Graded CR/NC.

**GED 654 (3) METHODS OF TEACHING STUDENTS WITH OTHER HEALTH IMPAIRMENTS**

This methodology course is designed to prepare Education Specialists for successful teaching of students with other health impairments (OHI). Topics include: determining the presence of acute and chronic conditions associated with OHI, collaborating with health professionals in the monitoring of the student's disability, determining the nature of specially designed instruction and services, curriculum differentiation and design, safe management and operation of specialized equipment, integration of curriculum, and classroom application of various forms of assistive technology.

**GED 654F (1) FIELDWORK FOR STUDENTS WITH OTHER HEALTH IMPAIRMENTS**

This fieldwork course requires 30 clock hours of observation and participation specific to teaching methods focused on students with other health impairments in school settings. Candidates are responsible for transportation to and from school site. Candidates must be concurrently enrolled in Graduate Education 654. Graded CR/NC.

**GED 656 (2) SHARED LEADERSHIP, LEGISLATION, AND DUE PROCESS**

This course presents principles of organizational systems and systems change agent through examination of current legislation, theory, research, and practices in general and special education school reform. Exploration and development of shared leadership skills; advanced interpersonal communication; collaborative teaming and consultation; creative problem solving and conflict resolution; interagency coordination, and change agency. Special emphasis is placed on legislative practices as they relate to special education due process proceedings, compliance, district and parental rights, and student advocacy. Candidates apply skills to address programmatic and systems change challenges in school and community settings.

**GED 658 (2) REFLECTIVE COACHING/INDUCTION**

This course provides opportunity for 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 658F (1) REFLECTIVE COACHING/INDUCTION FIELDWORK**

This fieldwork course requires 15 clock hours of observation and participation specific to reflective coaching and individualized induction with focus on teaching students with disabilities. Candidates must be concurrently enrolled in Graduate Education 658. Graded C/NC.

**GED 659 (2) INDEPENDENT STUDIES IN SPECIAL EDUCATION**

This course provides an opportunity for an intensive study of a special topic in Special Education involving further exploration of their action research topic or to the Added Authorization in Special Education.

**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**

This course provides opportunity for application of research and theory with major attention devoted to the problems of learning, individual differences, and behavior.

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

This course explores 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 673 (3) REFLECTIVE COACHING SEMINAR**

This course is designed for students who are clearing their preliminary credential through a university option. Candidates participate in a reflective coaching seminar and complete PLNU formative assessments aligned with the California Standards for the Teaching Profession (CSTP). Candidates need to hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. Candidate's will complete PLNU's Plan, Teach, Reflect, and Apply Process with a PLNU reflective coaching mentor. The Reflective Coaching is in partial fulfillment of the Clear Credential. Graded Credit/No Credit.

**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 will build on the candidate's 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 and learn application principles for the statutory provisions of the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, discuss and reflect on subsequent changes in the Acts, and any new, relevant statutory requirements. Candidates will review the statutory and/or local provisions relating to the

education of students who are gifted and talented.

**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 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 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.

## 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, Admission under Exception));
- A completed university application (available on the website);
- Two professional recommendations (professional recommendation form available on the website);
- 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 website);
- Two professional recommendations (use professional recommendation form on the website);
- 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, Admission under Exception).

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

#### **PROGRAM OVERVIEW**

The Post-M.S.N. Certification programs are designed to prepare the student to assume the role of Nurse Educator in either the academic or clinical setting or Clinical Nurse Specialist. 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. Clinical Nurse Specialist options are available in the following areas:

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

#### **PROGRAM ELIGIBILITY FOR THE POST-M.S.N. CERTIFICATION**

- 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 website);
- Two personal letters of recommendation (use the personal recommendation form on the website);
- A completed School of Nursing graduate program application;
- Two professional recommendations (use the professional recommendation form on the website);
- 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 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.

### **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
  - 40 units for B.S.N. entry,
  - 43 units for B.S.N. entry with CNS,
  - 51 units for R.N. entry M.S.N. students, or
  - 54 units for R.N. entry M.S.N. with CNS;
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.
5. All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in 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.

COURSE	TITLE	UNITS
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)

COURSE	TITLE	UNITS
GNSG 601	Theoretical Foundations and Nursing Research	4
GNSG 602	Teaching Faithfully: Communicating with Adult Learners in a Diverse Society	2
GNSG 603	Healthcare Issues, Ethics and Politics from a Christian Perspective	2
GNSG 604 (a-f)	Thesis/Project in Nursing	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 clinical specialties courses (2) with practicum; 3 practicum units required for M.S.N; 6 units required for CNS:

GNSG 610	Mental Health Nursing Capstone Seminar &	2
GNSG 610L	Mental Health Nursing Practicum	3-6
GNSG 611	Medical-Surgical Nursing (Adult) Seminar &	2
GNSG 611L	Medical-Surgical Nursing Practicum	3-6

GNSG 612	Gerontological Nursing Capstone Seminar &	2
GNSG 612L	Gerontological Nursing Practicum	3-6
GNSG 613	Family Health Nursing Capstone Seminar &	2
GNSG 613L	Family Health Nursing Practicum	3-6

**Total Required Clinical  
Hours for M.S.N. (350)**

**Total Required Clinical  
Hours for M.S.N. with CNS  
(500)**

**TOTAL M.S.N. UNITS (R. N.  
ENTRY) 51**

**TOTAL M.S.N. UNITS (R.N.  
ENTRY) WITH CNS 54**

**TOTAL M.S.N. UNITS  
(B.S.N. ENTRY) 40**

**TOTAL M.S.N. UNITS  
(B.S.N. ENTRY) WITH CNS 43**

## **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 clinical  
specialties courses (2) with practicum (6 units):

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

**Total Required Clinical  
Hours (500)**

**TOTAL UNITS 26**

**Minimum Required Units  
from PLNU (19)**

### **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 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

**Total Required Clinical  
Hours (200)**

**TOTAL UNITS 23**

**Minimum Required Units  
from PLNU (13)**

**Minimum Required Units  
from PLNU (13)**

#### **Courses**

# School of Nursing Course Descriptions

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

This course introduces 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**

This course provides opportunity 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**

This course provides opportunity for application of research and theory with major attention devoted to the problems of learning, individual differences, and behavior.

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

This course provides opportunity for 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**

This course provides opportunity for 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\*\***

This course provides opportunity 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**

This course provides opportunity for 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\*\***

This course provides opportunity 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**

This course provides opportunity for 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\*\***

This course provides opportunity 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**

This course provides opportunity for 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\*\***

This course provides opportunity 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**

This course provides opportunity for 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 in Religion**

## **Master of Ministry**

## **Courses**



# 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.

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.

## Graduation Requirements

1. Completion of 36 total units;
2. Cumulative grade-point average of 3.000 or higher;
3. A completed Application for Degree Candidacy (on-line or in the Office of Records, campus);
4. 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;
5. 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;
6. All accounts paid in full.
7. All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

## 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. The units of these courses are deficiency units that do not count toward the completion of the 36 total units required for the M.A. Religion degree.

- 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

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.

## 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.

## 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.
7. All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

### 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
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CMI 675 Theology and Christian Ministry 3

CMI 685 Bible and Christian Ministry 3

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**

This course provides opportunity for advanced study in a topic in Bible. May be repeated.

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

This course presents 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**

This course presents a study of Hebrews, James, 1 Peter, 2 Peter, and Jude in their early Christian setting.

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

This course presents 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**

This course presents 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**

This course uses texts from all major genres of the New Testament in an effort to understand the message and persuasive techniques used by authors.

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

This course provides opportunity for 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**

This course provides opportunity for advanced study in a topic in Bible. May be repeated.

### **BIB 696 (3) INTRODUCTION TO ISRAELITE HISTORY AND THE HEBREW BIBLE**

This course presents 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**

This course presents 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**

This course presents 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**

This course uses a linguistic approach to the languages of the New Testament to provide students with sufficient knowledge to read selected passages from the Greek New Testament with the use of a grammar and lexicon. (Cross listed as BLA 207,208.)

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

This course presents 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**

This course presents 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 600 (3) CHRISTIAN WORSHIP**

This course presents a study of the practice of worship and its biblical, historical, and theological foundations in relation to contemporary expressions, with special attention to the sacraments, Christian rituals, and the liturgical year. (Cross listed as CMI 400.)

### **CMI 612 (3) THE LIFE OF THE MINISTER**

This course presents 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**

This course addresses 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**

This course provides opportunity for an examination of one or more significant doctrines, persons, or historical movements with particular application for contemporary ministry.

### **CMI 662 (3) WORSHIP, LEADERSHIP, AND LITURGY**

This course presents 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**

This course presents 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**

This course presents 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**

This course presents 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**

This course presents 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**

This course presents 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**

This course presents instruction in the scholarly methods used in the study of religion.

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

This course presents selected studies in an area of religion. Permission of the dean is required.

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

This course presents selected topics in the graduate study of religion. By permission of the dean. May be repeated for up to a total of 9 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.

## **Philosophy Courses**

### **PHL 611 (3) BEING AND TRUTH**

This course provides opportunity for an examination of the nature of reality and of knowledge and what constitutes knowledge. Possible topics include space, time, causation, realism, nominalism, freedom, God, skepticism, belief, truth, and justification. (Cross listed as PHL 411.)

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

This course provides 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**

This course provides 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**

This course provides 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**

This course provides 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**

This course presents 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**

This course presents 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**

This course presents a study of the development of Christian thought from the Reformation to the twentieth century.

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

This course presents a study of selected contemporary Christian theologians, ethicists, and themes.

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

This course provides an opportunity for examination of the doctrine of holiness in its biblical and historical development.

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

This course provides an opportunity for 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**

This course presents 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.

# Directory of Personnel

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Foundation Board  
Alumni Board  
Officers and Administrative Staff  
Faculty



# Board of Trustees

The Board of Trustees serves as the governing board of the University. Numbering 42 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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James F. Gates, Ph.D., Director

*Center for Justice and Reconciliation*

Norman V. Shoemaker, D.Min., Director

*Center for Pastoral Leadership*

Susan D. Rogers, M.A., Academic Director

Aleta Slater, M.A., Site Director

*Early Childhood Learning Center*

Randolph M. Ataide, J.D., Director

*Fermanian Business and Economic Institute*

Mary Margaret Rowe, M.S.N., R.N., FNP, Director

*Health Promotion Center (School of Nursing)*

Linda M. Beail, Ph. D., Director

*Margaret Stevenson Center for Women's Studies*

Mark H. Mann, Ph. D., Director

*Wesleyan Center for 21st Century Studies*

# Faculty

## **PRESIDENT**

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

## **PRESIDENT EMERITUS**

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

## **PROFESSORS EMERITI**

*(including date of election to emeritus status)*

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

*Professor Emeritus of Physics*

**Keith R. Bell**, Ph.D., 2010

*Professor Emeritus of Spanish*

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

*Professor Emeritus of Biology*

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

*Professor Emeritus of Religion*

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

*Professor Emeritus of Chemistry*

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

*Professor Emeritus of Physical Education*

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

*Professor Emerita of Nursing*

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

*Professor Emeritus of Literature*

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

*Professor Emeritus of Education*

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

*Professor Emeritus of Religion*

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

*Associate Professor Emerita of Family and Consumer Sciences*

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

*Professor Emerita of Nursing*

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

*Professor Emerita of Business*

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

*Professor Emeritus of Mathematics*

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

*Professor Emeritus of Psychology*

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

*Assistant Professor Emerita of Education*

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

*Professor Emeritus of Speech*

**David K. Kerk**, Ph.D., 2010

*Professor Emeritus of Biology*

**Ronald B. Kirkemo**, Ph.D., 2009

*Professor Emeritus of Political Science*

**Carroll B. Land**, Ph.D., 2009

*Professor Emeritus of Kinesiology*

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

*Professor Emeritus of Mathematics*

*and Computer Science*

**Dwayne L. Little**, Ph.D., 2010

*Professor Emeritus of History*

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

*Associate Professor Emerita of Kinesiology*

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

*Professor Emeritus of Computer Science and Business*

**Jerry W. McCant**, Ph.D., 2006



*Professor Emeritus of Religion*  
**James H. McEliece**, Ph.D., 2010  
*Professor Emeritus of Economics*  
**Jeanie S. Milliken**, Ph.D., 2003  
*Professor Emerita of Education*  
**James D. Newburg**, M.S.L.S., 2006  
*Librarian Emeritus*  
**Keith A. Pagan**, D.Mus.Ed., 1998  
*Professor Emeritus of Music*  
**John W. Pearson**, C.P.A., M.A., 2003  
*Associate Professor Emeritus of Business*  
**Herbert L. Prince**, M.Div., D.D., 2005  
*Associate Professor Emeritus of Philosophy and Religion*  
**Reuben E. Rodeheaver**, D.Mus.Ed., 2001  
*Professor Emeritus of Music*  
**Ann T. Ruppert**, M.L.S., 2004  
*Librarian Emerita*  
**Esther O. Saxon**, D.M.A., 1996  
*Professor Emerita of Music*  
**Arthur F. Seamans**, Ph.D., 2000  
*Professor Emeritus of Literature*  
**Gene A. Shea**, C.P.A., M.A., 2004  
*Associate Professor Emeritus of Accounting*  
**Nelson F. Sheets**, M.S.W., 1998  
*Associate Professor Emeritus of Sociology*  
**Sheldon O. Sickler**, Ph.D., 2009  
*Professor Emeritus of Mathematics and Computer Science*  
**Margaret R. Stevenson**, Ed.D., 1999  
*Professor Emerita of Nursing*  
**David L. Strawn**, Ph.D., 2008  
*Professor Emeritus of Mathematics*  
**Lewis R. Thompson**, M.A., 1998  
*Associate Professor Emeritus of Education*  
**Myron L. Tweed**, D.M.A., 2000  
*Professor Emeritus of Music*  
**Keith G. Walker**, Ph.D. 2007  
*Professor Emeritus of Physics*  
**Maxine E. Walker**, Ph.D., 2008  
*Professor Emerita of Literature*  
**Reuben R. Welch**, B.D., D.D., 1990  
*Associate Professor Emeritus of Religion*  
**David P. Whitelaw**, D.Th., 2000  
*Professor Emeritus of Religion*  
**Jerry C. Wilson**, M.A., 2005  
*Assistant Professor Emeritus of Spanish*

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

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

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

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

M.F.A., Cranbrook Academy of Art.

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

**Professor of Economics**

B.A., University of Ghana;

M.A., York University;

Ph.D., Simon Fraser University;

Ed.S., Point Loma Nazarene University.

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

**Professor of Education**

B.A., Pasadena College;

M.A., University of La Verne;

Ed.S., Point Loma Nazarene College;

Ed.D., Northern Arizona University.

**Dianne L. Anderson**, Ph.D. (2005)

**Professor of Biology**

**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**

B.S., Greenville College;

M.S., Butler University.

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

**Professor of Entrepreneurship**

**Executive Director, The Fermanian Business and Economic Institute**

B.A., California State University, Fresno;

M.A., Mennonite Brethren Biblical Seminary;

J.D., San Joaquin College of Law.

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

**Professor of Journalism**

B.A., University of Missouri, Columbia;

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

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

**Vice Provost for Graduate Studies**

**Associate Professor of Business**

B.A., California State University, Fresno;

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

Ph.D., University of Southern California.

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

**Associate Professor of Sociology**

B.A., University of California, Irvine;

M.A., California State University, Fullerton;

M.P.H., University of California, Berkeley;

Ph.D., University of California, San Francisco.

**Paul R. Bassett**, M.F.A., J.D. (1978)

**Professor of Communication and Theatre**

**Chair, Department of Communication**

***and Theatre***

A.B., Pasadena College;  
M.F.A., Trinity University;  
J.D., Southern Methodist University.

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

***Professor of Political Science***

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

B.A., Wheaton College;  
Ph.D., University of Iowa.

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

***Assistant Professor of Spanish***

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

**Carrie Black, M.S. (2009)**

***Assistant Professor of Nursing***

B.S.N., California State University, Long Beach;  
M.S., University of Phoenix.

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

***Professor of Literature***

***Chair, Department of Literature, Journalism, and Modern Languages***

B.A., Messiah College;  
M.A., California State University, Los Angeles;  
Ph.D., University of California, Riverside.

**Daniel S. Bothe, M.B.A. (2009)**

***Associate Professor of Business***

B.S., San Diego State University;  
M.B.A., University of Southern California.

**Ryan T. Botts, Ph.D. (2010)**

***Assistant Professor of Mathematics***

B.S., Cal Poly State University, San Luis Obispo;  
M.S., Cal Poly State University, San Luis Obispo  
Ph.D., Ohio University, Athens.

**Philip D. Bowles, Ph.D. (1980)**

***Professor of English***

A.B., Trevecca Nazarene College;  
M.A., Middle Tennessee State University;  
Ph.D., Claremont Graduate School and San Diego State University.

**Leanne T. Burke, M.S.N. (2006)**

***Assistant Professor of Nursing***

B.S., University of San Francisco;  
M.S.N., San Diego State University.

**Conni E. Campbell, Ed.D. (2007)**

***Professor of Education***

***Associate Dean of Education, Mission Valley***

B.A., University of San Diego;  
M.Ed., University of San Diego;  
Ed.D., University of La Verne.

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

***Professor of Mathematics and***

***Computer Science***

B.A., Point Loma Nazarene University;  
M.S., California State University, Northridge;  
Ph.D., University of California, San Diego.

- Elizabeth A. Chamberlain, M.A. (2007)**  
**Assistant Professor of Education**  
 B.A., Point Loma Nazarene University;  
 M.A., Point Loma Nazarene University.
- Michelle H. Chen, Ph.D. (2010)**  
**Assistant Professor of Physics**  
 B.S., B.A., University of Chicago;  
 M.A., University of Chicago;  
 Ph.D., University of Pennsylvania.
- Jerry R. Childs, M.A. (2006)**  
**Assistant Professor of Education**  
 B.A., Pasadena Nazarene College  
 M.A., Point Loma Nazarene College
- Sara Yu Choung, Ph.D. (2004)**  
**Associate Professor of Chemistry**  
 B.S., Massachusetts Institute of Technology;  
 Ph.D., University of California, Berkeley.
- Michael D. Clark, Ph.D. (2010)**  
**Assistant Professor of Writing**  
 B.A., Azusa Pacific University;  
 M.A.T., Azusa Pacific University;  
 Ph.D., University of Wisconsin.
- William P. Clemmons, Ph.D. (1996)**  
**Professor of Music**  
 B.M., University of Louisville;  
 M.A., Queens College;  
 Ph.D., City University of New York.
- Mary E. Conklin, Ph.D. (1993)**  
**Professor of Sociology**  
 A.B., M.A., State University of New York, Binghamton;  
 Ph.D., Johns Hopkins University.
- Diana Reynolds Cordileone, Ph.D. (1998)**  
**Professor of History**  
 B.A. San Diego State University;  
 M.A., Ph.D., University of California, San Diego.
- Steven C. Cosentino, M.B.A. (2004)**  
**Associate Professor of Accounting**  
 B.A., Point Loma College;  
 M.B.A., San Diego State University.
- Catherine L. Crockett, Ph.D. (2008)**  
**Assistant Professor of Mathematics**  
 B.S., California State Polytechnic University  
 M.S., California State Polytechnic University  
 Ph.D., University of California, Riverside.
- Gregory D. Crow, Ph.D. (1992)**  
**Professor of Mathematics**  
 B.A., MidAmerica Nazarene College;  
 M.S., Ph.D., University of Notre Dame.
- Daniel A. Croy, Ed.D. (2002)**  
**Professor of Business**  
 B.S., MidAmerica Nazarene University;  
 M.A., University of Northern Colorado;

Ed.D., Vanderbilt University.

**David E. Cummings**, Ph.D. (2004)

***Professor of Biology***

B.A., Point Loma Nazarene University;

M.S., Ph.D., University of Idaho.

**Kathleen C. Czech**, Ed.D. (2001)

***Professor of Communication***

B.S., Northern Arizona University;

M.A., University of Nevada, Reno;

Ed.D., University of San Diego.

**Ann E. Davis**, M.Ed. (2004)

***Assistant Professor of Kinesiology***

B.A., Washington State University;

M.Ed., National University.

**Kara S. deFreitas**, M.A. (2007)

***Visiting Assistant Professor of English***

B.A., California State University, Chico;

M.A., California State University, Chico.

**Michael I. Dorrell**, Ph.D. (2009)

***Assistant Professor of Biology***

B.A., Simpson College;

Ph.D., The Scripps Research Institute.

**Robert C. Elson**, Ph.D. (2003)

***Associate Professor of Biology***

B.S., Ph.D., University of Cambridge, England.

**Joshua A. Emmett**, Ph.D. (2009)

***Assistant Professor of Education***

B.A., Wheaton College;

M.S., Northern Illinois University;

Ph.D., University of Wisconsin.

**Donald S. Evans**, B.S. (1997)

***Visiting Instructor in Mathematics***

B.S., Stanford University.

**Darrel R. Falk**, Ph.D. (1988)

***Professor of Biology***

B.Sc., Simon Fraser University;

Ph.D., University of Alberta.

**Rebecca J. Flietstra**, Ph.D. (1997)

***Professor of Biology***

B.A., Calvin College;

Ph.D., University of Kansas Medical Center.

**Gordon L. Forward**, Ph.D. (1995)

***Professor of Communication***

B.A., Eastern Nazarene College;

M.Div., Nazarene Theological Seminary;

M.A., Emerson College;

Ph.D., The Ohio State University, Columbus.

**Ben E. Foster**, M.A. (1968)

***Associate Professor of Kinesiology***

A.B., Pasadena College;

M.A., San Diego State University.

**Phyllis E. Fox, M.L.S. (1997)**

***Librarian, Assistant Professor***

B.A., Point Loma Nazarene College;  
M.L.S., University of California, Los Angeles.

**Douglas L. Fruehling, M.L.S. (1992)**

***Librarian, Assistant Professor***

B.S., Olivet Nazarene University;  
M.L.S., Kent State University.

**Kerry D. Fulcher, Ph.D. (1993)**

***Acting Provost***

***Professor of Biology***

A.B., Northwest Nazarene College;  
Ph.D., University of Idaho.

**Robert C. Gailey, Ph.D. (2005)**

***Associate Professor of Business***

***Director, Center for International Development***

B.A., Eastern Nazarene College;  
M.Div., Nazarene Theological Seminary  
Ph.D., University of San Diego

**Susan E. Ganz, Ph.D. (1997)**

***Professor of Kinesiology***

B.A., Azusa Pacific University;  
M.S., Austin Peay State University;  
Ph.D., University of New Mexico.

**James F. Gates, Ph.D., (2001)**

***Professor of Sociology***

***Director, Center for Justice and Reconciliation***

B.A., Eastern Nazarene College;  
M.Div., Nazarene Theological Seminary;  
Ph.D., University of Florida.

**Shirlee M. Gibbs, Ed.D. (2005)**

***Professor of Education***

B.S., M.Ed., University of Toledo;  
Ed.Spec., Point Loma College;  
Ed.D., Northern Arizona University.

**Clark F. Greer, Ph.D. (2007)**

***Professor of Communication***

B.A., Los Angeles Baptist College;  
M.A., University of Southern California;  
M.Div., Northwest Baptist Seminary;  
Ph.D., Bowling Green State University.

**Daniel N. Hall, M.A. (2006)**

***Assistant Professor of Education***

B.A., San Diego State University  
M.A., California State University, Bakersfield

**Timothy M. Hall, Ed.D. (2008)**

***Assistant Professor of Kinesiology***

B.A., Eastern Nazarene College  
M.A., Point Loma Nazarene University  
Ed.D., Alliant International University.

**Jill Hamilton-Bunch, Ph.D. (2002)**

***Associate Professor of Education***

***Associate Dean of Education, Bakersfield Regional Center***

B.A., Point Loma Nazarene University;

M.A., Fresno Pacific University  
Ph.D., University of California, Santa Barbara.

**Carl T. Hammond**, M.B.A. (2003)  
***Associate Professor of Accounting***  
B.S., University of Denver;  
M.B.A., San Diego State University.

**Eugene E. Harris**, M.A. (1981)  
***Assistant Professor of Art***  
A.B., Fresno Pacific College;  
M.A., San Diego State University.

**Rebecca A. Havens**, Ph.D. (1990)  
***Professor of Economics***  
B.A., Point Loma College;  
M.A., Ph.D., University of California, San Diego.

**Victor L. Heasley**, Ph.D. (1963)  
***Professor of Chemistry***  
A.B., Hope College;  
Ph.D., University of Kansas.

**H. Ruth Toews Heinrichs**, D.P.A. (2008)  
***Professor of Business***  
***Director, Institutional Effectiveness***  
B.A., Fresno Pacific College  
M.S., California State University, Fresno  
D.P.A., University of La Verne

**Richard A. Hill**, Ph.D. (2000)  
***Professor of Writing***  
B.A., University of California, Santa Cruz;  
M.F.A., University of Iowa;  
Ph.D., University of Southwestern Louisiana.

**Richard M. Hills**, M.A. (1985)  
***Associate Professor of Kinesiology***  
A.B., Point Loma College;  
M.A., San Diego State University.

**Kimberly S. Hogelucht**, M.A. (2006)  
***Associate Professor of Business***  
B.A., Iowa State University;  
M.A., San Diego State University.

**Alan C. Hueth**, Ph.D. (2002)  
***Professor of Communication***  
B.A., California State University, Chico;  
M.A., San Diego State University;  
Ph.D., University of Dayton.

**Julie K. Huntley**, Ph.D. (2009)  
***Professor of Marketing***  
B.S., University of Nebraska;  
M.B.A., Oral Roberts University;  
Ph.D., Arizona State University.

**Cynthia G. Hurley**, Ed.D. (2002)  
***Professor of Education***  
B.A., California Polytechnic State University;  
M.A., California State University, Bakersfield;  
Ed.D., University of LaVerne.

**Holly M. Irwin-Chase, Ph.D. (1998)**  
***Interim Dean, College of Social Sciences and Professional Studies***  
***Professor of Psychology***  
***Chair, Department of Psychology***  
B.A., M.A., Ph.D., University of Louisville.

**Daniel S. Jackson, D.W.S. (2002)**  
***Professor of Music***  
B.A., M.A., California State University, Fresno.  
D.W.S., Institute for Worship Studies.

**Daniel L. Jenkins, Ph.D. (2004)**  
***Professor of Psychology***  
B.A., Pacific Christian College;  
Ph.D., Brigham Young University.

**Jesús Jiménez, Ph.D. (1992)**  
***Professor of Mathematics***  
B.S., M.S., National Autonomous University of Mexico;  
Ph.D., University of Utah.

**John Craig Johnson, D.M.A. (2005)**  
***Associate Professor of Music***  
B.S. Southern Nazarene University;  
M.M., University of Oklahoma;  
D.M.A., University of Southern California.

**James E. Johnson, Ed.D. (1991)**  
***Professor of Education***  
B.A., M.A., Pasadena College;  
Ed.D., University of Southern California.

**Brad E. Kelle, Ph.D.(2004)**  
***Professor of Biblical Literature***  
***Director, M.A. in Religion***  
B.A., Trevecca Nazarene University;  
M.T.S., Emory University Candler School of Theology;  
Ph.D., Emory University.

**Rick A. Kennedy, Ph.D. (1995)**  
***Professor of History***  
B.A., M.A., Ph.D., University of California,  
Santa Barbara.

**Paul S. Kenyon, D.M.A. (1990)**  
***Professor of Music***  
***Chair, Department of Music***  
B.M., Mansfield University;  
M.M., Bowling Green University;  
D.M.A., Michigan State University.

**Jaeyoon Kim, Ph.D. (2005)**  
***Associate Professor of History***  
B.A., Chonnam National University, Korea;  
M.A., San Diego State University;  
Ph.D., University of Oregon.

**Son Chae Kim, Ph.D. (2005)**  
***Professor of Nursing***  
B.S., University of Washington;  
M.S., Ph.D., University of San Diego.

**Leon M. Kugler, Ph.D. (1978)**  
***Professor of Kinesiology***



**Director, Athletic Training Program**

A.B., Point Loma College;  
M.A., California State University, Los Angeles;  
Ph.D., University of Toledo.

**Victor K. Labenske, D.M.A. (1987)**

**Professor of Music**

B.A., Point Loma Nazarene College;  
M.M., University of Missouri, Kansas City;  
D.M.A., University of Southern California.

**Kristen D. Lambert, Ph.D. (2010)**

**Associate Professor of Nursing**

B.A., Antioch University;  
M.S.N., University of San Diego;  
Ph.D., University of San Diego.

**G. Michael Leffel, Ph.D. (1992)**

**Professor of Psychology**

B.A. Point Loma Nazarene College;  
M.A., California State University, Long Beach;  
Ph.D., University of Illinois, Champagne-Urbana.

**Alain M. Lescart, Ph.D. (2005)**

**Professor of French**

M.A., University of Connecticut;  
M.S., Eastern Nazarene College;  
M.A., Faculté Universitaire de Théologie Protestante de Bruxelles;  
Th.M., Académie de Versailles;  
Ph.D., University of Connecticut.

**Patricia M. Leslie, M.A. (1999)**

**Associate Professor of Sociology and Social Work**

**Director, Social Work Program**

B.A., M.A., University of Chicago.

**David W. Lingner, Ph.D. (2010)**

**Visiting Associate Professor of Chemistry**

B.S., Bates College  
Ph.D., Purdue University

**Andrea G. Liston, Ed.D. (2006)**

**Professor of Education**

B.S., Western Illinois University;  
M.S., University of San Diego;  
Resource Specialist Certificate, San Diego State University  
Ed.D., Argosy University.

**Michael E. Lodahl, Ph.D. (1999)**

**Professor of Religion**

B.A., Northwest Nazarene University;  
M.Div., Nazarene Theological Seminary;  
Ph.D., Emory University.

**Lindsey J. H. Lupo, Ph.D. (2007)**

**Associate Professor of Political Science**

B.A., University of California, Santa Barbara;  
M.A., University of California, Irvine;  
Ph.D., University of California, Irvine.

**Jeanne M. Maiden, Ph.D. (2006)**

**Professor of Nursing**

**Director/Associate Dean, M.S.N.**

B.S., National University;

M.S., C.N.S., San Diego State University;  
Ph.D., University of San Diego.

**Kendall E. Mallory**, Ph.D. (2006)

**Associate Professor of Physics**  
**Chair, Department of Physics and Engineering**

B.A., Point Loma Nazarene University;  
M.S., California State University, Fullerton;  
M.S., Ph.D., University of California, Riverside.

**Mark H. Mann**, Ph.D. (2008)

**Associate Professor**  
**Director, Wesleyan Center for 21st Century Studies**

B.A., Eastern Nazarene College;  
M.Div., Boston University, School of Theology;  
Ph.D., Boston University Graduate School.

**Karl E. Martin**, Ph.D. (1998)

**Professor of Literature**

B.A., Point Loma Nazarene College;  
M.A., Ph.D., University of Minnesota.

**Kenneth A. Martin**, Ph.D. (1990)

**Professor of Chemistry**  
**Chair, Department of Chemistry**

A.B., Point Loma College;  
M.S., University of California, Davis;  
Ph.D., University of Kansas/Wichita State University.

**Enedina Martinez**, Ed.D. (1994)

**Professor of Education**

B.A., National University;  
M.S., United States International University;  
Ed.S., Point Loma Nazarene College;  
Ed.D., Northern Arizona University.

**April L. Maskiewicz**, Ph.D. (2007)

**Assistant Professor of Biology**

B.S., University of California, San Diego;  
M.A., University of California, San Diego;  
Ph.D., University of California, San Diego and  
San Diego State University.

**Kathryn G. McConnell**, Ph.D. (1979)

**Interim Dean, College of Arts and Sciences**  
**Professor of Spanish**

A.B., Pasadena College;  
M.A., Boston College;  
Ph.D., University of California, Los Angeles.

**Michael R. McConnell**, Ph.D. (1978)

**Professor of Biology and Chemistry**

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

**Kelli McCoy**, Ph.D.(2010)

**Assistant Professor of History**

B.A., Point Loma Nazarene University;  
M.A., University of California, San Diego;  
Ph.D., University of California, San Diego.

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

**Associate Professor of Education**  
**Associate Dean of Education, Corona Regional Center**

B.A., Azusa Pacific University;  
M.A., California Polytechnic University, Pomona;  
Ed.D., University of La Verne.

**James C. McKenna**, Ph.D. (2007)

**Associate Professor of Education**

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

**David Michael McKinney**, Ph.D., J.D. (1970)

**Professor of German and Literature**

A.B., California State College, Fullerton;  
M.A., Ph.D., University of Southern California;  
J.D., University of San Diego.

**Jeffrey L. McKinstry**, Ph.D. (1993)

**Professor of Computer Science**

B.A., Point Loma Nazarene College;  
M.A., University of Southern California;  
Ph.D., University of California, San Diego.

**Jessica M. Miller**, M.A. (2007)

**Assistant Professor of Education**

B.A., California State University, San Bernardino;  
M.A., Azusa Pacific University.

**Jacqueline Mitchell**, M.A. (1996)

**Associate Professor of Spanish**

B.A., Point Loma Nazarene College;  
M.A., University of California, Los Angeles.

**Kevin F. Modesto**, Ph.D. (2002)

**Professor of Social Work**

**Chair, Department of Sociology and Social Work**

B.A., Eastern Nazarene College;  
M.A., Eastern Baptist Theological Seminary;  
M.S.W., University of North Carolina, Chapel Hill;  
Ph.D., University of North Carolina, Chapel Hill.

**Michael S. Mooring**, Ph.D. (1997)

**Professor of Biology**

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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*

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 Immunologists*  
*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*  
*Consortium for Computing Sciences in Colleges*  
*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 Electrical and Electronics Engineers*

*Institute of Management Accountants*  
*International Association for Jazz Education*  
*International Network for Social Network Analysis*  
*International Reading Association*  
*Learning Disabilities Association*  
*Marian Association of Helpers*  
*Mathematical Association of America*  
*Modern Languages Association*  
*Music Educators National Conference*  
*Music Teachers National Association*  
*NAFSA: Association of International Educators*  
*National Association for Education of Young Children*  
*National Association for Research in Science Teaching*  
*National Association of Branch Campus Administrators*  
*National Association of Church Musicians*  
*National Association of Christians in Special Education*  
*National Association of Christian Social Workers*  
*National Association of Clinical Nurse Specialists*  
*National Association of Evangelicals*  
*National Association of Foreign Student Advisors*  
*National Association of Independent Colleges and Universities*  
*National Association of Intercollegiate Athletics*  
*National Association of Schools of Music*  
*National Association of Social Workers*  
*National Association of Student Personnel Administrators*  
*National Athletic Trainer's Association*  
*National Career Development Association*  
*National Council of Teachers of English*  
*National Organization of Scholars*  
*National Parliamentary Debate*  
*National Science Teachers Association*  
*National Society of Hispanic MBA's*  
*National Strength and Conditioning Association*  
*National Women's Studies Association*  
*Nazarene Association of Colleges for Teacher Education*  
*North American Association of Christians in Social Work*  
*North American Christian Foreign Language Association*  
*Nurses Serves Organization*  
*Nursing Christian Fellowship (Intervarsity)*  
*Pacific Sociological Association*  
*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*  
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