

Publication Home

Welcome to the 2013-14 Graduate Catalog and the second year in our new catalog format. To navigate through the catalog, please use the navigation bar to the right and the icons at the bottom of this page. If the catalog is new to you, click on the "Catalog User Guide" for additional instructions about how to use the new features of the catalog and how to print out particular pages. If you are a faculty member, the "Faculty FAQ" will take you to links to regularly used faculty resources. All of these changes are designed to provide clear, accurate and easily accessible information for students, faculty, and the larger university community.

Mission:

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 is an expression of faith. (more)

Institutional Learning Outcomes:

1. Learning, informed by our faith in Christ
2. Growing, in a Christ-centered faith community
3. Serving, in a context of Christian faith (more)

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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.

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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 one's self 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 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 offers 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.

"As a community of faithful learners, Point Loma Nazarene University's purpose for learning is to engender greater and deeper love for God and all that God has created, exploring the world in the confidence of God's grace. As a university seeking faithfulness to the Wesleyan tradition, we do not see learning and faith as two separate and distinct spheres that need to be forced together. Rather, we engage in the learning process as a people striving to live faithfully toward Jesus Christ, who calls us to this love of God and neighbor. We pursue such faithful learning, living and loving in the community. We pursue the vocation of learning together in the very presence of the God of the universe, freeing us to ask hard questions about our beliefs, ourselves and our world." (*A Wesleyan Approach to Faithful Academic Life*, PLNU, from 2009 edition).

As a learner-centered expression of our mission statement, the institutional learning outcomes describe how members of the Point Loma Nazarene University community will demonstrate learning, growing and serving.

1. Learning, Informed by our Faith in Christ

Members of the PLNU community will

- display openness to and mastery of foundational 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 self and others,
- live gracefully within complex professional, 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 in a vocational and social setting.

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.

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, Smee Hall - 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 databases, 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 online 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

Internet Services (Email and Web)

Students can conduct research and communication using the campus wireless network. Each student is given a network account, an email account (which may be used after graduation), and a network area for storing files, presentations, assignments, attachments, etc. In addition to telephone and written correspondence, email is a recognized means of

official university-to-student communication. Students are expected to read their university email on a regular basis. When away from the university, students can access their email account via the web. Students are also able to go online to register for classes, check grades, and view their class schedule and other student information in their portal. The point Loma Nazarene University Web Portal can be accessed at <http://my.pointloma.edu>.

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
- Student resource materials - <http://www.pointloma.edu/experience/offices/student-services/graduate-student-resources>

Help Center

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

- 619-849-2222
- Help@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

Students may purchase the Microsoft Office suite at a discounted rate through uscollegebuy.com or journeyed.com. Students are also provided anti-virus software without charge. Discounts on additional software, as well as both Apple and Microsoft hardware are also available through PLNU.

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.

Accreditation and Memberships

Point Loma Nazarene University is numbered among those institutions of higher education that meet or exceed the rigorous standards of accrediting associations and commissions. Point Loma Nazarene University is accredited by the WASC Senior College and University Commission, 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:

Academy of Nutrition and Dietetics
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
Council on Social Work Education
National Association of Schools of Music
National Council for Accreditation of Teacher Education

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

Academy of International Business
Academy of Management
Academy of Marketing Sciences
Academy of Nutrition and Dietetics
Accord Network
Accreditation Council for Business Schools and Programs
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 Critical Care Nurses
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 Association of Teachers of Spanish and Portuguese
American Chemical Society
American Choral Directors Association
American College Health Association
American College of Healthcare Executives
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 Economic Association
American Educational Research Association
American Historical Association
American Institute of Certified Public Accountants
American Institute of Graphic Artists
American Library Association
American Marketing Association
American Mathematical Society
American Physical Society
American Political Science Association
American Psychiatric Nursing Association
American Psychological Association
American Psychological Society
American School Counselors' Association
American Scientific Affiliation
American Sociological Association
American Studies Association
Asian American Journalism Association
Associated Writing Programs
Association for Asian Studies
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, Obstetric, 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
British Society for the History of Mathematics
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 Family and Consumer Sciences
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
Canadian Society for the History and Philosophy of Mathematics
Catholic Biblical Association of America
Charles Wesley Society
Children's Literature Association
Christian Association for Psychological Studies
Christian Business Faculty Association
Christian Holiness Partnership
Christian Library Consortium
Christians for Biblical Equality
Christians in the Visual Arts
College and University Personnel Association
College Music Society
Collegiate Media Advisors
Committee on the Status of Women in the Economics Profession
Conference on Christianity and Literature
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
Credential Counselors and Analysts of California
Direct Marketing Association
Evangelical and Ecumenical Women's Caucus
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
International Shakespeare Society
International Writing Centers Association
Investigative Reporters and Editors
Learning Disabilities Association
Marian Association of Helpers
Mathematical Association of America
Midwest Modern Languages Association
Modern Languages Association
Music Educators National Conference
Music Teachers National Association
NAFSA: Association of International Educators
National Association for Business Economics
National Association for Education of Young Children
National Association for Research in Science Teaching
National Association of Biology Teachers
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 Rehabilitation Nurses
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 Coalition Against Domestic Violence
National Council of Teachers of English
National Organization of Scholars
National Parliamentary Debate
National Register of Health Care Providers in Psychology
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
Pediatric Hematology Oncology Nurses
Phi Beta Kappa
Phi Delta Lambda, Alpha Chapter of the Nazarene Honor Society
Phi Kappa Delta
Phi Kappa Phi
Phi Upsilon Omicron, National Honor Society of Family and Consumer Sciences
Psi Chi, The International Honor Society in Psychology
Religion News Writers Association
Renaissance Society of America
Rocky Mountain Psychological Association
San Diego/Imperial County Libraries Disaster Response Network
San Diego Press Club
San Diego Sports Commission
Shakespeare Society of America
Sigma Theta Tau, International Honor Society for Nursing (Zeta Mu Chapter)
Sigma Xi
Société des Professeurs français et francophones d'Amerique
Society for Applied Anthropology
Society for Christian Ethics
Society for Cinema and Media Studies
Society for Human Resource Management
Society for Industrial and Applied Mathematics
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 California Chicano News Media Association
The College Board
The Conference on Christianity and Literature
The National Institute for Computer Assisted Reporting
Victorian Interdisciplinary Studies Association of the Western United States
Wesleyan Philosophical Society
Wesleyan Theological Society
Western Association of Graduate Schools
Western Decision Sciences Institute
Western Psychological Association

Admissions

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 online 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 online and new application fee to the Office of Graduate Admissions, regardless of their intentions. Students who have previously applied to the university and have not yet been accepted to the university or the academic department or school for which they applied may request a reactivation of 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 Graduate Application for admission (application to be completed online);
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 and, if applicable, a 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 Priority Dates

Point Loma Nazarene University accepts students for admission in fall, spring, and summer semesters. Applications received 30 days prior to the start of the semester are given priority consideration. Application priority dates can be found on the Graduate Admissions website at www.pointloma.edu/gradapp.

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.

Tuition Deposit

All applicants who are officially admitted to a graduate program must submit a \$100, non-refundable tuition deposit to confirm their intent to attend. The tuition deposit is applied to the first semester of enrollment.

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 and, if applicable, a 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.

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 standing may be used in a graduate program. Graduate students in special standing are not eligible for financial aid. Contact the Office of Graduate Admissions for assistance with the Graduate Special Standing process and a Graduate Special Application for Admission.
- **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 and, if applicable, a 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.

Financing a PLNU 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 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**.

Regional Center	Cost Per Unit
Bakersfield - Education	\$565
Inland Empire - Education	\$565
Mission Valley	
- M.A./M.S. in Biology	\$660
- M. A. in Education /M.A.T.	\$565
- M.A. in Religion	\$325
- M.B.A.	\$760
- M.Min.	\$200
- M.S.N.	\$695

University Fees

Application Fees	\$50
Audit fee, per unit	\$150
Clinical Practice/Intern fee, per unit (School of Education)	\$75
Teacher Education Assessment fee #1- non-refundable (School of Education)	\$250
Teacher Education Assessment fee #2-non-refundable (School of Education)	\$250
ePortfolio Technology fee (M.B.A., M.S.N., M.A./M.S. in Biology, M.A. in Religion) - non-refundable	\$120

Thesis Extension fee, per semester (M.B.A., M.S.N., M.A./M.S. in Biology)	\$600
Thesis Extension fee, per semester (M.A. in Religion)	\$300
Thesis Binding Fee	\$40
M. Min. Independent/Directed Study Fee, per unit	\$90
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 by email to all students once the student is registered for the 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 (and/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 four equal payments. Students enrolled in a single quad may divide their charges into two equal payments. *All charges must be paid before the end of the applicable term.* Students interested in this option must enroll in PLNU's Tuition Installment Plan (TIP) through the student portal *by the semester's bill due date.* This option is subject to a non-refundable 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 Free Application for Federal Student Aid (FAFSA). Students must notify the office of Graduate Student Financial Services if they expect to receive scholarships or grants from outside agencies, including employer reimbursement. Students who do not complete the financial aid application process by the set deadlines will be subject to late fees and 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 based on a percentage of their pending bill. The late fee will be charged on the first business day following the bill's due date and will be charged each subsequent month on any remaining owing balance 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 late fees. Students enrolled in PLNU's multiple payment plan by the semester due date are not charged late fees unless the payment contract is cancelled, past due, or does not cover the full balance. Delinquent payment plan payments will incur a \$25 late fee.

Holds

A financial hold will be placed on all past due accounts and will not be released until the balance has been paid in full or the student has settled the account with a Student Financial Services advisor. A financial hold will prevent class registration, transcript and/or diploma release, and participation in the commencement ceremony.

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 tuition refund (Friday at 4:30 pm, exempting holidays).

Refund Schedule

	100% Refund	75% Refund	50% Refund	25% Refund	NO REFUND
COURSE DROPPED IN:					
Semester Course	1-2 Weeks	3-4 Weeks	5-6 Weeks	7-8 Weeks	9-16 Weeks
8 Week Quad	1 Week	2 Weeks	3 Weeks	4 Weeks	5-8 Weeks
5 Week Course	1 Week		2-3 Weeks		4-5 Weeks
5,8-Hour Class Meetings	1 Class		2-3 Classes		4-5 Classes
3 Week Course	1-2 Classes	3-4 Classes	5 Classes	6-7 Classes	8-12 Classes
Other Configurations	Refund is based upon the percentage of class time elapsed in a proportional manner to the semester and quad schedules.				

Thesis 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. The extension fee is automatically charged to the student account, requiring no formal registration 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 prior to being readmitted.

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 online at www.pointloma.edu/wellness.

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 an online ePortfolio. The use of this technology also allows the university to collect student work and assess academic programs. The adoption of the ePortfolio tool by graduate academic programs will result in students being assessed a non-refundable LiveText ePortfolio technology fee. A one-time fee will be charged to each MBA, MSN, MA/MS Biology and MA Religion student associated with a specific course toward the beginning of the student's program.

Financial Aid at PLNU

The financial assistance program at Point Loma Nazarene University consists primarily of Federal Direct 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 (of Federally-determined dependent students) who are expected to contribute in proportion to their resources. Any financial assistance awarded by the university is intended to help bridge the gap between the student's expected family contribution and the cost of attending PLNU.

Some forms of financial assistance are awarded to students based on need. The student's financial need and eligibility for various programs and the family's ability to pay are determined by analyzing the information submitted on the Free Application for Federal Student Aid (FAFSA). Various federal and state regulations, institutional policies, and funding-level limitations may affect the types and amounts of financial assistance that a student may receive from year to year. Additionally, changes in information, enrollment, or 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 must complete the FAFSA (Free Application for Federal Student Aid) or renewal FAFSA each academic year of enrollment. The information on the FAFSA is transmitted to the schools listed by the student on the application. The FAFSA application can be submitted online at www.fafsa.gov. For Federal Direct Unsubsidized 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 application. In order for aid to disburse to the student's account, it must be accepted online through PLNU's student portal at my.pointloma.edu.

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.

The cost of Attendance is determined by the university and is based on an estimation of reasonable expenses incurred by the majority of students, including tuition, fees, room and board, books and supplies, transportation, and miscellaneous costs. The Expected Family Contribution (EFC) 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, marital separation, etc.)
- Unusually high medical or dental expenses (only uninsured amounts not included on tax return)

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/gradsfsforms) with supporting documentation.

Financial Aid Programs

Need-Based Federal Loan Programs

Perkins Loan

The Federal Perkins Loan is a low-interest federal loan for graduate students who demonstrate exceptional financial need as determined by the FAFSA. 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. Repayment also begins at this time. Students have up to ten years to repay the loan. Payments are made through PLNU's loan servicer, ECSI. Students awarded a Perkins Loan must sign a Perkins Promissory Note and complete online Entrance Counseling before funds can be credited to the student account. Because of limited funding, the Perkins Loan is offered to qualified candidates 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.

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:

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. Students enrolled in at least three units but less than six will have their Cal Grant awards pro-rated. The tuition and fees component of the Cal Grant cannot pay more than the student's tuition and fee charges for the 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.

Non-Need Based Federal Programs

Unsubsidized Federal Direct Loan

The Unsubsidized Federal Direct 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 Federal Direct Loan is 6.8%. The academic year graduate borrowing limit is \$20,500. (An academic year for Federal Direct Loans is defined as two consecutive semesters for PLNU).

Students are required to complete Federal Direct Loan Entrance Counseling before any Federal Direct Loan funds are released. Entrance Counseling 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 disbursements, one for each semester attended. Students may accept all or a portion of their Federal Direct loan eligibility. Entrance counseling and completion of the Master Promissory Note (MPN) may be completed online through the Federal Direct Loan website at www.studentloans.gov and more information can be found at the Student Financial Services (SFS) section of the Point Loma Nazarene University website at www.pointloma.edu/sfs.

When a student graduates, withdraws from the university, takes an approved leave of absence, or drops below half-time status (registered for less than three units in a semester), Federal Direct Loan Exit Counseling is required. This is a mandatory federal requirement for all students who have received a Federal Direct Loan. Exit Counseling may be completed online through the Federal Direct Loan website at www.studentloans.gov. Additional information may be obtained from the Graduate Student Financial Services office.

Federal Direct Graduate PLUS Loan

The Federal Direct Graduate PLUS Loan is a credit-based loan for which graduate students may apply. The Direct Graduate PLUS Loan is intended for graduate students whose educational costs exceed their Unsubsidized Federal Direct Loan eligibility. Although the loan is not based on need, the FAFSA must be completed. The interest rate is fixed at 7.9% and repayment begins 60 days after the final loan disbursement is made for the academic year. Students can begin the application process online at www.studentloans.gov.

Students are required to complete Federal Direct Graduate PLUS Loan Application, Promissory Note and Entrance Counseling before any Federal Direct Graduate PLUS Loan funds are released. Entrance Counseling 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 disbursements, one for each semester attended. Students may accept all or a portion of their maximum Direct Graduate PLUS Loan eligibility, which is limited by the Cost of Attendance. The application, entrance counseling, and completion of the Master Promissory Note may be completed online through the Federal Direct Loan website at www.studentloans.gov or by visiting the Graduate Student Financial Services (SFS) section of Point Loma Nazarene University's website at www.pointloma.edu/sfs.

Federal Nursing Faculty Loan

The Federal Nursing Faculty Loan is a low-interest federal loan for graduate Nursing students who intend to become full-time Nursing faculty. When meeting the Nursing Faculty requirements, the interest rate is fixed at 3% for the life of the loan and begins accruing interest three months after graduation, withdrawal, or dropping to below half-time status. Loans may be forgiven up to 85% when the commitment to full-time Nursing faculty is completed. Otherwise, repayment begins nine months after graduation, withdrawal, or dropping to below half-time status, if not employed full-time as a Nursing faculty member. (Employment verification forms must be submitted to PLNU in order to postpone repayment and receive forgiveness.) Students have up to 10 years to repay the loan. Payments are made through PLNU's loan servicer, ECSI. Students awarded a Nursing Faculty Loan must sign a Promissory Note and complete online Entrance Counseling before funds can be credited to the student's account. Because of limited funding and nursing faculty requirements, the Nursing Faculty Loan is managed through the Nursing department.

Other Non-Need Based Loan Programs

Private Loans

Private Loans are offered by various lenders who set their own criteria on credit and interest rates. Interest rates may be higher than the Federal Direct Loan and Grad PLUS. Interest rates are based on PRIME or LIBOR plus a percentage tier that may range from 0% to 12% depending on the borrower's credit and, if required, co-signer's credit. Students should research different lenders since the criteria on a Private Loan will vary.

Department/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 to contact the outside agency sponsoring the scholarship award and request 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, and/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. The 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 may be paid directly to the student or credited to the student's account.

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.

Questions regarding VA benefits should be directed to www.gibill.va.gov or 888-442.4551.

Other Resources

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

Tuition Remission

PLNU employees may be eligible for tuition remission and should contact the Office of Human Resources at (619)849-2200 or go online at Human Resources for more information.

NOTE: Although tuition remission is a benefit, it is also 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 must 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 graduate students to complete at least 2/3 of all attempted units (the quantitative requirement) and maintain a minimum cumulative Grade-Point Average (GPA) of 3.0 at the end of each semester (the qualitative requirement). For more complete information on the university's SAP policies, students may contact the Office of Graduate Student Financial Services.

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 generally made for two consecutive semesters. These awards are disbursed on a semester basis, provided the student completes the required procedures and remains financially and academically eligible.

More information regarding requirements, deadlines, and application procedures can be obtained on our website at www.pointloma.edu/sfs.

Limitation or Forfeiture of Financial Assistance

Students with special standing, not officially working toward a degree, or registered less than half-time, 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 or loan 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.

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 deemed reasonable, in the event a suit is instituted. Transcripts will not be released, nor will a student be permitted to participate at commencement exercises or receive a diploma, until all accounts at the university have been paid. Any financial aid received for a period in which a student withdraws will be subject to Title IV regulations and may need to be adjusted.

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 also see the information on withdrawal under the section entitled Academic and General Policies in this catalog.)

Students who have taken out student loans to pay for any portion of their graduate education are required to complete federal Exit Counseling when graduating or withdrawing from the university. Online Exit Counseling can be completed at www.studentloans.gov. Failure to complete Exit Counseling may cause a hold to be placed on transcript and diploma release.

Academic and General Policies

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.

Credit Hour Definition

One unit of credit represents the amount of student work appropriate to graduate level instruction, academic rigor, and time requirement essentially equivalent to a Carnegie unit, which is defined as 15 hours of instructional contact and an additional 30 hours of student work outside of the physical or virtual classroom. (As defined by United States Department of Education, Office of Postsecondary Education, Assistant Secretary, GEN-11-06, March 18, 2011, p.3). Academic unit leadership will monitor the unit of credit policy through the course syllabus and schedule.

Academic Honesty

The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of university life. Any violation of the university's commitment is a serious affront to the very nature of Point Loma's mission and purpose.

Violations of academic honesty include cheating, plagiarism, falsification, aiding academic dishonesty, and malicious interference.

Cheating is the use of unauthorized assistance that results in an unfair advantage over other students. It includes but is not limited to: bringing and/or using unauthorized notes, technology or other study aids during an examination; looking at other students' work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration; allowing another person to do one's work and submitting it as one's own; submitting work done in one class for credit in another without the instructor's permission.

Plagiarism is the use of an idea, phrase, or other materials from a source without proper acknowledgment of that source. It includes but is not limited to: the use of an idea, phrase, or other materials from a source without proper acknowledgment of that specific source in a work for which the student claims authorship; the misrepresentation and/or use of sources used in a work for which the student claims authorship; the use of papers purchased online as all or part of an assignment for which the student claims authorship; submitting written work, such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent.

Falsification is the alteration of information or forging of signatures on academic forms or documents. It includes but is not limited to: using improper methods of collecting or generating data and presenting them as legitimate; altering graded work and submitting it for re-grading; falsifying information on official academic documents such as drop/add forms, incomplete forms, petitions, recommendations, letters of permission, transcripts or any other university document; misrepresenting oneself or one's status in the university.

Aiding academic dishonesty is assisting another person in violating the standards of academic honesty. It includes but is not limited to: allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of academic honesty policies; providing false information in connection with any academic honesty inquiry.

Malicious intent is misuse of academic resources or interference with the legitimate academic work of other students. It includes but is not limited to: removing books, journals, or pages of these from the library without formal checkout; hiding library materials; refusing to return reserve readings to the library; damaging or destroying the projects, lab, or studio work or other academic product of fellow students.

A student remains responsible for the academic honesty of work submitted in PLNU courses and the consequences of academic dishonesty beyond receipt of the final grade in the class and beyond the awarding of the diploma. Ignorance of these catalog policies will not be considered a valid excuse or defense. Students may not withdraw from a course as a response to a consequence.

Response Procedure

The following response procedure is recommended to faculty who discover a violation of academic honesty:

1. *Fact-Finding:* The faculty member should attempt to speak or otherwise communicate informally with the student as the first step.
2. *Communication of Consequence:* Once the violation is discovered, the instructor should send a written communication to the student regarding the incident and the consequences. Instructors can give students an "F" on a specific assignment or an "F" in the course as a consequence of violations of academic honesty.
3. *Internal Communication:* The instructor must send a report of the incident to the program director, department chair or school dean, the college dean, and the Vice Provost for Academic Administration. The report should include a description of the violation, the action taken, and evidence of the violation. The official record of the incident is maintained by the Office of Records.
4. *Further Action:* If a student has been guilty of prior instances of misconduct, additional disciplinary steps may be taken by the program director or the college dean in consultation with the reporting instructor(s). These additional steps should be communicated to the student in writing and reported to the Vice Provost for Academic Administration for inclusion in the student record. Depending upon the seriousness of the incident or pattern of incidents, further actions can include probation, suspension, or expulsion.

Appeal Procedure

The following appeal procedure should be used by a student who wishes to appeal consequences associated with a finding of academic dishonesty.

1. *Instructor:* The student should present a written appeal of the penalty to the instructor involved. The instructor should respond in writing, with a copy of the student appeal and instructor response also sent to the program director.
2. *Program Director or School Dean:* In the event that satisfactory resolution to the appeal is not achieved between the student and the instructor, the student may submit the appeal in writing to the program director or school dean, who will review the appeal and send a written ruling to the student and instructor, college dean and Vice Provost for Academic Administration.
3. *College Dean:* Student appeals not resolved at the departmental or school level should be taken to the appropriate college dean for review. The college dean will review the appeal and send a written ruling to the student, instructor, and department chair or school dean, and Vice Provost for Academic Administration.
4. *Administrative Committee:* Student appeals not resolved at the college dean level can be submitted to an administrative committee including the uninvolved college dean, an uninvolved school dean, and a member of the Graduate Studies Committee appointed by the Provost, and the Vice Provost for Academic Administration. The appeal decision reached by this committee is final.

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. A college official has a legitimate educational interest if the information aids the official in fulfilling professional functions. PLNU also includes among college officials a student appointed to an official committee or assisting another official in performing tasks and outside service providers who perform an institutional service of function such as attorneys, auditors, and the National Student Clearinghouse. The university may also disclose education records to postsecondary institutions in which a student is seeking or intending to enroll, or is already attending if the disclosure is for purposes related to the student's enrollment or transfer.

Questions relative to FERPA policies should be referred to the Office of the Vice Provost for Academic Administration or may be referenced at 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 website.

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.

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 approval.

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

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

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

Readmission

Students who have been admitted to the university, have attended classes, and have subsequently withdrawn formally or taken a leave of absence for more than one semester (or two sequential Quads) must complete a Readmit form

through the Office of Graduate Admissions. Students who have been administratively withdrawn must submit a new application and pay a new application fee in all cases. Students who have not been enrolled for three calendar years from the last date of attendance must submit a new application and pay a new application fee 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.

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.

Degree Program Information

Masters

Master of Arts in Teaching, 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 P - Adult 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 levels or in a departmentalized setting serving grades P - Adult.
- **Mild/Moderate** is one of the two Educational Specialist Preliminary teaching credentials. This authorization is related to services for individuals with a primary disability of specific learning disabilities, emotional disturbance, mild/moderate mental retardation, other health impairment, 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 in two phases to candidates who hold a Bachelors degree:

1. Phase I consists of 23 -29 units of coursework and 10 units of clinical practice (student teaching) culminating in a preliminary teaching credential (33 - 39 units). The candidate is not required to finish Phase II of the M.A.T. degree in order to earn the preliminary credential.
2. Phase II normally takes place after a candidate has obtained the preliminary credential and has obtained a first teaching position. Phase II consists of 7-13 units, depending on the program, for a total of 46 units.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching, Preliminary Teaching Credentials and Professional Services Credentials will be able to:

Equip

- Promote the success of all students by being servant leaders who serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

Transform

- Demonstrate the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities; and
- Apply faith-based influences and beliefs within educational organizations.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as research-based, transformational leaders within their classrooms, schools, districts, and communities.

Program Eligibility for the Master of Arts in Teaching and Preliminary Teaching Credentials

- Proof of a score on the California Basic Educational Skills Test (CBEST) or another form of Basic Skills Testing as approved by the California Commission on Teacher Credentialing. This exam need not be passed prior to admission, but must have been attempted by the candidate;
- 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 in order to be admitted into the M.A.T./credential program. Candidates with a cumulative grade point average lower than 3.000 may apply for "Admission under Exception:"
- 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);
- M.A.T. interview: All candidates must complete a personal interview with a program admissions chair.

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.

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

- 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 602 - Foundations of Special Education (TPA 1) (3)
- EDU 603 - Classroom Assessment and Research Practices (3)
- EDU 601 - Language Acquisition and Diverse Populations (3)
OR
- EDU 653 - Principles of Language Acquisition for Students with Moderate/Severe Disabilities (3)
- EDU 601F - Language Acquisition and Diverse Populations (.5) **

- EDU 653F - Fieldwork for Principles of Language Acquisition for Students with Moderate/Severe Disabilities (.5)

Total Common Courses Required for all Preliminary Credentials: 13 Units

Note(s):

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

*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.

***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.

Preliminary Multiple Subject Teaching Credential and Intern Program

A Multiple Subject Teaching Credential enables a candidate to teach in a self-contained (P-Adult) classroom in California. Candidates receive coursework in educational research and theory as well as methodology in reading, language arts, 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 units listed above under Common Courses.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching (Multiple Subject) program will be able to:

Equip

- Promote the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

Transform

- Engage in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities; and
- Apply faith-based influences and beliefs within educational organizations.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as a research-based transformational leader within their classrooms, schools, districts, and communities.

Multiple Subject Specific Courses

- 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 (TPA 2) (3)
- EDU 612F - Fieldwork for Differentiated Mathematics Instruction for All Learners (.5) **

Note(s):

*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 in which candidates work full time in classrooms under the guidance of cooperating teachers in public or private schools assigned by the field experience coordinator at the regional center.

Traditional Candidates take:

- EDU 630 - Elementary Clinical Practice I (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 634 - Elementary Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

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

- EDU 632 - Intern Elementary Clinical Practice I (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 636 - Intern Elementary Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

Total Multiple Subject Clinical Practice Courses: 10 Units

Total Courses Required for M.A.T. Phase I for Multiple Subject Candidates: 33 Units

Preliminary Single Subject Teaching Credential and Intern Program

Individuals who plan to teach at the secondary level pursue the Single Subject credential in an approved discipline of their choice. A Single Subject credential enables a candidate to teach in a departmentalized (P-Adult) 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 units listed above under Common Courses.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching (Single Subject) program will be able to:

Equip

- Posses the skills and dispositions to develop instructional plans and engage students in content-specific learning experiences that lead to improved student outcomes.

Transform

- Possess the skills and dispositions to promote the learning of diverse learners at the secondary level;
- Utilize subject-specific pedagogy, content-related literacy instruction, and developmentally appropriate instruction to support learning for all students; and
- Reflect positive personal presence, age-appropriate strategies, and research-based knowledge of adolescent psychology to create safe classroom environments that promote learning for all students.

Empower

- Analyze assessment data from instruction through thoughtful reflection that informs professional practice for continual improvement.

Single Subject Specific Courses

- 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 (TPA 2) (3)
- EDU 621F - Fieldwork for General Methods for Secondary Teachers (.5) **

Note(s):

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

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

Choose one of the content-specific pedagogy courses:

The Single Subject Content Methods courses (EDU 622-EDU 629) are scheduled in the summer once each academic year in an intensive format that meets in San Diego for two days and then one day in Arcadia. Candidates should contact their program advisor about dates for these courses.

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

Note(s):

EDU 629 is offered for content areas in which 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 Units

Traditional Candidates take:

- EDU 640 - Secondary Clinical Practice I (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 644 - Secondary Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

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

- EDU 642 - Intern Secondary Clinical Practice I (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 646 - Intern Secondary Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)
- EDU 648 - Intern Support Seminar (.5 units for four semesters=2 units)

Total Single Subject Clinical Practice Courses: 10 Units

Total Courses Required for M.A.T. Phase I for Single Subject Candidates: 33 Units

Preliminary Education Specialist (Mild/Moderate) Teaching Credential and Intern Program

This credential prepares candidates 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 units listed above under Common Courses.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching (Special Education, Mild-Moderate) program will be able to:

Equip

- Promote the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity;
- Posses the skills and dispositions to plan, implement, and analyze instruction that supports all students learning.

Transform

- Engage in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice;
- Utilize research-based strategies, curriculum, instructional practices and behavioral strategies to support learning for all students; and
- Reflect positive presence, age-appropriate strategies, and research-based knowledge to create safe classroom environments that promote learning.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as a research-based transformational leader within their classrooms, schools, and districts.

Mild/Moderate Authorization Courses

- 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)

Note(s):

*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 (TPA 2) (3) **AND**
- EDU 612F - Fieldwork for Differentiated Mathematics Instruction for All Learners (.5) *
- OR**
- EDU 621 - General Methods for Secondary Teachers (TPA 2) (3) **AND**
- EDU 621F - Fieldwork for General Methods for Secondary Teachers (.5) **

Total Mild/Moderate Authorization: 16 Units

Note(s):

*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.

Traditional Candidates take:

- EDU 670MP - Clinical Practice Practicum - Education Specialist, Mild/Moderate (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 674M - Special Education Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

Total: 10 Units

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

- EDU 648 - Intern Support Seminar (.5 units for four semesters=2 units)
- EDU 672M - Intern Mild/Moderate Clinical Practice I (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 676M - Intern Mild/Moderate Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

Total: 12 Units

Total Mild/Moderate Authorization (41 Interns): 39 Units

Preliminary Education Specialist (Moderate/Severe) Teaching Credential

This credential prepares candidates 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.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching (Special Education, Moderate/Severe) program will be able to:

Equip

- Promote the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity; and
- Posses the skills and dispositions to plan, implement, and analyze instruction that supports all students learning.

Transform

- Engage in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities;
- Utilize research-based strategies, curriculum, instructional practices and behavioral strategies to support learning for all students; and
- Reflect positive personal presence, age-appropriate strategies, and research-based knowledge of students with special needs and the psychology to create safe classroom environments that promote learning for all students.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as a research-based transformational leader within their classrooms, schools, districts, and communities.

Candidates for the Moderate/Severe preliminary credential must complete the 13 units listed under Common Courses

Requirements

- 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 of 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 Units

Note(s):

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

*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.

Traditional Candidates take:

- EDU 670SP - Clinical Practice Practicum - Education Specialist, Moderate/Severe (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 674S - Moderate/Severe Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

Total: 10 Units

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

- EDU 648 - Intern Support Seminar (.5 units for four semesters=2 units)
- EDU 672M - Intern Mild/Moderate Clinical Practice I (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 676M - Intern Mild/Moderate Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

Total: 12 Units

Total Mild/Moderate Authorization (41 Interns): 39 Units

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

M.A.T. Phase II Finishing Courses

Phase II of the M.A.T. normally takes place after a candidate has obtained the preliminary teaching credential and has obtained a first teaching position.

Multiple Subject/Single Subject

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

Core Course:

- GED 672 - Philosophy in Education (3)

Curriculum Courses:

- GED 616 - Curriculum Development, Innovation, and Evaluation (3)

Diversity Courses:

Students choose either:

- GED 641 - Cultural Competence in a Pluralistic Society (3) **OR**
- GED 643 - Urban Education in American Society (3) **OR**
- GED 668 - Advanced Practice for English Learners (3)

Action Research:

- GED 689 - Culminating Research Project (3) **AND**
- GED 689P - Culminating Research Project Support (.5) **and** (.5)

Special Education - Mild/Moderate or Moderate Severe

The courses listed below are the final 7 units to complete the M.A.T. degree in Special Education (for a total of 46 units).

Core Course:

- GED 672 - Philosophy in Education (3)

Action Research:

- GED 689 - Culminating Research Project (3) **AND**
- GED 689P - Culminating Research Project Support (.5) **and** (.5)

*Other Credential Requirements

- Subject Matter Competence:
 - Single Subject candidates may meet this requirement by completing a state-approved subject matter program or by passing the appropriate CSET. 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 may meet this requirement by completing a state-approved subject matter program or passing the CSET in an NCLB-core subject area.
- 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: EDU 610 (Multiple Subject or Special Education), or EDU 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 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 passage rates may be found on the PLNU web site at www.pointloma.edu/education

Education, Master of Arts

Program Description

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 to complete this program. The curriculum for each of the specializations in this degree links theory to practice for teachers, counselors, principals, and those in educational roles outside of the K-12 setting.

Program Learning Outcomes

Candidates who complete the Master of Arts in Education program will be able to:

Equip

- Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Transform

- Promote the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Empower

- Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Program Eligibility for the Master of Arts in Education

- Proof of completion of the California Basic Educational Skills Test (CBEST) or equivalent accredited by the California Commission on Teacher Credentialing (CCTC). A minimum score is not required and applicants who do not pass the CBEST can be admitted and will be provided support to pass the CBEST as soon as possible. Candidates seeking a Masters degree which does not include an approved CCTC credential are not required to take the CBEST or equivalent exam;
- A cumulative undergraduate grade point average of 3.000 is required to be admitted in the M.A. in Education program. Candidates with a cumulative grade point average less than 3.000 may apply for "Admission under Exception" which is reviewed by the program director and dean;
- A writing sample that indicates graduate-level ability; and
- An interview with the appropriate program director or Admissions chair at a regional center

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.

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

Up to six units of post-baccalaureate coursework aligned with the course of study below, and unused for a previous masters degree, may be transferred from other institutions toward this degree. Candidates desiring to transfer coursework must petition this through their advisor during the first semester of enrollment.

Concentrations

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

- Counseling and Guidance

- Educational Leadership
- Teaching and Learning

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 have two options:

1. Candidates desiring to serve as school counselors in California's public schools complete the Pupil Personnel Services (PPS) credential that requires forty-eight (48) semester units listed below, or
2. Candidates can complete the Master of Arts degree with the required thirty-six (36) units.

The admissions requirements for both of the above two options are identical and students can complete a change of degree/program form to move from one option to the other.

Program Learning Outcomes for the Master of Arts in Education - Counseling and Guidance

The program learning outcomes for the Master of Arts specializing in Counseling and Guidance are built on and related to the School of Education outcomes symbolized in three themes: equip, transform, and empower. The Counseling and Guidance concentration implements these major themes in the curriculum.

Equip

- Maintain competencies in knowledge, skills of the school counseling profession, and attitudes that demonstrate the ability to ethically implement, maintain, and advocate for a results-based counseling program.

Transform

- Promote the comprehensive counseling program through modeling of servant leadership that focuses on positive outcomes for diverse school communities in the belief that all students can learn and succeed.

Empower

- Engage in on-going professional self-evaluation and personal self-reflection using the dispositions.
- Assess student needs routinely and use technology to conduct, analyze, and evaluate research data and communicate results to all school stakeholders.

Master's Degree Only

- GED 633 - Educational Law and Finance (3)
- GED 641 - Cultural Competence 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 - Applied Psychology to Learning (3)
- GED 672 - Philosophy in 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)

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 Units

Master's and PPS Credential

- GED 601 - Foundations of Leadership and Educational Issues (3)
- GED 633 - Educational Law and Finance (3)
- GED 641 - Cultural Competence 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 - Applied Psychology to Learning (3)
- GED 672 - Philosophy in Education (3)
- GED 675 - Family Systems (3)
- GED 681 - Educational Measurement and Evaluation (3)
- GED 687 - Research, Field Studies & Practicum in Counseling and Guidance (9)
AND Either
- GED 677 - Teaching Strategies for Special Populations (3) OR
- Demonstration of competency in the area of Special Education (0-3)

Total: 45-48 Units

Educational Leadership

The purpose of the concentration in Educational Leadership is to prepare school leaders to meet the challenges of improving student learning and school success in a diverse and rapidly changing society.

Successful candidates will be eligible for a Preliminary Administrative Services Credential upon successful completion of all requirements.

Program Learning Outcomes for the Master of Arts in Education - Educational Leadership

The program learning outcomes for the Master of Arts in Education specializing in Educational Leadership are built upon the School of Education themes equip, transform, and empower and the California Professional Standards for Educational Leaders (CPSELs).

Equip

- Promote the success of all students by understanding, responding, to and influencing the larger political, social, economic, legal, and cultural context.

Transform

- Promote the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Empower

- Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- The CPSELs are embedded in each of the six courses. The six units of fieldwork are the application of the six CPSELs.

Required Courses for the Master of Arts in Education - Educational Leadership with Preliminary Services Credential

The following twenty-four (24) are required for the Preliminary Services Credential and the Master of Arts in Education degree.

The following 24 units are required for the Preliminary Services Credential and the Master of Arts in Education degree.

- GED 603 - Visionary Leadership (3) **AND**
- GED 603F - Fieldwork and Practicum for Visionary Leadership (1)
- GED 604 - Instructional Leadership for Success (3) **AND**
- GED 604F - Fieldwork and Practicum for Instructional Leadership for the Success of All Students (1)
- GED 606 - Organizational Leadership and Resource Management (3) **AND**
- GED 606F - Fieldwork and Practicum for Organizational Leadership and Resource Management (1)
- GED 609 - Collaborative and Responsive Leadership (3) **AND**
- GED 609F - Fieldwork and Practicum for Collaborative and Responsive Leadership (1)
- GED 610 - Leadership Within the Political, Social, Economic and Legal Framework (3) **AND**
- GED 610F - Fieldwork and Practicum for Leadership Within the Political, Social, Economic and Legal Framework (1)
- GED 611 - Ethical, Moral and Servant Leadership (3) **AND**
- GED 611F - Fieldwork and Practicum for Ethical, Moral and Servant Leadership (1)

Required Courses to complete the Master of Arts in Education - Educational Leadership

- GED 672 - Philosophy in Education (3)
- GED 681 - Educational Measurement and Evaluation (3)

Electives

Electives may be chosen from the following areas of study directly related to the role of an educational leader:

- Special needs populations
- Cross cultural and language diversity
- Technological applications in education
- Urban studies
- Advanced educational psychology
- Management

Credential Total: 24 Units

Master's Total: 36 Units

Teaching and Learning

The Master of Arts in Education with a concentration in Teaching and Learning strategically refines the ability of educators to deeply understand and apply "best practices" and the latest research on effective teaching to significantly improve student learning in diverse settings. This program substantially builds on the foundation of the Preliminary Multiple or Single Subject credential and the California Standards for the Teaching Profession (CSTP). This program also supports those candidates seeking advanced levels of teaching and learning practice for working with families, churches, businesses, or community entities.

Candidates serving in private schools or charter schools, or others who are not part of a Beginning Teacher Support and Assessment (BTSA) induction program, may earn a California Commission for Teacher Credentialing (CTC) approved 2042 Multiple or Single Subject Clear Credential as part of the Master of Arts program.

The Master of Arts in Education with a concentration in Teaching and Learning is a thirty-six (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.

As part of fulfilling the program elective requirements, an in-depth emphasis/authorization is to be chosen from a variety of areas including:

- Reading and Literacy Added Authorization
- Diverse and Cross Cultural Environments
- Teacher Leadership
- Instructional Design with Technology
- Management of Instructional Design for Professional
- Clear Teaching Credential
- Advanced candidates may pursue in-depth research in a content area with a content area expert

*Up to twelve (12) units of approved post-baccalaureate coursework from PLNU may be applied to this degree.

Program Learning Outcomes for the Master of Arts in Education - Teaching and Learning

The program learning outcomes for the Master of Arts. in Education with a concentration in Teaching and Learning are built on and related to the School of Education outcomes that are symbolized in three themes: equip, transform, and empower. This concentration implements these major themes in its curriculum.

Equip

- Engage in life-long learning in an information-based, interactive society and explore the major classical and modern philosophies as they relate to contemporary educational theories and practices.
- Develop and internalize the essential knowledge, skills, and dispositions to conduct research that transform their teaching and significantly impact student learning in educational settings.
- Communicate a cohesive personal educational philosophy, an educational mission, core values, and vision of teaching and learning as a servant leader.

Transform

- Demonstrate evidence of an applied understanding of the five propositions of the National Board for Professional Teaching Standards, including a commitment to students and learning, distinguishing cultural and familial differences from one another in order to inform their practice.
- Reflect on learning throughout the program and develop a professional development and research plan to continually extend and refine a philosophical, technological, and research application and orientation to teaching and learning.

Empower

- Work within a professional educational learning community reflecting and contributing to instructional improvement within diverse educational communities.
- Extend and refine the understanding of current challenges and trends in education, developing a response plan aligned with personal philosophy in addressing these situations.

Core Courses

The following eighteen (18) semester units are required of all Teaching and Learning options:

- GED 616 - Curriculum Development, Innovation, and Evaluation (3)
- GED 628 - Using Technology to Enhance Teaching and Learning (2) *

- GED 643 - Urban Education in American Society (3) **OR**
- GED 668 - Advanced Practice for English Learners (3)

- GED 672 - Philosophy in Education (3)
- GED 681 - Educational Measurement and Evaluation (3)
- GED 689 - Culminating Research Project (3)
- GED 689P - Culminating Research Project Support (.5) and (.5)

Emphases and Certification Options

Each of the emphases below may be taken as a stand-alone certificate or added to the Master of Arts degree core content to fulfill a thirty-six (36) unit Masters of Arts degree with a concentration in Teaching and Learning. Degree candidates are required to choose an area.

Clear Teaching Credential (for Current Preliminary Multiple Subject and Single Subject Teachers) (12 Units)

This twelve (12) unit credential is for teachers working in Private or Charter Schools or those teaching in public school without access to an approved BTSA/Induction program.

The 2042 Clear Credential requires four (4) three (3) unit advanced courses to be taken AFTER completion of the preliminary credential and can be completed in two (2) semesters. If induction is verified as unavailable as defined in the regulation by an employer, then a Clear Credential program may be completed and candidates may apply to the California Commission on Teacher Credentialing (CTC) for the Clear Teaching Credential for the Ryan or 2042 Credential.

This can also be added to fulfill content for the Masters degree with the Leadership and Instructional Design emphasis.

- GED 641 - Cultural Competence in a Pluralistic Society (3)
- GED 668 - Advanced Practice for English Learners (3)
- GED 673 - Reflective Coaching Seminar (3)
- GED 677 - Teaching Strategies for Special Populations (3)

Diverse and Cross Cultural Environments

This fifteen (15) unit certificate prepares the candidate to lead academic, social, and organizational venues to be knowledgeable and responsive to the social, emotional, and academic needs of children, families, and community members from a variety of cultures and socio-economic backgrounds. This includes military families, foster families, and those impacted by homelessness. Graduates of this concentration will understand how cognitive, social, and emotional development intersects with community and cultural contexts.

- GED 606 - Organizational Leadership and Resource Management (3)
- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 668 - Advanced Practice for English Learners (3)
- GED 675 - Family Systems (3)
- GED 691 - Educational Workshops/ Special Studies in Education (.5-3)
Instructional Technology Project for one (1) unit
- GED 609 - Collaborative and Responsive Leadership (3)
OR
- GED 641 - Cultural Competence in a Pluralistic Society (3)

Instructional Design with Technology

Utilizing technology for global learning opportunities, this twelve (12) unit certificate gives professionals grounding in the pedagogy of online and hybrid teaching and learning, beyond teaching or training resources currently in use. Using best practices in instructional design and technology, graduates will gain the confidence and up-to-date knowledge necessary to design, implement, and teach effective online courses. Intended for candidates with a teaching background.

- GED 616 - Curriculum Development, Innovation, and Evaluation (3)
- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 630 - Assessment and Design of Hybrid and On-Line Learning (3)
- GED 637 - Development and Implementation of Hybrid and On-line Learning (3)
- GED 691 - Educational Workshops/ Special Studies in Education (.5-3)
Instructional Technology Project one (1) unit

Management of Instructional Design for Professionals

This fifteen (15) unit certificate prepares the professional to design and manage professional development in the workplace. Candidates will understand adult learning theory, effective instructional design, and leadership for organizational success in both face to face and online venues. Designed for professionals new to the teaching and learning environment and leadership role.

- GED 604 - Instructional Leadership for Success (3)
- GED 606 - Organizational Leadership and Resource Management (3)
- GED 616 - Curriculum Development, Innovation, and Evaluation (3)
- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 670 - Applied Psychology of Learning (3)
- GED 691 - Educational Workshops/ Special Studies in Education (.5-3)
Instructional Technology Project one (1) unit

Reading and Literacy Added Authorization

This added authorization is an eight (8) unit program for credentialed teachers who want specialized certification to teach reading in the PreK-12 setting. The program follows an explicit philosophy and purpose based on current, confirmed, replicable, and reliable research in literacy as referenced in the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework.

Upon successful completion of all coursework, candidates may apply to the California Commission on Teacher Credentialing (CTC) for the Reading and Literacy Added Authorization. Candidates must have completed three (3) years of successful K-12 teaching at the time of submission to CTC for this added authorization.

- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 696 - Advanced Research-Based Literacy Instruction for all Students (3)
- GED 697 - Advanced Literacy Assessment, Instruction and Intervention for all Students (3)

Teacher Leadership

The fifteen (15) unit Teacher Leadership certificate prepares current teachers with the practical skills to serve as instructional mentor, coach, department chair, clinical practice supervisor, and professional developer. With a mix of student-centered learning and adult learning theory, the holder of the Teacher Leadership certificate employs effective instructional leadership and is prepared to serve the entire school community.

- GED 604 - Instructional Leadership for Success (3)
- GED 611 - Ethical, Moral and Servant Leadership (3)
- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 677 - Teaching Strategies for Special Populations (3)
- GED 683 - BTSA Induction/Reflective Coaching (1-6)
- GED 691 - Educational Workshops/ Special Studies in Education (.5-3)
Instructional Technology Project for one (1) unit.

Approved Coursework

In addition to the above courses, elective courses may be added to fulfill the thirty-six (36) unit requirement for completion of the Masters degree requirements.

Candidates with their preliminary credential coursework from this university may apply up to twelve (12) units of approved coursework to the Master of Arts in Education if it has not been previously used toward another degree.

- EDU 502 - Research-Based Learning Theory (3) **OR**
- EDU 600 - Foundations of Education and Learning Theory (3)

- EDU 506 - Principles of Language Acquisition and Preparation to Teach English Learners (3) **OR**
- EDU 601 - Language Acquisition and Diverse Populations (3)

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

Master's Total: 36 Units

General Biology, Master of Arts

Program Description

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.

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.

Program Learning Outcomes

Candidates who complete the Master of Arts in Biology or the Master of Science in Biology program will be able to:

- Discuss major concepts and theories in biology;
- Carry out and communicate various experimental methods and types of data analysis;
- Demonstrate knowledge and skills in critical thinking, such as analysis and synthesis, as applied to primary literature in the field of biology, as well as in science education; and
- Distinguish between science and faith, and recognize the potential compatibility of the two domains.

Program Eligibility for the Biology 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 recommendation letters: one from a principal or department head and one from a former college/university professor;
- 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;
4. All accounts paid in full; and
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:

- 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 Units

Electives: Group A

Take 12 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 (3)
- BIO 664 - Developmental Biology (3)
- BIO 665 - Physiology of Plants and Animals (3)
- BIO 667 - Marine Biology 3
- BIO 668 - Evolutionary Biology 3

Total: 12 Units

Electives: Group B

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

- BIO 601 - Graduate Internship in Biology (1-6)
- 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 (3)
- BIO 664 - Developmental Biology (3)
- BIO 665 - Physiology of Plants and Animals (3)
- BIO 667 - Marine Biology 3
- BIO 668 - Evolutionary Biology 3
- BIO 692 - Perspectives on Science (1,1)
- *Other approved Biology courses*

Total: 6 or 12 Units

Program Total: 34 Units

Note(s):

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.

General Biology, Master of Science

Program Description

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.

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.

Program Learning Outcomes

Candidates who complete the Master of Arts in Biology or the Master of Science in Biology program will be able to:

- Discuss major concepts and theories in biology;
- Carry out and communicate various experimental methods and types of data analysis;
- Demonstrate knowledge and skills in critical thinking, such as analysis and synthesis, as applied to primary literature in the field of biology, as well as in science education; and
- Distinguish between science and faith, and recognize the potential compatibility of the two domains.

Program Eligibility for the Biology 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 recommendation letters: one from a principal or department head and one from a former college/university professor;
- 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;
4. All accounts paid in full; and
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:

- 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 Units

Electives: Group A

Take 12 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 (3)
- BIO 664 - Developmental Biology (3)
- BIO 665 - Physiology of Plants and Animals (3)
- BIO 667 - Marine Biology 3
- BIO 668 - Evolutionary Biology 3

Total: 12 Units

Electives: Group B

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

- BIO 601 - Graduate Internship in Biology (1-6)
- 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 (3)
- BIO 664 - Developmental Biology (3)
- BIO 665 - Physiology of Plants and Animals (3)
- BIO 667 - Marine Biology 3
- BIO 668 - Evolutionary Biology 3
- BIO 692 - Perspectives on Science (1,1)
- *Other approved Biology courses*

Total: 6 or 12 Units

Additional Master of Science Courses

- BIO 683 (A,C,C,D,E,F) - Thesis (1-6)

Total: 6 Units

Program Total: 34 Units

Note(s):

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.

Master of Ministry

Program Description

The Master of Ministry program is designed to educate and accommodate students who live at a distance (often in ministry assignments). Courses are offered in one week intensives. Students are expected to engage in pre-course assignments (reading, etc.) and post course assignments (supervised ministry, terms papers, etc.). The curriculum has a strong emphasis on both academic rigor (preparation for possible continuation of graduate studies) and practical ministry.

The degree is designed around four central emphases which are highlighted in the core courses:

- Christian Formation

- Christian Scripture
- Church in Mission
- Christian Tradition

Each of these courses is paired with a course that focuses on ministry practice.

Prior to completion of the thirty-six (36) required units for the PLNU Master of Ministry degree, students will have the option to request of the Office of Records that the PLNU degree not be posted, allowing the maximum number of units to be utilized toward the completion of the Master of Divinity degree as outlined in the partnership agreement between PLNU and Nazarene Theological Seminary.

Vision Statement

The purpose of this degree is to provide a program in academic and professional ministry competencies 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 practitioners.” The program builds on basic prerequisites in undergraduate work and professional experience, providing education intended to lead to lifelong learning.

Program Learning Outcomes

Students who successfully complete PLNU's Master of Ministry program will be able to:

- Incorporate Christian formation in the local congregation and the life of the candidate;
- Interpret scripture especially as related to preaching and teaching in the local church;
- Explain the nature, mission, and social context of the Church, especially as related to ecclesial practices and leadership of the pastor in the local congregation; and
- Analyze theology, ethics, and Church history, especially as related to the Wesleyan tradition in contemporary ministry.

Program Eligibility for the Master of Ministry

- Completion of a baccalaureate degree from an accredited institution;
- A completed application for admission to the program;
- Official transcripts indicating an approved undergraduate degree;
- 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 (online or in the Office of Records, main campus);
2. A completed graduation application with appropriate approvals;
3. Successful completion of all core course requirements (12 units) and a minimum of 24 units total units completed at PLNU;
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.

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

Required Courses

The following four (4) 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.

- CMI 612 - Christian Formation (3)
- CMI 635 - Christian Scripture 3
- CMI 646 - Church in Mission 3
- CMI 652 - Christian Tradition (3)

Total: 12 Units

Required Electives

Four (4) elective courses are taught as a part of the two year rotation.

- CMI 622 - Preaching and Teaching the Scripture (3)
- CMI 662 - Leadership and Ministry (3)
- CMI 672 - Wesleyan Theology and Contemporary Ministry (3)
- CMI 676 - Christian Mission in Local Contexts (3)

Total: 12 units

Total: 12 Units

Program Completion

The remaining twelve (12) units of electives may be earned by:

- 1) transfer of coursework from Nazarene Theological Seminary*;
- 2) transfer of approved graduate-level course work;
- 3) cross-referenced graduate-level course work in the School of Theology and Christian Ministry; or
- 4) registration in Christian Ministry 690 Special Studies.

*Students transferring units from Nazarene Theological Seminary may do so up to the limit approved by the Graduate Studies Committee and specified in the partnership agreement between PLNU and NTS.

Total: 12 Units

Total for Master of Ministry Degree: 36 units

Masters of Business Administration

Program Description

The Master of Business Administration degree is an advanced academic degree that builds on the student's undergraduate program and professional experience. The Fermanian School of Business offers the MBA program in two (2) formats: a two year evening experience more suited to practicing managers and a one year (5th year) daytime MBA more suitable for recent graduates.

Program Learning Outcomes

Candidates who complete the Master of Business Administration program will be able to:

- Identify and demonstrate understanding of definitions and terms in business;
- Demonstrate an understanding of conceptual frameworks in business;
- Demonstrate an understanding of multiple perspectives in business;
- Demonstrate an understanding of and the ability to apply the concepts of business;
- Solve problems in business using learned knowledge;
- Communicate in various mediums the essentials of business;
- Demonstrate professional presentations of work in business;
- Articulate how to integrate faith into business;
- Demonstrate ethical behavior in work and life interactions; and
- Demonstrate citizenship by consistently meeting obligations in business.

Graduation Requirements

1. A completed Application for Degree Candidacy (online or in the Office of Records, Point Loma campus)
2. Successful completion of all core requirements
3. Completion of a minimum of 42 units
4. Achievement of a cumulative GPA 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

Two Year MBA

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

Program Eligibility for the Two Year MBA

- 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
- Resume
- A personal essay that describes why the applicant desires to participate in the MBA 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 regionally accredited institutions with a 3.000 GPA or better), or enrollment PLNU's Business Basics courses.

Concentrations

- Healthcare
- Sustainability
- Organizational Leadership
- Not-for-Profit

Business Basics

The 1.5 unit Business Basics courses are designed for students entering the program who do not have prior business courses on their transcripts (3.00 GPA 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).

Basics in Accounting and Finance (BUS612)

MBA applicants may enter the program without one or more of these courses on their transcripts (3.00 GPA 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 (1.5)
- BUS 604 - Marketing (1.5)
- BUS 605 - Economic Survey (1.5)
- BUS 608 - Business Math (1.5)

Business Basics (3 units)

- BUS 612 - Basics in Accounting and Finance (3)

Two Year Evening Program Options

Option 1 (with no prior business courses):

Business Basics (depending on individual needs)	3.0-9.0 units
Core Courses	27 units
Elective Courses (from all electives offered)	6.0-15.0 units

Total (required total Basics/Core/Electives): 42 units

Option 2 (prior business courses on transcripts at time of application with 3.000 GPA)

Core Courses	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 (1.5)
- BUS 604 - Marketing (1.5)
- BUS 605 - Economic Survey (1.5)
- BUS 608 - Business Math (1.5)

Business Basics (3 units)

- BUS 612 - Basics in Accounting and Finance (3)

Core Courses (3 units each)

- BUS 615 - Managerial Accounting (3)
- BUS 625 - Business Statistics and Quantitative Methods (3)
- BUS 630 - Managerial Economics (3)
- BUS 655 - Marketing in an Entrepreneurial World (3)
- BUS 660 - Contemporary Management in a Competitive World (3)
- BUS 670 - Financial Management (3)
- BUS 675 - Strategic Management (3)
- BUS 698 - Leading with Integrity: Business Ethics, Corporate Social Responsibility and Social Entrepreneurship (3)

Elective Courses (3 units each, except as noted)

- BUS 607 - Business Law (3)
- BUS 609 - Business Golf (1.5)
- BUS 610 - Organizational Behavior and the Future (3)
- BUS 620 - Managing Human Resources (3)
- BUS 632 - Human Factor Foundation of Action (3)
- BUS 635 - International Business (3)
- BUS 640 - Technological Innovation and Management Knowledge (3)
- BUS 645 - Organizational Leadership (3)
- BUS 650 - Operations Management (3)
- BUS 665 - Organizational Communication (3)
- BUS 672 - Entrepreneurship (3)
- BUS 673 - Value Creation and Negotiation Strategy (3)
- BUS 674 - Real Estate Investment (3)
- BUS 681 - Building Sustainable Organizations (3)
- BUS 682 - Business Sustainability Practicum (3)
- BUS 685 - Management of Not-for-Profit Organizations (3)
- BUS 687 - Healthcare Financial Management (3)
- BUS 688 - Healthcare Operations Management (3)
- BUS 690 - Special Studies in Business Administration (1-3)

Concentrations (6 units)

Healthcare

- BUS 687 - Healthcare Financial Management (3)
- BUS 688 - Healthcare Operations Management (3)

Sustainability

- BUS 681 - Building Sustainable Organizations (3)
- BUS 682 - Business Sustainability Practicum (3)

Organizational Leadership

- BUS 610 - Organizational Behavior and the Future (3)
- BUS 620 - Managing Human Resources (3)
- BUS 645 - Organizational Leadership (3)
(required for concentration)
- BUS 665 - Organizational Communication (3)

Not-for-Profit

- BUS 632 - Human Factor Foundation of Action (3)
- BUS 685 - Management of Not-for-Profit Organizations (3)

5th Year Daytime Program

The 5th year MBA program is designed to better prepare new graduates for the challenges and complexities of the modern business world. This program helps students further develop the ability to think analytically and strategically, as well as improve their quantitative, communicative, and problem solving skills. These attributes are highly sought after by business, nonprofit, and governmental organizations. This 42 unit program is designed specifically for those who have recently earned a bachelors degree. Graduates of business and business related majors (such as accounting, economics, finance, marketing, and management) are advised to begin the program in the fall after their graduation - within one to two years following completion of an undergraduate degree. Suitably qualified students from non-business majors must additionally demonstrate that they have taken approved accounting and finance courses in their undergraduate program or successfully complete BUS612 Basic Accounting and Finance in the spring or summer prior to their fall admission.

The 5th Year MBA is a three semester program to be completed within twelve (12) months. The thirteen (13) core courses (39 units) have been selected to effectively prepare young executives to enter the workforce. The final three (3) unit course is an elective in which the students will gain in depth knowledge in areas such as entrepreneurship, healthcare management, real estate investment, nonprofit management, operations management, technological innovation, business law, and negotiations. In addition to these classes, students are required to participate in Executive Development Events exclusively designed for our MBA students and in addition to Alumni in Business networking events.

The Fermanian School of Business is committed to serving 5th Year MBA students with the best value in quality, academic rigor, professional support services, and individual attention to assist students in meeting their academic and professional goals.

Program Eligibility for 5th Year MBA

- 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 (2) letters of recommendation
- Resume
- A personal essay that describes why the applicant desires to participate in the 5th Year MBA program and a description of the applicant's future goals
- Scores from the Graduate Management Admission Test
- 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. accounting and finance courses*) through transcripts from a regionally accredited institution with a 3.000 GPA or better. (*Enrollment in BUS612 at PLNU prior to beginning other courses will complete this requirement.)

Core Courses

- BUS 610 - Organizational Behavior and the Future (3)
- BUS 615 - Managerial Accounting (3)
- BUS 620 - Managing Human Resources (3)
- BUS 625 - Business Statistics and Quantitative Methods (3)
- BUS 630 - Managerial Economics (3)
- BUS 635 - International Business (3)
- BUS 655 - Marketing in an Entrepreneurial World (3)

- BUS 660 - Contemporary Management in a Competitive World (3)
- BUS 665 - Organizational Communication (3)
- BUS 670 - Financial Management (3)
- BUS 675 - Strategic Management (3)
- BUS 681 - Building Sustainable Organizations (3)
- BUS 698 - Leading with Integrity: Business Ethics, Corporate Social Responsibility and Social Entrepreneurship (3)

Elective Courses

Please note that most electives are offered on a two (2) year rotational basis

- BUS 607 - Business Law (3)
- BUS 640 - Technological Innovation and Management Knowledge (3)
- BUS 645 - Organizational Leadership (3)
- BUS 650 - Operations Management (3)
- BUS 672 - Entrepreneurship (3)
- BUS 674 - Real Estate Investment (3)
- BUS 685 - Management of Not-for-Profit Organizations (3)
- BUS 687 - Healthcare Financial Management (3)
- BUS 688 - Healthcare Operations Management (3)
- BUS 690 - Special Studies in Business Administration (1-3)

Nursing, Master of Science in Nursing

Program Description

The Master of Science in Nursing program at Point Loma Nazarene University is accredited by the Commission on Collegiate Nursing Education and approved by the California Board of Registered Nurses. The program is designed for working professionals with classes held one night a week and every other Saturday. Clinical Nurse Specialist options are available in the following areas:

- Mental Health Nursing
- Adult/Gerontology Nursing
- Pediatric Nursing
- Family/Individual Health

There is also an option to obtain a generalized M.S.N. without specialization or the additional CNS option, designed to provide the Registered Nurse with a generic graduate degree in preparation for roles in Healthcare Administration, Education, Quality, and Case Management.

Program Learning Outcomes

Candidates who complete the Master of Science in Nursing program will be able to:

- **Inquire Faithfully:** The student will demonstrate knowledge, skill, and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making, and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.

- **Lead Faithfully:** The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will model the need for "Sabbath Rest" as a means of personal renewal, and true care of self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, and discernment.
- **Communicate Faithfully:** The student will actively engage in the dynamic interactive process, both intrapersonal and interpersonal, with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication which conveys information, thoughts, actions, and feelings through the use of verbal and nonverbal skills.
- **Follow Faithfully:** The student will integrate the ordinary work* by complying with and adhering to regulatory and professional standards (e.g., American Nurses Association Code of Ethics, The California Board of Registered Nursing, Scope of Nursing Practice, PLNU School of Nursing Handbook). This includes taking responsibility, being accountable for all actions, and treating others with respect and dignity.
- **Care Faithfully:** The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

*Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work."

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

Registered Nurse (R.N.) Entry Without Bachelor of Science in Nursing Degree (B.S.N.)

- 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 (R.N.) 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. All applicants whose native language is not English, must meet this requirement - including international applicants, permanent residents, immigrants, and transfer students who are not citizens of the United States on the date of admission. 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 with minimum scores of:

- 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 upon admission into the program;
- Current HIPAA certificate; and
- 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.

NOTE for non-enrolled students taking graduate courses: we recommend allowing non-Bachelor prepared students to take 500 level classes and Bachelor prepared students to take 600 level classes that do not have the clinical component.

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).

Graduation Requirements

1. A completed Application for Degree Candidacy (online or in the Office of Records, main campus);
2. Completion of the approved graduate program of 39 units for B.S.N. entry students or 50 units for R.N. entry students, including a comprehensive exam.
 - 39 units for B.S.N. entry
 - 50 units for R.N. entry
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.

Core Courses for R.N. to M.S.N.

For those entering the program with an R.N. (without a B.S.N.), the three (3) 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.

- GNSG 501 - Writing and Research (3)
- GNSG 545 - RN-MSN Transition I (4)
- GNSG 546 - RN-MSN Transition II (4)

Total: 11 Units

Core Courses (Required for All M.S.N. Students)

- GNSG 602 - Following Faithfully: Servant Leadership (2)
- GNSG 605 - Advanced Assessment and Health Promotion Across the Lifespan (2.5)
- GNSG 605L - Advanced Assessment and Health Promotion Across the Lifespan Practicum (0.5)
- GNSG 606 - Advanced Pathophysiology (3)
- GNSG 607 - Advanced Pharmacology (3)
- GNSG 620 - Research Inquiry and Theory (3)
- GNSG 622 - Evidence Based Practice Process (2)
- GNSG 695 - Comprehensive Exam (1)
- GED 670 - Applied Psychology of Learning (3)

Required of all students not pursuing a CNS additional option.

- GNSG 630 - EDUCATING NURSES FOR RADICAL TRANSFORMATION 3

General Master of Science in Nursing

To complete the masters degree without a specialization, the candidate will select 14-15 units from the following courses to "build" a program to fulfill their professional goals:

- BUS 665 - Organizational Communication (3)
- BUS 687 - Healthcare Financial Management (3)
- CMI 662 - Leadership and Ministry (3)
- CMI 676 - Christian Mission in Local Contexts (3)
- GED 616 - Curriculum Development, Innovation, and Evaluation (3)
- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 672 - Philosophy in Education (3)

Total M.S.N. units (R.N. entry) 48-49

Total M.S.N. units (B.S.N. entry) 37-38

Clinical Nurse Specialist Courses

These courses will assist the student in preparing for various aspects involved in the role of the Clinical Nurse Specialist (CNS) based on the spheres of influence and clinical specialty. An overview of advanced practice roles and their implementation and utilization in health care systems will be explored. The investigation of issues and trends related to quality, legislation, policy, and reimbursement as they affect advanced nursing practice will be emphasized.

The CNS Role practicum hours will allow the student to apply and master the role of the CNS within a variety of specialty specific clinical settings. A foundation of 500 clinical hours will be acquired.

- GNSG 600 - CNS Role Acquisition (2)
- BUS 687 - Healthcare Financial Management (3)

Select one series of the following four (4) clinical specialties courses (2) with practicum; 12 practicum units and 2 theory units required for CNS:

- GNSG 623 - Mental Health Nursing CNS Role Acquisition 2
- GNSG 623L - Mental Health Role Practicum 1-3
OR
- GNSG 624 - Adult/Gerontology Nursing CNS Role Acquisition 2
- GNSG 624L - Adult/Gerontology Practicum 1-3
OR
- GNSG 625 - Pediatric Nursing CNS Role Acquisition 2
- GNSG 625L - Pediatrics Role Practicum 1-3
OR
- GNSG 626 - Family/Individual Health Nursing CNS Role Acquisition 2
- GNSG 626L - Family/Individual Across the Lifespan Role Practicum 1-3

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

Total M.S.N. with CNS (R.N. entry): 50 units

Total M.S.N. with CNS (B.S.N. entry): 39 units

Religion, M.A.

Program Description

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 Learning Outcomes

Students who successfully complete the Master of Arts in Religion will be able to:

- Demonstrate skills in the study of and interpretation of the texts, history, and practices of the Christian faith;
- Engage in independent research, interpretation and integration of data, and theological thought;
- Use advanced creative and collaborative study of scripture, theology, philosophy, and the Christian tradition to nurture Christian community in contemporary society;
- Demonstrate a developing awareness of complex religious, social, and environmental contexts; and
- Apply the study of the texts, history, and practices of the Christian faith, especially as understood within the Wesleyan theological tradition, to the personal and corporate practices of Christian discipleship and church/congregational life.

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;
6. All accounts paid in full; and
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)

- BIB 696 - Introduction to Israelite History and the Hebrew Bible (3)
- BIB 697 - Introduction to Christian Origins and the New Testament (3)
- THE 645 - The History of Christian Thought I (3)
- THE 646 - The 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 (1-4)
- GRE 699 - Thesis (4)

Elective Courses (12 units in addition to the Core)

Students take the remaining 12 units for the degree from 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)
2. The balance of courses are taken from 600-level or 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.

1. BLA 205 Essentials of Hebrew I (4 units) **AND**
 2. 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 courses in the School of Theology and Christian Ministry.
 3. The balance of the elective courses are taken from 600-level non-core courses offered in the School of Theology and Christian Ministry.

Special Education, M.A.

Program Description

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, Other Health Impairment, Emotional Disturbance, Early Childhood Special Education, Adapted Physical Education, Deaf-Blind and Orthopedic 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.

Program Learning Outcomes

The program learning outcomes for the M.A. in Special Education are built on and related to the School of Education outcomes that are symbolized in three themes: equip, transform, and empower. The M.A. in the Special Education program then applies these major themes to this program.

Candidates who complete the Master of Arts in Special Education program will be able to:

Equip

- Promote the success of all students by being a servant leader that serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

Transform

- Engage in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within the classrooms, schools, districts, and communities.
- Apply faith-based influences and beliefs within educational organizations.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth.
- Serve as research-based transformational leaders within their classrooms, schools, districts, and communities.

Program Eligibility to the Master of Arts in Special Education

- **Education and Grade-Point Average:** 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;"

- 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.);
- Master of Arts in Special Education interview: All candidates must complete a personal interview with an admissions chair.

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. 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 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.

The Clear Education Specialist credential requirements are incorporated into this advanced degree and are strategically aligned and blended with Induction requirements to equip special education teachers in Induction programs to address the Clear (Level II) credential proficiency requirements as they complete their Induction 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 seeking transfer credit should make this request during the first semester of enrollment. Candidates who completed their preliminary Education Specialist credentials through PLNU may apply up to 12 units of this coursework toward the MA in Special Education.

Requirements

- GED 656 - Shared Leadership, Legislation, and Due Process (2)
- GED 658 - Reflective Coaching/Induction (2)
- GED 658F - Reflective Coaching/Induction Fieldwork (1)

Choose one course:

- GED 622 - Advanced Special Education Assessment and Analysis of Behavior (3)
- GED 650 - Universal Access: Equity for All Students (3)

Choose one set (4 units):

- GED 651 - Understanding Emotional and Behavioral Disorders (3)

- GED 651F - Fieldwork for Understanding Emotional and Behavioral Disorders (1)
- GED 652 - Methods of Teaching Students with Autism Spectrum Disorder (3)
- GED 652F - Fieldwork for Autism Spectrum (1)
- GED 653 - Methods of Teaching Students with Traumatic Brain Injury (3)
- GED 653F - Fieldwork for Students with Traumatic Brain Injury (1)
- GED 654 - Methods of Teaching Students with Other Health Impairments (3)
- GED 654F - Fieldwork for Students with Other Health Impairments (1)
- GED 661 - Early Childhood Special Education Curriculum, Services (3)
- GED 661F - Fieldwork for Early Childhood Special Education Curriculum, Services (1)
- SPE 655 - Individualized Programs and Supports for Students with Deaf-Blindness (3)
- SPE 655F - Field-Related Activities for Deaf-Blindness (1)
- SPE 657 - Adapted Physical Education Methods and Inclusive Strategies (3)
- SPE 657F - Field-Related Activities for Adapted Physical Education (1)
- SPE 660 - Strategies for Teaching Students with Orthopedic Impairment (3)
- SPE 660F - Field-Related Activities for Orthopedic Impairment (1)

Total Core Units: 12

- GED 659 - Independent Studies in Special Education (2)
- GED 672 - Philosophy in Education (3)
- GED 689 - Culminating Research Project (3)
- GED 689P - Culminating Research Project Support (.5) and (.5)

Total Required: 21 Units

Approved Coursework

Candidates with their preliminary coursework from this university may apply up to 12 units of approved coursework.

Electives:

- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 641 - Cultural Competence in a Pluralistic Society (3)
- GED 642 - Teaching Strategies for English Learners (3)
- GED 670 - Applied Psychology to Learning (3)
- GED 675 - Family Systems (3)

Total: 36 Units

Credential

Professional Clear Administrative Services Credential

Program Description

The Professional Clear Administrative Services Credential program builds upon the preliminary administrative credential and prepares school administrators to establish and sustain a vital learning community that supports powerful teaching and learning for the success of all students. This is an **evidence-based program**. Candidates develop a plan for their graduate level coursework and fieldwork, building on the evidence of prior knowledge, skills, and dispositions that they bring into the program. This program is aligned with the California Professional Standards for Educational Leaders (CPSELs).

All of our instructors are veteran school administrators with decades of experience as principals and district office administrators. Their background and experiences include schools and districts with special needs in Title 1, Program Improvement, School Assistance and Intervention Team (SAIT), District Assistance and Intervention Team (DAIT), Curriculum Audits, diverse demographic, language and socio-economic populations. The instructors have also had experiences with high performing, high income schools and districts.

Program Learning Outcomes

Candidates who complete the Professional Clear Administrative Service Credential program will be able to:

Equip: Promote the success of all students by:

- Demonstrating an understanding of the larger political, social, economic, legal, and cultural context;
- Responding to and influencing the larger political, social, economic, legal, and cultural context; and
- Demonstrating the development of professional leadership capacity.

Transform: Promote the success of all students by:

- Responding to diverse community interests and needs;
- Collaborating with families and community members and mobilizing community resources; and
- Modeling a personal code of ethics.

Empower: Promote the success of all students by:

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff development and growth; and
- Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Admission to the University

Candidates are eligible to be considered for the Educational Leadership programs when the following conditions are met:

- Application;
- Two (2) letters of recommendation;
- Application fee;
- Official transcripts showing completion of a baccalaureate or higher-level degree from an institution that is accredited by a regional accrediting association;
- Overall university grade-point average (GPA) of 3.00 or better on a four-point scale – a cumulative GPA of 3.00 alone does not guarantee acceptance into the program;
- Submission of CBEST or equivalence;
- An interview with the area Program Admissions Chair;

- Formal acceptance to PLNU as a student.

Program Admission Requirements

Verification and Passage of the CBEST (credential students);

Writing sample indicating graduate level writing ability. Writing sample should be in the form of an essay and respond to the following prompts:

- Describe your professional career goals;
- Describe the experience that helped you determine these goals. You may want to include multi-cultural and professional experiences;
- Explain why you are applying to a Christian graduate program;
- Verification of Experience (clear credential candidates only);
- Verification of teaching and/or administrative credentials held.

Required Courses for the Professional Clear Administrative Services Credential

- GED 796 - Induction, Mentoring, and Advanced Fieldwork (3)
- GED 797 - Professional Development and Assessment (3)

Credential Total: 6 Units

Professional Clear Teaching Credential: Multiple Subject or Single Subject

For: Teachers working in private or charter schools or those teaching in public school without access to an approved BTSA/Induction program.

The 2042 Clear Credential requires four 3-unit advanced courses to be taken AFTER completion of the preliminary credential and can be completed in two semesters. If Induction is verified as unavailable as defined in regulation by an employer, then a Clear Credential program may be completed to earn the Clear Teaching Credential for the Ryan or 2042 Credential.

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

Program Learning Outcomes

Candidates who complete the Multiple and Single Subject Clear Credential program will be able to:

Equip

- Work collaboratively with school site personnel and university faculty to gain a deepened understanding and competence of effective pedagogy and ability to apply academic instruction that includes universal access and equity for all students.

- Maintain competencies in knowledge, skills, and attitudes that demonstrate the ability to utilize the teaching model of Plan/Teach/Reflect/Apply in order to maximize student success.
- Develop attitudes and skills to effectively communicate with all students – special needs, diverse cultural groups, and second language learners.

Transform

- Demonstrate how to identify, clarify, and address barriers to student learning while partnering with community resources to achieve academic goals.
- Cultivate ongoing self-evaluation and life-long learning habits that promote dispositions of noble character.

Empower

- Honor diversity while using pedagogical skill to implement principles of equity and empowerment.
- Commit to ongoing professional development, a lifestyle of integrity and fairness and the use of high ethical and professional values in the field with administrators, colleagues, parents, and students.

Program Eligibility for the Clear Teaching Credential: Multiple Subject or Single Subject

See the degree to which the credential program is attached.

Credential Requirements

See the degree to which the credential program is attached.

2042 Credential candidates can earn a Clear credential by completing the following requirements:

- GED 641 - Cultural Competence in a Pluralistic Society (3)
- GED 642 - Teaching Strategies for English Learners (3)
- OR
- GED 668 - Advanced Practice for English Learners (3)
- GED 673 - Reflective Coaching Seminar (3)
- GED 677 - Teaching Strategies for Special Populations (3)
- Total Professional Clear Advanced Coursework (12 semester units)

Note(s):

The needs of Ryan Credential Candidates are addressed separately if there are CTC 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 (12 courses) of graduate level work. Candidates usually take six units per semester including summers.

Certificate

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. For non-PPS credential holders, a certification of completion may be earned.

Program Learning Outcomes

Candidates who complete the Child Welfare and Attendance program will be able to:

Equip

- Maintain competencies in knowledge and skills of a child welfare and attendance specialist regarding the history, philosophy, and laws related to K-12 students in the California public education system.

Transform

- Promote the child welfare and attendance program through modeling servant leadership that focuses on positive outcomes for diverse school communities in the belief that all students can learn and succeed.

Empower

- Engage in on-going professional self-evaluation and personal self-reflection using the dispositions.
- Assess student needs routinely and use technology to conduct, analyze, and evaluate research data and communicate results to all school stakeholders.

Program Eligibility for the Child Welfare and Attendance Certificate

Current school counselors, school social workers, and school psychologists, or currently enrolled PPS candidates earn a CWA certificate.

Non-credential holders may enroll and earn a certificate of completion.

Graduation Requirements

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

- 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 Barriers to Student Achievement (3)
- GED 688 - Field Experience - Child Welfare and Attendance (3)

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).

Program Learning Outcomes

Candidates who complete the Crosscultural, Language, and Academic Development (CLAD) certificate program will be able to:

Equip

1. Build on knowledge, skills, experiences, and strategies for teaching a diverse student population. Foster an understanding of cultural concepts and perspectives when providing equitable learning environments, delivery of comprehensive, specialized instruction for English learners, and students with diverse learning needs.
2. Maintain competencies in knowledge, skills, and practices that develop and advocate implementation of effective instruction to meet the needs of a diverse student population while meeting legal requirements.
3. Model professional and ethical standards and dispositions.

Transform

1. Build on knowledge, skills, experiences, and strategies acquired during preliminary preparation for teaching a diverse student population.

Empower

1. Build on knowledge, skills, applications, and dispositions acquired to serve 1. a diverse school community.

Program Eligibility for the Reading Certificate

See the degree to which the certificate program is attached.

Graduation Requirements

See the degree to which the certificate is attached.

- EDU 601 - Language Acquisition and Diverse Populations (3)
- GED 641 - Cultural Competence in a Pluralistic Society (3)
- GED 642 - Teaching Strategies for English Learners (3)
- GED 668 - Advanced Practice for English Learners (3)

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

Program Overview

The Post-M.S.N. Certification programs are designed to prepare the student to assume the role of Clinical Nurse Specialist. The program is designed for working professionals. Classes are held one night a week and every other Saturday. Clinical Nurse Specialist options are available in the following areas:

- Mental Health Nursing
- Adult/Gerontology Nursing

- Pediatric Nursing
- Family/Individual Health

Program Learning Outcomes

Candidates who complete the Post-M.S.N. Certification programs will be able to:

- **Inquire Faithfully:** The student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.
- **Lead Faithfully:** The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for "Sabbath Rest" as a means for personal renewal, and true care of self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.
- **Communicate Faithfully:** The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication which conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.
- **Follow Faithfully:** The student will integrate the ordinary work* by complying with and adhering to regulatory and professional standards (e.g., ANA Code of Ethics, The California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.
- **Care Faithfully:** The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

*Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work."

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;
- Two personal letters of recommendation;
- A completed School of Nursing graduate program application;
- Two professional recommendations;
- 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)
- Flu shot record
- Malpractice insurance
- Infection control quiz

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.

Completion Requirements

Successful completion of all required program courses including:

1. 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
2. All accounts paid in full.
3. All requirements for the program must be completed within an eight-year period from the time of initial enrollment in the program.

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.

Core Courses for Post Masters Clinical Nurse Specialist Students

- GNSG 600 - CNS Role Acquisition (2)
- GNSG 605 - Advanced Assessment and Health Promotion Across the Lifespan (2.5)
- GNSG 605L - Advanced Assessment and Health Promotion Across the Lifespan Practicum (0.5)
- GNSG 606 - Advanced Pathophysiology (3)
- GNSG 607 - Advanced Pharmacology (3)
- BUS 688 - Healthcare Operations Management (3)
- GED 670 - Applied Psychology of Learning (3)

Select one series of the following four clinical specialties courses (2) with practicum; 6 practicum units required for CNS:

The CNS Role practicum hours will allow the student to apply and master the role of the CNS within a variety of specialty specific clinical settings. A foundation of 500 clinical hours will be acquired.

- GNSG 623 - Mental Health Nursing CNS Role Acquisition 2
- GNSG 623L - Mental Health Role Practicum 1-3
- GNSG 624 - Adult/Gerontology Nursing CNS Role Acquisition 2
- GNSG 624L - Adult/Gerontology Practicum 1-3
- GNSG 625 - Pediatric Nursing CNS Role Acquisition 2
- GNSG 625L - Pediatrics Role Practicum 1-3
- GNSG 626 - Family/Individual Health Nursing CNS Role Acquisition 2
- GNSG 626L - Family/Individual Across the Lifespan Role Practicum 1-3

Total Required Clinical Hours (500)

Reading and Literacy Added Authorization

This added authorization is a 12 unit program for credentialed teachers who want specialized certification to teach reading in the PreK-12 setting. The program follows an explicit philosophy and purpose based on current, confirmed replicable and reliable research in literacy as referenced in the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reaching/Language Arts Framework.

Upon successful completion of all coursework, candidates may apply to the California Commission on Teacher Credentialing (CTC) for the Reading and Literacy Added Authorization. Candidates must have completed three years of successful K-12 teaching at the time of submission to CTC for this added authorization. Please contact the credential analyst at the regional center for further information.

Program Learning Outcomes

Candidates who complete the Reading and Literacy Added Authorization will be able to:

Equip: Maintain competencies in knowledge and skills by demonstration of the following:

1. Utilize research-based instructional practices, intervention models and strategies in reading and language arts to create a culture of literacy for all students.
2. Utilize current research in literacy, state standards, and the application of the teaching model of "plan, teach, reflect, and apply" to maximize student success and to effectively communicate with all students – special needs, diverse cultural groups, and second language learners.

Transform: Promote the success of all students by demonstration of the following:

1. Collect and analyze data to advocate for all students.
2. Cultivate on-going self-evaluation and life-long learning habits that promote PLNU dispositions of noble character.

Empower: Promote the success of all students by demonstration of the following:

1. Research and identify research-based strategies to help struggling readers.
2. Reflect on the research based strategies that were applied during intervention and how they had implications for the candidate's instructional practices.

Program Eligibility for the Reading and Literacy

See the degree to which the certificate program is attached.

Graduation Requirements

See the degree to which the certificate is attached.

Candidates complete the following coursework:

- GED 628 - Using Technology to Enhance Teaching and Learning (2) (BTSA Standard 16)
- GED 696 - Advanced Research-Based Literacy Instruction for all Students (3)
- GED 697 - Advanced Literacy Assessment, Instruction and Intervention for all Students (3)
- GED 689 - Culminating Research Project (3)
- GED 689P - Culminating Research Project Support (.5) and (.5)

Post Masters

Educational Leadership, Ed.S.

Program Description

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.

Program Eligibility 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;
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

- GED 700 - Leadership Theories and Human Relations (3) AND
- GED 700R (1)

- GED 715 - Instructional Leadership and Staff Development (3) AND
- GED 715R (1)

- GED 725 - Management of Human Resources (3) AND
- GED 725R (1)

- GED 730 - Decision Making for Curricular Change and Improvement (3) AND
- GED 730R (1)

- GED 740 - Educational Law, Finance, and Governance (3) AND
- GED 740R (1)

- GED 755 - Professional and Political Issues in Organizations (3) AND
- GED 755R (1)

- GED 760 - School/Community Relations in a Changing Society (3) AND
- GED 760R (1)

- GED 780 - Philosophical and Sociological Backgrounds in Education (3) AND
- GED 780R (1)

- Successful completion of a comprehensive examination

Ed.S. Total: 32 Units

Colleges, Schools and Departments

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 undergraduate curriculum, the various academic units (arts and sciences or social science and professional studies) propose changes through the Academic Policies Committee (APC), and then on to a general meeting of the faculty acting as a committee of the whole. Matters that have an impact on general education are referred to the faculty's General Education Committee before final approval by the APC. The Provost provides general direction to these efforts with the assistance of the Vice Provosts. The Academic Affairs Committee of the Board of Trustees acts upon matters of policy relative to the academic program.

Point Loma Nazarene University

Office of Academic Affairs

Provost

Kerry D. Fulcher, Ph.D.
Office: Mieras Hall, Room 201
Telephone: (619) 849-2217
Fax: (619) 849-2579
E-mail: kerryfulcher@pointloma.edu
Administrative Assistant: Mary Lynn Hewett

Academic Administration

Vice Provost: Mark E. Pitts, Ph.D.
Office: Mieras Hall, Room 203
Telephone: (619) 849-2658
Fax: (619) 849-2579
E-mail: markpitts@pointloma.edu
Administrative Assistant: Judy Brundrett

Program Development and Accreditation

Vice Provost: Margaret T. Bailey, Ph.D.
Office: Bond Academic Center, Room 3
Telephone: (619) 849-2535

Fax: (619) 849-7018
E-mail: maggiebailey@pointloma.edu
Administrative Assistant: Amy Garcia

College of Arts and Sciences

Administration

Location: Bond Academic Center, Deans' Suite
Telephone: (619) 849-2412
Fax: (619) 849-7018
Dean, College of Arts and Sciences: Kathryn G. McConnell, Ph.D.
E-mail: kathymcconnell@pointloma.edu
Administrative Assistant: Paul Maley

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.

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 WASC Senior College and University Commission 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 and Sara Yu Choung, co-chairs

Department of History and Political Science - Rosco B. Williamson, chair

Department of Literature, Journalism, and Modern Languages - Bettina Tate Pedersen, chair

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

Department of Music - Daniel S. Jackson and William P. Clemmons, co-chairs

Department of Physics and Engineering - Paul D. Schmelzenbach, chair

School of Theology and Christian Ministry - Ronald P. Benefiel, dean

Centers

Center for Pastoral Leadership - Norman V. Shoemaker, director

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

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.

College of Arts and Sciences

Department of Biology

Go to information for Department of Biology.

Programs

Masters

- • General Biology, Master of Arts
- • General Biology, Master of Science

School of Theology and Christian Ministry

Go to information for School of Theology and Christian Ministry.

Programs

Masters

- • Master of Ministry
- • Religion, M.A.

Department of Biology

Mission Statement

The purpose of the PLNU graduate program in biology is to provide an opportunity for working professionals, particularly teachers, to develop a deeper understanding of biological principles and methods, as well as to explore the relationship between science and faith.

Program Director and Department Chair

Program Director: Dianne L. Anderson, Ph.D.

Biology Department Chair: Dawne M. Page, Ph.D.

Masters

General Biology, Master of Arts

Program Description

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.

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.

Program Learning Outcomes

Candidates who complete the Master of Arts in Biology or the Master of Science in Biology program will be able to:

- Discuss major concepts and theories in biology;
- Carry out and communicate various experimental methods and types of data analysis;
- Demonstrate knowledge and skills in critical thinking, such as analysis and synthesis, as applied to primary literature in the field of biology, as well as in science education; and
- Distinguish between science and faith, and recognize the potential compatibility of the two domains.

Program Eligibility for the Biology 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 recommendation letters: one from a principal or department head and one from a former college/university professor;
- 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;
4. All accounts paid in full; and
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:

- 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 Units

Electives: Group A

Take 12 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 (3)
- BIO 664 - Developmental Biology (3)
- BIO 665 - Physiology of Plants and Animals (3)
- BIO 667 - Marine Biology 3
- BIO 668 - Evolutionary Biology 3

Total: 12 Units

Electives: Group B

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

- BIO 601 - Graduate Internship in Biology (1-6)
- 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 (3)
- BIO 664 - Developmental Biology (3)
- BIO 665 - Physiology of Plants and Animals (3)
- BIO 667 - Marine Biology 3
- BIO 668 - Evolutionary Biology 3
- BIO 692 - Perspectives on Science (1,1)
- *Other approved Biology courses*

Total: 6 or 12 Units

Program Total: 34 Units

Note(s):

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.

General Biology, Master of Science

Program Description

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.

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.

Program Learning Outcomes

Candidates who complete the Master of Arts in Biology or the Master of Science in Biology program will be able to:

- Discuss major concepts and theories in biology;
- Carry out and communicate various experimental methods and types of data analysis;
- Demonstrate knowledge and skills in critical thinking, such as analysis and synthesis, as applied to primary literature in the field of biology, as well as in science education; and
- Distinguish between science and faith, and recognize the potential compatibility of the two domains.

Program Eligibility for the Biology 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 recommendation letters: one from a principal or department head and one from a former college/university professor;
- 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;
4. All accounts paid in full; and
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:

- 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 Units

Electives: Group A

Take 12 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 (3)

- BIO 664 - Developmental Biology (3)
- BIO 665 - Physiology of Plants and Animals (3)
- BIO 667 - Marine Biology 3
- BIO 668 - Evolutionary Biology 3

Total: 12 Units

Electives: Group B

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

- BIO 601 - Graduate Internship in Biology (1-6)
- 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 (3)
- BIO 664 - Developmental Biology (3)
- BIO 665 - Physiology of Plants and Animals (3)
- BIO 667 - Marine Biology 3
- BIO 668 - Evolutionary Biology 3
- BIO 692 - Perspectives on Science (1,1)
- *Other approved Biology courses*

Total: 6 or 12 Units

Additional Master of Science Courses

- BIO 683 (A,C,C,D,E,F) - Thesis (1-6)

Total: 6 Units

Program Total: 34 Units

Note(s):

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.

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.

Program Directors and Dean

Program Director Master of Arts in Religion: Brad E. Kelle, Ph.D.

Program Director Master of Ministry: Norman V. Shoemaker, D.Min

Dean: Ronald P. Benefiel, Ph.D.

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.

School of Theology and Christian Ministry Courses

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

Masters

Master of Ministry

Program Description

The Master of Ministry program is designed to educate and accommodate students who live at a distance (often in ministry assignments). Courses are offered in one week intensives. Students are expected to engage in pre-course assignments (reading, etc.) and post course assignments (supervised ministry, terms papers, etc.). The curriculum has a strong emphasis on both academic rigor (preparation for possible continuation of graduate studies) and practical ministry.

The degree is designed around four central emphases which are highlighted in the core courses:

- Christian Formation
- Christian Scripture
- Church in Mission
- Christian Tradition

Each of these courses is paired with a course that focuses on ministry practice.

Prior to completion of the thirty-six (36) required units for the PLNU Master of Ministry degree, students will have the option to request of the Office of Records that the PLNU degree not be posted, allowing the maximum number of units to be utilized toward the completion of the Master of Divinity degree as outlined in the partnership agreement between PLNU and Nazarene Theological Seminary.

Vision Statement

The purpose of this degree is to provide a program in academic and professional ministry competencies 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 practitioners.” The program builds on basic prerequisites in undergraduate work and professional experience, providing education intended to lead to lifelong learning.

Program Learning Outcomes

Students who successfully complete PLNU's Master of Ministry program will be able to:

- Incorporate Christian formation in the local congregation and the life of the candidate;
- Interpret scripture especially as related to preaching and teaching in the local church;
- Explain the nature, mission, and social context of the Church, especially as related to ecclesial practices and leadership of the pastor in the local congregation; and
- Analyze theology, ethics, and Church history, especially as related to the Wesleyan tradition in contemporary ministry.

Program Eligibility for the Master of Ministry

- Completion of a baccalaureate degree from an accredited institution;
- A completed application for admission to the program;
- Official transcripts indicating an approved undergraduate degree;
- 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 (online or in the Office of Records, main campus);
2. A completed graduation application with appropriate approvals;
3. Successful completion of all core course requirements (12 units) and a minimum of 24 units total units completed at PLNU;
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.

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

Required Courses

The following four (4) 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.

- CMI 612 - Christian Formation (3)
- CMI 635 - Christian Scripture 3
- CMI 646 - Church in Mission 3
- CMI 652 - Christian Tradition (3)

Total: 12 Units

Required Electives

Four (4) elective courses are taught as a part of the two year rotation.

- CMI 622 - Preaching and Teaching the Scripture (3)
- CMI 662 - Leadership and Ministry (3)
- CMI 672 - Wesleyan Theology and Contemporary Ministry (3)
- CMI 676 - Christian Mission in Local Contexts (3)

Total: 12 units

Total: 12 Units

Program Completion

The remaining twelve (12) units of electives may be earned by:

- 1) transfer of coursework from Nazarene Theological Seminary*;
- 2) transfer of approved graduate-level course work;
- 3) cross-referenced graduate-level course work in the School of Theology and Christian Ministry; or
- 4) registration in Christian Ministry 690 Special Studies.

*Students transferring units from Nazarene Theological Seminary may do so up to the limit approved by the Graduate Studies Committee and specified in the partnership agreement between PLNU and NTS.

Total: 12 Units

Total for Master of Ministry Degree: 36 units

Religion, M.A.

Program Description

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 Learning Outcomes

Students who successfully complete the Master of Arts in Religion will be able to:

- Demonstrate skills in the study of and interpretation of the texts, history, and practices of the Christian faith;
- Engage in independent research, interpretation and integration of data, and theological thought;
- Use advanced creative and collaborative study of scripture, theology, philosophy, and the Christian tradition to nurture Christian community in contemporary society;
- Demonstrate a developing awareness of complex religious, social, and environmental contexts; and
- Apply the study of the texts, history, and practices of the Christian faith, especially as understood within the Wesleyan theological tradition, to the personal and corporate practices of Christian discipleship and church/congregational life.

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;
6. All accounts paid in full; and
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)

- BIB 696 - Introduction to Israelite History and the Hebrew Bible (3)
- BIB 697 - Introduction to Christian Origins and the New Testament (3)
- THE 645 - The History of Christian Thought I (3)
- THE 646 - The 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 (1-4)
- GRE 699 - Thesis (4)

Elective Courses (12 units in addition to the Core)

Students take the remaining 12 units for the degree from 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)
2. The balance of courses are taken from 600-level or 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.
 1. BLA 205 Essentials of Hebrew I (4 units) **AND**
 2. 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 courses in the School of Theology and Christian Ministry.

3. The balance of the elective courses are taken from 600-level non-core courses offered in the School of Theology and Christian Ministry.

College of Social Sciences and Professional Studies

Administration
General Information
Centers

Accreditations and Affiliations
Academic Organization
Curricula

Administration

Dean, College of Social Sciences and Professional Studies: Holly M. Irwin, Ph.D.
Office: Bond Academic Center, Deans' Suite
Telephone: (619) 849-2706
Fax: (619) 849-7018
E-mail: hollyirwin@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 five 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.

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 WASC Senior College and University Commission, 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 - Kenneth D. Armstrong, interim dean

Department of Communication and Theatre - Paul R. Bassett, chair

School of Education - Deborah E. Erickson, dean

Department of Family and Consumer Sciences - Susan DeCristofaro Rogers, chair

Department of Kinesiology - Jeffrey A. Sullivan, chair

School of Nursing - Barbara J. Taylor, dean

Department of Psychology - John T. Wu, chair

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

Regional Centers

Bakersfield - Jill Hamilton-Bunch, associate dean

Inland Empire - Constance Fish, director

Mission Valley - Andrea G. Liston, associate dean

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

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.

College of Social Sciences and Professional Studies

Fermanian School of Business

Go to information for Fermanian School of Business.

Programs

Masters

- • Masters of Business Administration

School of Education

Go to information for School of Education.

Programs

Masters

- • Master of Arts in Teaching, Teaching/Preliminary Teaching Credentials
- • Education, Master of Arts
- • Special Education, M.A.

Credential

- • Professional Clear Administrative Services Credential
- • Professional Clear Teaching Credential: Multiple Subject or Single Subject

Certificate

- • Child Welfare and Attendance Certificate (CWA)
- • Crosscultural, Language, and Academic Development Certificate (CLAD)
- • Reading and Literacy Added Authorization

Post Masters

- • Educational Leadership, Ed.S.

School of Nursing

Go to information for School of Nursing.

Programs

Masters

- • Nursing, Master of Science in Nursing

Certificate

- • Post-M.S.N. Clinical Nurse Specialist Certificate

Fermanian School of Business

Mission Statement

To provide to the world business leaders who demonstrate Christ-like character, as characterized by the motto: "More than the bottom line, business education to change the world."

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.

Interim Dean and Associate Dean

Fermanian School of Business Interim Dean: Kenneth D. Armstrong, Ph.D.
M.B.A. Associate Dean: José E. Muñoz, M.B.A., C.P.A.
Associate Dean of Graduate Business Education: Jamie M. Ressler, D.B.A.

Masters

Masters of Business Administration

Program Description

The Master of Business Administration degree is an advanced academic degree that builds on the student's undergraduate program and professional experience. The Fermanian School of Business offers the MBA program in two (2) formats: a two year evening experience more suited to practicing managers and a one year (5th year) daytime MBA more suitable for recent graduates.

Program Learning Outcomes

Candidates who complete the Master of Business Administration program will be able to:

- Identify and demonstrate understanding of definitions and terms in business;
- Demonstrate an understanding of conceptual frameworks in business;
- Demonstrate an understanding of multiple perspectives in business;
- Demonstrate an understanding of and the ability to apply the concepts of business;
- Solve problems in business using learned knowledge;
- Communicate in various mediums the essentials of business;
- Demonstrate professional presentations of work in business;
- Articulate how to integrate faith into business;
- Demonstrate ethical behavior in work and life interactions; and
- Demonstrate citizenship by consistently meeting obligations in business.

Graduation Requirements

1. A completed Application for Degree Candidacy (online or in the Office of Records, Point Loma campus)
2. Successful completion of all core requirements
3. Completion of a minimum of 42 units
4. Achievement of a cumulative GPA 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

Two Year MBA

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

Program Eligibility for the Two Year MBA

- 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
- Resume
- A personal essay that describes why the applicant desires to participate in the MBA 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 regionally accredited institutions with a 3.000 GPA or better), or enrollment PLNU's Business Basics courses.

Concentrations

- Healthcare
- Sustainability
- Organizational Leadership
- Not-for-Profit

Business Basics

The 1.5 unit Business Basics courses are designed for students entering the program who do not have prior business courses on their transcripts (3.00 GPA 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).

Basics in Accounting and Finance (BUS612)

MBA applicants may enter the program without one or more of these courses on their transcripts (3.00 GPA 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 (1.5)
- BUS 604 - Marketing (1.5)
- BUS 605 - Economic Survey (1.5)
- BUS 608 - Business Math (1.5)

Business Basics (3 units)

- BUS 612 - Basics in Accounting and Finance (3)

Two Year Evening Program Options

Option 1 (with no prior business courses):

Business Basics (depending on individual needs)	3.0-9.0 units
Core Courses	27 units
Elective Courses (from all electives offered)	6.0-15.0 units

Total (required total Basics/Core/Electives): 42 units

Option 2 (prior business courses on transcripts at time of application with 3.000 GPA)

Core Courses	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 (1.5)
- BUS 604 - Marketing (1.5)

- BUS 605 - Economic Survey (1.5)
- BUS 608 - Business Math (1.5)

Business Basics (3 units)

- BUS 612 - Basics in Accounting and Finance (3)

Core Courses (3 units each)

- BUS 615 - Managerial Accounting (3)
- BUS 625 - Business Statistics and Quantitative Methods (3)
- BUS 630 - Managerial Economics (3)
- BUS 655 - Marketing in an Entrepreneurial World (3)
- BUS 660 - Contemporary Management in a Competitive World (3)
- BUS 670 - Financial Management (3)
- BUS 675 - Strategic Management (3)
- BUS 698 - Leading with Integrity: Business Ethics, Corporate Social Responsibility and Social Entrepreneurship (3)

Elective Courses (3 units each, except as noted)

- BUS 607 - Business Law (3)
- BUS 609 - Business Golf (1.5)
- BUS 610 - Organizational Behavior and the Future (3)
- BUS 620 - Managing Human Resources (3)
- BUS 632 - Human Factor Foundation of Action (3)
- BUS 635 - International Business (3)
- BUS 640 - Technological Innovation and Management Knowledge (3)
- BUS 645 - Organizational Leadership (3)
- BUS 650 - Operations Management (3)
- BUS 665 - Organizational Communication (3)
- BUS 672 - Entrepreneurship (3)
- BUS 673 - Value Creation and Negotiation Strategy (3)
- BUS 674 - Real Estate Investment (3)
- BUS 681 - Building Sustainable Organizations (3)
- BUS 682 - Business Sustainability Practicum (3)
- BUS 685 - Management of Not-for-Profit Organizations (3)
- BUS 687 - Healthcare Financial Management (3)
- BUS 688 - Healthcare Operations Management (3)
- BUS 690 - Special Studies in Business Administration (1-3)

Concentrations (6 units)

Healthcare

- BUS 687 - Healthcare Financial Management (3)

- BUS 688 - Healthcare Operations Management (3)

Sustainability

- BUS 681 - Building Sustainable Organizations (3)
- BUS 682 - Business Sustainability Practicum (3)

Organizational Leadership

- BUS 610 - Organizational Behavior and the Future (3)
- BUS 620 - Managing Human Resources (3)
- BUS 645 - Organizational Leadership (3)
(required for concentration)
- BUS 665 - Organizational Communication (3)

Not-for-Profit

- BUS 632 - Human Factor Foundation of Action (3)
- BUS 685 - Management of Not-for-Profit Organizations (3)

5th Year Daytime Program

The 5th year MBA program is designed to better prepare new graduates for the challenges and complexities of the modern business world. This program helps students further develop the ability to think analytically and strategically, as well as improve their quantitative, communicative, and problem solving skills. These attributes are highly sought after by business, nonprofit, and governmental organizations. This 42 unit program is designed specifically for those who have recently earned a bachelors degree. Graduates of business and business related majors (such as accounting, economics, finance, marketing, and management) are advised to begin the program in the fall after their graduation - within one to two years following completion of an undergraduate degree. Suitably qualified students from non-business majors must additionally demonstrate that they have taken approved accounting and finance courses in their undergraduate program or successfully complete BUS612 Basic Accounting and Finance in the spring or summer prior to their fall admission.

The 5th Year MBA is a three semester program to be completed within twelve (12) months. The thirteen (13) core courses (39 units) have been selected to effectively prepare young executives to enter the workforce. The final three (3) unit course is an elective in which the students will gain in depth knowledge in areas such as entrepreneurship, healthcare management, real estate investment, nonprofit management, operations management, technological innovation, business law, and negotiations. In addition to these classes, students are required to participate in Executive Development Events exclusively designed for our MBA students and in addition to Alumni in Business networking events.

The Fermanian School of Business is committed to serving 5th Year MBA students with the best value in quality, academic rigor, professional support services, and individual attention to assist students in meeting their academic and professional goals.

Program Eligibility for 5th Year MBA

- 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 (2) letters of recommendation
- Resume
- A personal essay that describes why the applicant desires to participate in the 5th Year MBA program and a description of the applicant's future goals
- Scores from the Graduate Management Admission Test
- 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. accounting and finance courses*) through transcripts from a regionally accredited institution with a 3.000 GPA or better. (*Enrollment in BUS612 at PLNU prior to beginning other courses will complete this requirement.)

Core Courses

- BUS 610 - Organizational Behavior and the Future (3)
- BUS 615 - Managerial Accounting (3)
- BUS 620 - Managing Human Resources (3)
- BUS 625 - Business Statistics and Quantitative Methods (3)
- BUS 630 - Managerial Economics (3)
- BUS 635 - International Business (3)
- BUS 655 - Marketing in an Entrepreneurial World (3)
- BUS 660 - Contemporary Management in a Competitive World (3)
- BUS 665 - Organizational Communication (3)
- BUS 670 - Financial Management (3)
- BUS 675 - Strategic Management (3)
- BUS 681 - Building Sustainable Organizations (3)
- BUS 698 - Leading with Integrity: Business Ethics, Corporate Social Responsibility and Social Entrepreneurship (3)

Elective Courses

Please note that most electives are offered on a two (2) year rotational basis

- BUS 607 - Business Law (3)
- BUS 640 - Technological Innovation and Management Knowledge (3)
- BUS 645 - Organizational Leadership (3)
- BUS 650 - Operations Management (3)
- BUS 672 - Entrepreneurship (3)
- BUS 674 - Real Estate Investment (3)
- BUS 685 - Management of Not-for-Profit Organizations (3)
- BUS 687 - Healthcare Financial Management (3)
- BUS 688 - Healthcare Operations Management (3)
- BUS 690 - Special Studies in Business Administration (1-3)

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.

Deans and Program Directors

School of Education Dean: Deborah E. Erickson, Ed.D.

Associate Dean of Teaching Credentials and Bakersfield Regional Center: Jill Hamilton-Bunch, Ph.D.

Associate Dean for Undergraduate Programs, Teacher Performance Assessment and Advanced Degrees: Conni E. Campbell, Ed.D.

Director of Accreditation and Assessment: Andrea G. Liston, Ed.D.

Mission Valley Regional Center Director: Carol A. Leighty, Ed.D.

Director, Inland Empire Regional Center: Constance Fish, Ed.D.

Program Directors who manage the credential and degree programs for the entire School of Education at all regional centers:

Director of Master of Arts in Teaching (Multiple Subject and Single Subject): TBA

Director of Master of Arts in Teaching (Mild Moderate and Moderate Severe) and M.A. in Special Education: Shirlee M. Gibbs, Ph.D.

Director of School Counseling (PPS): Dione Taylor, Ed.D.

Director of Reading Certificate Program: Laura K. Amstead, Ed.D.

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

PLNU's education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is recognized by the U.S. Department of Education and the Council of Higher Education Accreditation to accredit education programs for the preparation of teachers and other professional school personnel. In addition to meeting the NCATE gold standard of excellence, the School of Education credential and certificate programs are accredited by the California Commission on Teacher Credentialing.

Credential and Certificate Programs

In addition to its degree-based programs, the School of Education offers a credential program and three certificate programs that can be added to an existing preliminary or clear credential. These credential and certificate programs range from 12-13 total units and provide opportunity for further specialization and a link between theory and practice.

School of Education Courses

School of Education graduate course descriptions are organized into two sections - EDU and GED. The EDU courses are related to the Master of Arts in Teaching (M.A.T.) program and the preliminary teaching credentials. The GED courses are for advanced credential programs that would typically come after the preliminary teaching credentials.

Masters

Master of Arts in Teaching, 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 P - Adult 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 levels or in a departmentalized setting serving grades P - Adult.
- **Mild/Moderate** is one of the two Educational Specialist Preliminary teaching credentials. This authorization is related to services for individuals with a primary disability of specific learning disabilities, emotional disturbance, mild/moderate mental retardation, other health impairment, 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 in two phases to candidates who hold a Bachelor's degree:

1. Phase I consists of 23 -29 units of coursework and 10 units of clinical practice (student teaching) culminating in a preliminary teaching credential (33 - 39 units). The candidate is not required to finish Phase II of the M.A.T. degree in order to earn the preliminary credential.
2. Phase II normally takes place after a candidate has obtained the preliminary credential and has obtained a first teaching position. Phase II consists of 7-13 units, depending on the program, for a total of 46 units.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching, Preliminary Teaching Credentials and Professional Services Credentials will be able to:

Equip

- Promote the success of all students by being servant leaders who serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

Transform

- Demonstrate the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities; and
- Apply faith-based influences and beliefs within educational organizations.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as research-based, transformational leaders within their classrooms, schools, districts, and communities.

Program Eligibility for the Master of Arts in Teaching and Preliminary Teaching Credentials

- Proof of a score on the California Basic Educational Skills Test (CBEST) or another form of Basic Skills Testing as approved by the California Commission on Teacher Credentialing. This exam need not be passed prior to admission, but must have been attempted by the candidate;
- 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 in order to be admitted into the M.A.T./credential program. Candidates with a cumulative grade point average lower than 3.000 may apply for "Admission under Exception:"
- 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);
- M.A.T. interview: All candidates must complete a personal interview with a program admissions chair.

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.

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

- 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 602 - Foundations of Special Education (TPA 1) (3)
- EDU 603 - Classroom Assessment and Research Practices (3)
- EDU 601 - Language Acquisition and Diverse Populations (3)
OR
- EDU 653 - Principles of Language Acquisition for Students with Moderate/Severe Disabilities (3)
- EDU 601F - Language Acquisition and Diverse Populations (.5) **

- EDU 653F - Fieldwork for Principles of Language Acquisition for Students with Moderate/Severe Disabilities (.5)

Total Common Courses Required for all Preliminary Credentials: 13 Units

Note(s):

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

*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.

***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.

Preliminary Multiple Subject Teaching Credential and Intern Program

A Multiple Subject Teaching Credential enables a candidate to teach in a self-contained (P-Adult) classroom in California. Candidates receive coursework in educational research and theory as well as methodology in reading, language arts, 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 units listed above under Common Courses.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching (Multiple Subject) program will be able to:

Equip

- Promote the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

Transform

- Engage in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities; and

- Apply faith-based influences and beliefs within educational organizations.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as a research-based transformational leader within their classrooms, schools, districts, and communities.

Multiple Subject Specific Courses

- 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 (TPA 2) (3)
- EDU 612F - Fieldwork for Differentiated Mathematics Instruction for All Learners (.5) **

Note(s):

*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 in which candidates work full time in classrooms under the guidance of cooperating teachers in public or private schools assigned by the field experience coordinator at the regional center.

Traditional Candidates take:

- EDU 630 - Elementary Clinical Practice I (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 634 - Elementary Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

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

- EDU 632 - Intern Elementary Clinical Practice I (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 636 - Intern Elementary Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

Total Multiple Subject Clinical Practice Courses: 10 Units

Total Courses Required for M.A.T. Phase I for Multiple Subject Candidates: 33 Units

Preliminary Single Subject Teaching Credential and Intern Program

Individuals who plan to teach at the secondary level pursue the Single Subject credential in an approved discipline of their choice. A Single Subject credential enables a candidate to teach in a departmentalized (P-Adult) 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 units listed above under Common Courses.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching (Single Subject) program will be able to:

Equip

- Posses the skills and dispositions to develop instructional plans and engage students in content-specific learning experiences that lead to improved student outcomes.

Transform

- Possess the skills and dispositions to promote the learning of diverse learners at the secondary level;
- Utilize subject-specific pedagogy, content-related literacy instruction, and developmentally appropriate instruction to support learning for all students; and
- Reflect positive personal presence, age-appropriate strategies, and research-based knowledge of adolescent psychology to create safe classroom environments that promote learning for all students.

Empower

- Analyze assessment data from instruction through thoughtful reflection that informs professional practice for continual improvement.

Single Subject Specific Courses

- 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 (TPA 2) (3)
- EDU 621F - Fieldwork for General Methods for Secondary Teachers (.5) **

Note(s):

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

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

Choose one of the content-specific pedagogy courses:

The Single Subject Content Methods courses (EDU 622-EDU 629) are scheduled in the summer once each academic year in an intensive format that meets in San Diego for two days and then one day in Arcadia. Candidates should contact their program advisor about dates for these courses.

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

Note(s):

EDU 629 is offered for content areas in which 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 Units

Traditional Candidates take:

- EDU 640 - Secondary Clinical Practice I (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 644 - Secondary Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

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

- EDU 642 - Intern Secondary Clinical Practice I (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 646 - Intern Secondary Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)
- EDU 648 - Intern Support Seminar (.5 units for four semesters=2 units)

Total Single Subject Clinical Practice Courses: 10 Units

Total Courses Required for M.A.T. Phase I for Single Subject Candidates: 33 Units

Preliminary Education Specialist (Mild/Moderate) Teaching Credential and Intern Program

This credential prepares candidates 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 units listed above under Common Courses.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching (Special Education, Mild-Moderate) program will be able to:

Equip

- Promote the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity;
- Posses the skills and dispositions to plan, implement, and analyze instruction that supports all students learning.

Transform

- Engage in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice;
- Utilize research-based strategies, curriculum, instructional practices and behavioral strategies to support learning for all students; and
- Reflect positive presence, age-appropriate strategies, and research-based knowledge to create safe classroom environments that promote learning.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as a research-based transformational leader within their classrooms, schools, and districts.

Mild/Moderate Authorization Courses

- 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)

Note(s):

*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 (TPA 2) (3) **AND**
- EDU 612F - Fieldwork for Differentiated Mathematics Instruction for All Learners (.5) *
- OR**
- EDU 621 - General Methods for Secondary Teachers (TPA 2) (3) **AND**
- EDU 621F - Fieldwork for General Methods for Secondary Teachers (.5) **

Total Mild/Moderate Authorization: 16 Units

Note(s):

*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.

Traditional Candidates take:

- EDU 670MP - Clinical Practice Practicum - Education Specialist, Mild/Moderate (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 674M - Special Education Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

Total: 10 Units

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

- EDU 648 - Intern Support Seminar (.5 units for four semesters=2 units)
- EDU 672M - Intern Mild/Moderate Clinical Practice I (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 676M - Intern Mild/Moderate Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

Total: 12 Units

Total Mild/Moderate Authorization (41 Interns): 39 Units

Preliminary Education Specialist (Moderate/Severe) Teaching Credential

This credential prepares candidates 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.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching (Special Education, Moderate/Severe) program will be able to:

Equip

- Promote the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity; and

- Posses the skills and dispositions to plan, implement, and analyze instruction that supports all students learning.

Transform

- Engage in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities;
- Utilize research-based strategies, curriculum, instructional practices and behavioral strategies to support learning for all students; and
- Reflect positive personal presence, age-appropriate strategies, and research-based knowledge of students with special needs and the psychology to create safe classroom environments that promote learning for all students.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as a research-based transformational leader within their classrooms, schools, districts, and communities.

Candidates for the Moderate/Severe preliminary credential must complete the 13 units listed under Common Courses

Requirements

- 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 of 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 Units

Note(s):

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

*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.

Traditional Candidates take:

- EDU 670SP - Clinical Practice Practicum - Education Specialist, Moderate/Severe (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 674S - Moderate/Severe Clinical Practice II (4)

- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

Total: 10 Units

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

- EDU 648 - Intern Support Seminar (.5 units for four semesters=2 units)
- EDU 672M - Intern Mild/Moderate Clinical Practice I (4)
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) (1)
- EDU 676M - Intern Mild/Moderate Clinical Practice II (4)
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) (1)

Total: 12 Units

Total Mild/Moderate Authorization (41 Interns): 39 Units

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

M.A.T. Phase II Finishing Courses

Phase II of the M.A.T. normally takes place after a candidate has obtained the preliminary teaching credential and has obtained a first teaching position.

Multiple Subject/Single Subject

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

Core Course:

- GED 672 - Philosophy in Education (3)

Curriculum Courses:

- GED 616 - Curriculum Development, Innovation, and Evaluation (3)

Diversity Courses:

Students choose either:

- GED 641 - Cultural Competence in a Pluralistic Society (3) **OR**
- GED 643 - Urban Education in American Society (3) **OR**
- GED 668 - Advanced Practice for English Learners (3)

Action Research:

- GED 689 - Culminating Research Project (3) AND
- GED 689P - Culminating Research Project Support (.5) and (.5)

Special Education - Mild/Moderate or Moderate Severe

The courses listed below are the final 7 units to complete the M.A.T. degree in Special Education (for a total of 46 units).

Core Course:

- GED 672 - Philosophy in Education (3)

Action Research:

- GED 689 - Culminating Research Project (3) AND
- GED 689P - Culminating Research Project Support (.5) and (.5)

*Other Credential Requirements

- Subject Matter Competence:
 - Single Subject candidates may meet this requirement by completing a state-approved subject matter program or by passing the appropriate CSET. 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 may meet this requirement by completing a state-approved subject matter program or passing the CSET in an NCLB-core subject area.
- 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: EDU 610 (Multiple Subject or Special Education), or EDU 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 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 passage rates may be found on the PLNU web site at www.pointloma.edu/education

Education, Master of Arts

Program Description

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 to complete this program. The curriculum for each of the specializations in this degree links theory to practice for teachers, counselors, principals, and those in educational roles outside of the K-12 setting.

Program Learning Outcomes

Candidates who complete the Master of Arts in Education program will be able to:

Equip

- Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Transform

- Promote the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Empower

- Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Program Eligibility for the Master of Arts in Education

- Proof of completion of the California Basic Educational Skills Test (CBEST) or equivalent accredited by the California Commission on Teacher Credentialing (CCTC). A minimum score is not required and applicants who do not pass the CBEST can be admitted and will be provided support to pass the CBEST as soon as possible. Candidates seeking a Masters degree which does not include an approved CCTC credential are not required to take the CBEST or equivalent exam;
- A cumulative undergraduate grade point average of 3.000 is required to be admitted in the M.A. in Education program. Candidates with a cumulative grade point average less than 3.000 may apply for "Admission under Exception" which is reviewed by the program director and dean;
- A writing sample that indicates graduate-level ability; and
- An interview with the appropriate program director or Admissions chair at a regional center

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.

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

Up to six units of post-baccalaureate coursework aligned with the course of study below, and unused for a previous masters degree, may be transferred from other institutions toward this degree. Candidates desiring to transfer coursework must petition this through their advisor during the first semester of enrollment.

Concentrations

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

- Counseling and Guidance
- Educational Leadership
- Teaching and Learning

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 have two options:

1. Candidates desiring to serve as school counselors in California's public schools complete the Pupil Personnel Services (PPS) credential that requires forty-eight (48) semester units listed below, or
2. Candidates can complete the Master of Arts degree with the required thirty-six (36) units.

The admissions requirements for both of the above two options are identical and students can complete a change of degree/program form to move from one option to the other.

Program Learning Outcomes for the Master of Arts in Education - Counseling and Guidance

The program learning outcomes for the Master of Arts specializing in Counseling and Guidance are built on and related to the School of Education outcomes symbolized in three themes: equip, transform, and empower. The Counseling and Guidance concentration implements these major themes in the curriculum.

Equip

- Maintain competencies in knowledge, skills of the school counseling profession, and attitudes that demonstrate the ability to ethically implement, maintain, and advocate for a results-based counseling program.

Transform

- Promote the comprehensive counseling program through modeling of servant leadership that focuses on positive outcomes for diverse school communities in the belief that all students can learn and succeed.

Empower

- Engage in on-going professional self-evaluation and personal self-reflection using the dispositions.
- Assess student needs routinely and use technology to conduct, analyze, and evaluate research data and communicate results to all school stakeholders.

Master's Degree Only

- GED 633 - Educational Law and Finance (3)
- GED 641 - Cultural Competence 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 - Applied Psychology to Learning (3)
- GED 672 - Philosophy in 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)

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 Units

Master's and PPS Credential

- GED 601 - Foundations of Leadership and Educational Issues (3)
- GED 633 - Educational Law and Finance (3)
- GED 641 - Cultural Competence 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 - Applied Psychology to Learning (3)
- GED 672 - Philosophy in Education (3)
- GED 675 - Family Systems (3)
- GED 681 - Educational Measurement and Evaluation (3)

- GED 687 - Research, Field Studies & Practicum in Counseling and Guidance (9)
AND Either
- GED 677 - Teaching Strategies for Special Populations (3) OR
- Demonstration of competency in the area of Special Education (0-3)

Total: 45-48 Units

Educational Leadership

The purpose of the concentration in Educational Leadership is to prepare school leaders to meet the challenges of improving student learning and school success in a diverse and rapidly changing society.

Successful candidates will be eligible for a Preliminary Administrative Services Credential upon successful completion of all requirements.

Program Learning Outcomes for the Master of Arts in Education - Educational Leadership

The program learning outcomes for the Master of Arts in Education specializing in Educational Leadership are built upon the School of Education themes equip, transform, and empower and the California Professional Standards for Educational Leaders (CSELs).

Equip

- Promote the success of all students by understanding, responding, to and influencing the larger political, social, economic, legal, and cultural context.

Transform

- Promote the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Empower

- Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- The CPSELs are embedded in each of the six courses. The six units of fieldwork are the application of the six CPSELs.

Required Courses for the Master of Arts in Education - Educational Leadership with Preliminary Services Credential

The following twenty-four (24) are required for the Preliminary Services Credential and the Master of Arts in Education degree.

The following 24 units are required for the Preliminary Services Credential and the Master of Arts in Education degree.

- GED 603 - Visionary Leadership **(3) AND**
- GED 603F - Fieldwork and Practicum for Visionary Leadership **(1)**

- GED 604 - Instructional Leadership for Success **(3) AND**
- GED 604F - Fieldwork and Practicum for Instructional Leadership for the Success of All Students **(1)**

- GED 606 - Organizational Leadership and Resource Management **(3) AND**
- GED 606F - Fieldwork and Practicum for Organizational Leadership and Resource Management **(1)**

- GED 609 - Collaborative and Responsive Leadership **(3) AND**
- GED 609F - Fieldwork and Practicum for Collaborative and Responsive Leadership **(1)**

- GED 610 - Leadership Within the Political, Social, Economic and Legal Framework **(3) AND**
- GED 610F - Fieldwork and Practicum for Leadership Within the Political, Social, Economic and Legal Framework **(1)**

- GED 611 - Ethical, Moral and Servant Leadership **(3) AND**
- GED 611F - Fieldwork and Practicum for Ethical, Moral and Servant Leadership **(1)**

Required Courses to complete the Master of Arts in Education - Educational Leadership

- GED 672 - Philosophy in Education **(3)**
- GED 681 - Educational Measurement and Evaluation **(3)**

Electives

Electives may be chosen from the following areas of study directly related to the role of an educational leader:

- Special needs populations
- Cross cultural and language diversity
- Technological applications in education
- Urban studies

- Advanced educational psychology
- Management

Credential Total: 24 Units

Master's Total: 36 Units

Teaching and Learning

The Master of Arts in Education with a concentration in Teaching and Learning strategically refines the ability of educators to deeply understand and apply "best practices" and the latest research on effective teaching to significantly improve student learning in diverse settings. This program substantially builds on the foundation of the Preliminary Multiple or Single Subject credential and the California Standards for the Teaching Profession (CSTP). This program also supports those candidates seeking advanced levels of teaching and learning practice for working with families, churches, businesses, or community entities.

Candidates serving in private schools or charter schools, or others who are not part of a Beginning Teacher Support and Assessment (BTSA) induction program, may earn a California Commission for Teacher Credentialing (CTC) approved 2042 Multiple or Single Subject Clear Credential as part of the Master of Arts program.

The Master of Arts in Education with a concentration in Teaching and Learning is a thirty-six (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.

As part of fulfilling the program elective requirements, an in-depth emphasis/authorization is to be chosen from a variety of areas including:

- Reading and Literacy Added Authorization
- Diverse and Cross Cultural Environments
- Teacher Leadership
- Instructional Design with Technology
- Management of Instructional Design for Professional
- Clear Teaching Credential
- Advanced candidates may pursue in-depth research in a content area with a content area expert

*Up to twelve (12) units of approved post-baccalaureate coursework from PLNU may be applied to this degree.

Program Learning Outcomes for the Master of Arts in Education - Teaching and Learning

The program learning outcomes for the Master of Arts in Education with a concentration in Teaching and Learning are built on and related to the School of Education outcomes that are symbolized in three themes: equip, transform, and empower. This concentration implements these major themes in its curriculum.

Equip

- Engage in life-long learning in an information-based, interactive society and explore the major classical and modern philosophies as they relate to contemporary educational theories and practices.

- Develop and internalize the essential knowledge, skills, and dispositions to conduct research that transform their teaching and significantly impact student learning in educational settings.
- Communicate a cohesive personal educational philosophy, an educational mission, core values, and vision of teaching and learning as a servant leader.

Transform

- Demonstrate evidence of an applied understanding of the five propositions of the National Board for Professional Teaching Standards, including a commitment to students and learning, distinguishing cultural and familial differences from one another in order to inform their practice.
- Reflect on learning throughout the program and develop a professional development and research plan to continually extend and refine a philosophical, technological, and research application and orientation to teaching and learning.

Empower

- Work within a professional educational learning community reflecting and contributing to instructional improvement within diverse educational communities.
- Extend and refine the understanding of current challenges and trends in education, developing a response plan aligned with personal philosophy in addressing these situations.

Core Courses

The following eighteen (18) semester units are required of all Teaching and Learning options:

- GED 616 - Curriculum Development, Innovation, and Evaluation (3)
- GED 628 - Using Technology to Enhance Teaching and Learning (2) *
- GED 643 - Urban Education in American Society (3) **OR**
- GED 668 - Advanced Practice for English Learners (3)
- GED 672 - Philosophy in Education (3)
- GED 681 - Educational Measurement and Evaluation (3)
- GED 689 - Culminating Research Project (3)
- GED 689P - Culminating Research Project Support (.5) and (.5)

Emphases and Certification Options

Each of the emphases below may be taken as a stand-alone certificate or added to the Master of Arts degree core content to fulfill a thirty-six (36) unit Masters of Arts degree with a concentration in Teaching and Learning. Degree candidates are required to choose an area.

Clear Teaching Credential (for Current Preliminary Multiple Subject and Single Subject Teachers) (12 Units)

This twelve (12) unit credential is for teachers working in Private or Charter Schools or those teaching in public school without access to an approved BTSA/Induction program.

The 2042 Clear Credential requires four (4) three (3) unit advanced courses to be taken AFTER completion of the preliminary credential and can be completed in two (2) semesters. If induction is verified as unavailable as defined in the regulation by an employer, then a Clear Credential program may be completed and candidates may apply to the

California Commission on Teacher Credentialing (CTC) for the Clear Teaching Credential for the Ryan or 2042 Credential.

This can also be added to fulfill content for the Masters degree with the Leadership and Instructional Design emphasis.

- GED 641 - Cultural Competence in a Pluralistic Society (3)
- GED 668 - Advanced Practice for English Learners (3)
- GED 673 - Reflective Coaching Seminar (3)
- GED 677 - Teaching Strategies for Special Populations (3)

Diverse and Cross Cultural Environments

This fifteen (15) unit certificate prepares the candidate to lead academic, social, and organizational venues to be knowledgeable and responsive to the social, emotional, and academic needs of children, families, and community members from a variety of cultures and socio-economic backgrounds. This includes military families, foster families, and those impacted by homelessness. Graduates of this concentration will understand how cognitive, social, and emotional development intersects with community and cultural contexts.

- GED 606 - Organizational Leadership and Resource Management (3)
- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 668 - Advanced Practice for English Learners (3)
- GED 675 - Family Systems (3)
- GED 691 - Educational Workshops/ Special Studies in Education (.5-3)
Instructional Technology Project for one (1) unit
- GED 609 - Collaborative and Responsive Leadership (3)
OR
- GED 641 - Cultural Competence in a Pluralistic Society (3)

Instructional Design with Technology

Utilizing technology for global learning opportunities, this twelve (12) unit certificate gives professionals grounding in the pedagogy of online and hybrid teaching and learning, beyond teaching or training resources currently in use. Using best practices in instructional design and technology, graduates will gain the confidence and up-to-date knowledge necessary to design, implement, and teach effective online courses. Intended for candidates with a teaching background.

- GED 616 - Curriculum Development, Innovation, and Evaluation (3)
- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 630 - Assessment and Design of Hybrid and On-Line Learning (3)
- GED 637 - Development and Implementation of Hybrid and On-line Learning (3)
- GED 691 - Educational Workshops/ Special Studies in Education (.5-3)
Instructional Technology Project one (1) unit

Management of Instructional Design for Professionals

This fifteen (15) unit certificate prepares the professional to design and manage professional development in the workplace. Candidates will understand adult learning theory, effective instructional design, and leadership for organizational success in both face to face and online venues. Designed for professionals new to the teaching and learning environment and leadership role.

- GED 604 - Instructional Leadership for Success (3)
- GED 606 - Organizational Leadership and Resource Management (3)
- GED 616 - Curriculum Development, Innovation, and Evaluation (3)
- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 670 - Applied Psychology of Learning (3)
- GED 691 - Educational Workshops/ Special Studies in Education (.5-3)
Instructional Technology Project one (1) unit

Reading and Literacy Added Authorization

This added authorization is an eight (8) unit program for credentialed teachers who want specialized certification to teach reading in the PreK-12 setting. The program follows an explicit philosophy and purpose based on current, confirmed, replicable, and reliable research in literacy as referenced in the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework.

Upon successful completion of all coursework, candidates may apply to the California Commission on Teacher Credentialing (CTC) for the Reading and Literacy Added Authorization. Candidates must have completed three (3) years of successful K-12 teaching at the time of submission to CTC for this added authorization.

- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 696 - Advanced Research-Based Literacy Instruction for all Students (3)
- GED 697 - Advanced Literacy Assessment, Instruction and Intervention for all Students (3)

Teacher Leadership

The fifteen (15) unit Teacher Leadership certificate prepares current teachers with the practical skills to serve as instructional mentor, coach, department chair, clinical practice supervisor, and professional developer. With a mix of student-centered learning and adult learning theory, the holder of the Teacher Leadership certificate employs effective instructional leadership and is prepared to serve the entire school community.

- GED 604 - Instructional Leadership for Success (3)
- GED 611 - Ethical, Moral and Servant Leadership (3)
- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 677 - Teaching Strategies for Special Populations (3)
- GED 683 - BTSA Induction/Reflective Coaching (1-6)
- GED 691 - Educational Workshops/ Special Studies in Education (.5-3)
Instructional Technology Project for one (1) unit.

Approved Coursework

In addition to the above courses, elective courses may be added to fulfill the thirty-six (36) unit requirement for completion of the Masters degree requirements.

Candidates with their preliminary credential coursework from this university may apply up to twelve (12) units of approved coursework to the Master of Arts in Education if it has not been previously used toward another degree.

- EDU 502 - Research-Based Learning Theory (3) **OR**
- EDU 600 - Foundations of Education and Learning Theory (3)
- EDU 506 - Principles of Language Acquisition and Preparation to Teach English Learners (3) **OR**

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

Master's Total: 36 Units

Special Education, M.A.

Program Description

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, Other Health Impairment, Emotional Disturbance, Early Childhood Special Education, Adapted Physical Education, Deaf-Blind and Orthopedic 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.

Program Learning Outcomes

The program learning outcomes for the M.A. in Special Education are built on and related to the School of Education outcomes that are symbolized in three themes: equip, transform, and empower. The M.A. in the Special Education program then applies these major themes to this program.

Candidates who complete the Master of Arts in Special Education program will be able to:

Equip

- Promote the success of all students by being a servant leader that serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

Transform

- Engage in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within the classrooms, schools, districts, and communities.
- Apply faith-based influences and beliefs within educational organizations.

Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth.
- Serve as research-based transformational leaders within their classrooms, schools, districts, and communities.

Program Eligibility to the Master of Arts in Special Education

- Education and Grade-Point Average: 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;"
- 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.);
 - Master of Arts in Special Education interview: All candidates must complete a personal interview with an admissions chair.

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. 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 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.

The Clear Education Specialist credential requirements are incorporated into this advanced degree and are strategically aligned and blended with Induction requirements to equip special education teachers in Induction programs to address the Clear (Level II) credential proficiency requirements as they complete their Induction 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 seeking transfer credit should make this request during the first semester of enrollment. Candidates who completed their preliminary Educataion Specialist credentials through PLNU may apply up to 12 units of this coursework toward the MA in Special Education.

Requirements

- GED 656 - Shared Leadership, Legislation, and Due Process (2)
- GED 658 - Reflective Coaching/Induction (2)
- GED 658F - Reflective Coaching/Induction Fieldwork (1)

Choose one course:

- GED 622 - Advanced Special Education Assessment and Analysis of Behavior (3)
- GED 650 - Universal Access: Equity for All Students (3)

Choose one set (4 units):

- GED 651 - Understanding Emotional and Behavioral Disorders (3)
- GED 651F - Fieldwork for Understanding Emotional and Behavioral Disorders (1)
- GED 652 - Methods of Teaching Students with Autism Spectrum Disorder (3)
- GED 652F - Fieldwork for Autism Spectrum (1)
- GED 653 - Methods of Teaching Students with Traumatic Brain Injury (3)
- GED 653F - Fieldwork for Students with Traumatic Brain Injury (1)
- GED 654 - Methods of Teaching Students with Other Health Impairments (3)
- GED 654F - Fieldwork for Students with Other Health Impairments (1)
- GED 661 - Early Childhood Special Education Curriculum, Services (3)
- GED 661F - Fieldwork for Early Childhood Special Education Curriculum, Services (1)
- SPE 655 - Individualized Programs and Supports for Students with Deaf-Blindness (3)
- SPE 655F - Field-Related Activities for Deaf-Blindness (1)
- SPE 657 - Adapted Physical Education Methods and Inclusive Strategies (3)
- SPE 657F - Field-Related Activities for Adapted Physical Education (1)
- SPE 660 - Strategies for Teaching Students with Orthopedic Impairment (3)
- SPE 660F - Field-Related Activities for Orthopedic Impairment (1)

Total Core Units: 12

- GED 659 - Independent Studies in Special Education (2)
- GED 672 - Philosophy in Education (3)
- GED 689 - Culminating Research Project (3)
- GED 689P - Culminating Research Project Support (.5) and (.5)

Total Required: 21 Units

Approved Coursework

Candidates with their preliminary coursework from this university may apply up to 12 units of approved coursework.

Electives:

- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 641 - Cultural Competence in a Pluralistic Society (3)
- GED 642 - Teaching Strategies for English Learners (3)
- GED 670 - Applied Psychology to Learning (3)
- GED 675 - Family Systems (3)

Total: 36 Units

Credential

Professional Clear Administrative Services Credential

Program Description

The Professional Clear Administrative Services Credential program builds upon the preliminary administrative credential and prepares school administrators to establish and sustain a vital learning community that supports powerful teaching and learning for the success of all students. This is an **evidence-based program**. Candidates develop a plan for their graduate level coursework and fieldwork, building on the evidence of prior knowledge, skills, and dispositions that they bring into the program. This program is aligned with the California Professional Standards for Educational Leaders (CPSELs).

All of our instructors are veteran school administrators with decades of experience as principals and district office administrators. Their background and experiences include schools and districts with special needs in Title 1, Program Improvement, School Assistance and Intervention Team (SAIT), District Assistance and Intervention Team (DAIT), Curriculum Audits, diverse demographic, language and socio-economic populations. The instructors have also had experiences with high performing, high income schools and districts.

Program Learning Outcomes

Candidates who complete the Professional Clear Administrative Service Credential program will be able to:

Equip: Promote the success of all students by:

- Demonstrating an understanding of the larger political, social, economic, legal, and cultural context;
- Responding to and influencing the larger political, social, economic, legal, and cultural context; and
- Demonstrating the development of professional leadership capacity.

Transform: Promote the success of all students by:

- Responding to diverse community interests and needs;
- Collaborating with families and community members and mobilizing community resources; and
- Modeling a personal code of ethics.

Empower: Promote the success of all students by:

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff development and growth; and
- Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Admission to the University

Candidates are eligible to be considered for the Educational Leadership programs when the following conditions are met:

- Application;
- Two (2) letters of recommendation;
- Application fee;
- Official transcripts showing completion of a baccalaureate or higher-level degree from an institution that is accredited by a regional accrediting association;
- Overall university grade-point average (GPA) of 3.00 or better on a four-point scale – a cumulative GPA of 3.00 alone does not guarantee acceptance into the program;
- Submission of CBEST or equivalence;
- An interview with the area Program Admissions Chair;

- Formal acceptance to PLNU as a student.

Program Admission Requirements

Verification and Passage of the CBEST (credential students);

Writing sample indicating graduate level writing ability. Writing sample should be in the form of an essay and respond to the following prompts:

- Describe your professional career goals;
- Describe the experience that helped you determine these goals. You may want to include multi-cultural and professional experiences;
- Explain why you are applying to a Christian graduate program;
- Verification of Experience (clear credential candidates only);
- Verification of teaching and/or administrative credentials held.

Required Courses for the Professional Clear Administrative Services Credential

- GED 796 - Induction, Mentoring, and Advanced Fieldwork (3)
- GED 797 - Professional Development and Assessment (3)

Credential Total: 6 Units

Professional Clear Teaching Credential: Multiple Subject or Single Subject

For: Teachers working in private or charter schools or those teaching in public school without access to an approved BTSA/Induction program.

The 2042 Clear Credential requires four 3-unit advanced courses to be taken AFTER completion of the preliminary credential and can be completed in two semesters. If Induction is verified as unavailable as defined in regulation by an employer, then a Clear Credential program may be completed to earn the Clear Teaching Credential for the Ryan or 2042 Credential.

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

Program Learning Outcomes

Candidates who complete the Multiple and Single Subject Clear Credential program will be able to:

Equip

- Work collaboratively with school site personnel and university faculty to gain a deepened understanding and competence of effective pedagogy and ability to apply academic instruction that includes universal access and equity for all students.

- Maintain competencies in knowledge, skills, and attitudes that demonstrate the ability to utilize the teaching model of Plan/Teach/Reflect/Apply in order to maximize student success.
- Develop attitudes and skills to effectively communicate with all students – special needs, diverse cultural groups, and second language learners.

Transform

- Demonstrate how to identify, clarify, and address barriers to student learning while partnering with community resources to achieve academic goals.
- Cultivate ongoing self-evaluation and life-long learning habits that promote dispositions of noble character.

Empower

- Honor diversity while using pedagogical skill to implement principles of equity and empowerment.
- Commit to ongoing professional development, a lifestyle of integrity and fairness and the use of high ethical and professional values in the field with administrators, colleagues, parents, and students.

Program Eligibility for the Clear Teaching Credential: Multiple Subject or Single Subject

See the degree to which the credential program is attached.

Credential Requirements

See the degree to which the credential program is attached.

2042 Credential candidates can earn a Clear credential by completing the following requirements:

- GED 641 - Cultural Competence in a Pluralistic Society (3)
- GED 642 - Teaching Strategies for English Learners (3)
- OR
- GED 668 - Advanced Practice for English Learners (3)
- GED 673 - Reflective Coaching Seminar (3)
- GED 677 - Teaching Strategies for Special Populations (3)
- Total Professional Clear Advanced Coursework (12 semester units)

Note(s):

The needs of Ryan Credential Candidates are addressed separately if there are CTC 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 (12 courses) of graduate level work. Candidates usually take six units per semester including summers.

Certificate

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. For non-PPS credential holders, a certification of completion may be earned.

Program Learning Outcomes

Candidates who complete the Child Welfare and Attendance program will be able to:

Equip

- Maintain competencies in knowledge and skills of a child welfare and attendance specialist regarding the history, philosophy, and laws related to K-12 students in the California public education system.

Transform

- Promote the child welfare and attendance program through modeling servant leadership that focuses on positive outcomes for diverse school communities in the belief that all students can learn and succeed.

Empower

- Engage in on-going professional self-evaluation and personal self-reflection using the dispositions.
- Assess student needs routinely and use technology to conduct, analyze, and evaluate research data and communicate results to all school stakeholders.

Program Eligibility for the Child Welfare and Attendance Certificate

Current school counselors, school social workers, and school psychologists, or currently enrolled PPS candidates earn a CWA certificate.

Non-credential holders may enroll and earn a certificate of completion.

Graduation Requirements

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

- 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 Barriers to Student Achievement (3)
- GED 688 - Field Experience - Child Welfare and Attendance (3)

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).

Program Learning Outcomes

Candidates who complete the Crosscultural, Language, and Academic Development (CLAD) certificate program will be able to:

Equip

1. Build on knowledge, skills, experiences, and strategies for teaching a diverse student population. Foster an understanding of cultural concepts and perspectives when providing equitable learning environments, delivery of comprehensive, specialized instruction for English learners, and students with diverse learning needs.
2. Maintain competencies in knowledge, skills, and practices that develop and advocate implementation of effective instruction to meet the needs of a diverse student population while meeting legal requirements.
3. Model professional and ethical standards and dispositions.

Transform

1. Build on knowledge, skills, experiences, and strategies acquired during preliminary preparation for teaching a diverse student population.

Empower

1. Build on knowledge, skills, applications, and dispositions acquired to serve 1. a diverse school community.

Program Eligibility for the Reading Certificate

See the degree to which the certificate program is attached.

Graduation Requirements

See the degree to which the certificate is attached.

- EDU 601 - Language Acquisition and Diverse Populations (3)
- GED 641 - Cultural Competence in a Pluralistic Society (3)
- GED 642 - Teaching Strategies for English Learners (3)
- GED 668 - Advanced Practice for English Learners (3)

Reading and Literacy Added Authorization

This added authorization is a 12 unit program for credentialed teachers who want specialized certification to teach reading in the PreK-12 setting. The program follows an explicit philosophy and purpose based on current, confirmed replicable and reliable research in literacy as referenced in the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reaching/Language Arts Framework.

Upon successful completion of all coursework, candidates may apply to the California Commission on Teacher Credentialing (CTC) for the Reading and Literacy Added Authorization. Candidates must have completed three years of successful K-12 teaching at the time of submission to CTC for this added authorization. Please contact the credential analyst at the regional center for further information.

Program Learning Outcomes

Candidates who complete the Reading and Literacy Added Authorization will be able to:

Equip: Maintain competencies in knowledge and skills by demonstration of the following:

1. Utilize research-based instructional practices, intervention models and strategies in reading and language arts to create a culture of literacy for all students.
2. Utilize current research in literacy, state standards, and the application of the teaching model of "plan, teach, reflect, and apply" to maximize student success and to effectively communicate with all students – special needs, diverse cultural groups, and second language learners.

Transform: Promote the success of all students by demonstration of the following:

1. Collect and analyze data to advocate for all students.
2. Cultivate on-going self-evaluation and life-long learning habits that promote PLNU dispositions of noble character.

Empower: Promote the success of all students by demonstration of the following:

1. Research and identify research-based strategies to help struggling readers.
2. Reflect on the research based strategies that were applied during intervention and how they had implications for the candidate's instructional practices.

Program Eligibility for the Reading and Literacy

See the degree to which the certificate program is attached.

Graduation Requirements

See the degree to which the certificate is attached.

Candidates complete the following coursework:

- GED 628 - Using Technology to Enhance Teaching and Learning (2) (BTSA Standard 16)
- GED 696 - Advanced Research-Based Literacy Instruction for all Students (3)
- GED 697 - Advanced Literacy Assessment, Instruction and Intervention for all Students (3)
- GED 689 - Culminating Research Project (3)
- GED 689P - Culminating Research Project Support (.5) and (.5)

Post Masters

Educational Leadership, Ed.S.

Program Description

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.

Program Eligibility 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;
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

- GED 700 - Leadership Theories and Human Relations (3) **AND**
- GED 700R (1)

- GED 715 - Instructional Leadership and Staff Development (3) **AND**
- GED 715R (1)

- GED 725 - Management of Human Resources (3) **AND**
- GED 725R (1)

- GED 730 - Decision Making for Curricular Change and Improvement (3) **AND**
- GED 730R (1)

- GED 740 - Educational Law, Finance, and Governance (3) **AND**
- GED 740R (1)

- GED 755 - Professional and Political Issues in Organizations (3) **AND**
- GED 755R (1)

- GED 760 - School/Community Relations in a Changing Society (3) AND
- GED 760R (1)
- GED 780 - Philosophical and Sociological Backgrounds in Education (3) AND
- GED 780R (1)
- Successful completion of a comprehensive examination

Ed.S. Total: 32 Units

School of Nursing

Mission Statement

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan Mission and to provide an interdisciplinary learning program of excellence. Graduates of the School of Nursing are distinctly identified by grace, truth, and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set an example that you should do as I have done for you. John 13:4-5 (NIV)

Vision

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

Take off your sandals for the place you are standing is holy ground. Exodus 3:5 (NIV)

Program Director and Dean

M.S.N. Program Director: Jeanne M. Maiden, Ph.D., R.N., C.N.S.

Dean: Barbara J. Taylor, Ph.D.

Masters

Nursing, Master of Science in Nursing

Program Description

The Master of Science in Nursing program at Point Loma Nazarene University is accredited by the Commission on Collegiate Nursing Education and approved by the California Board of Registered Nurses. The program is designed for working professionals with classes held one night a week and every other Saturday. Clinical Nurse Specialist options are available in the following areas:

- Mental Health Nursing
- Adult/Gerontology Nursing
- Pediatric Nursing
- Family/Individual Health

There is also an option to obtain a generalized M.S.N. without specialization or the additional CNS option, designed to provide the Registered Nurse with a generic graduate degree in preparation for roles in Healthcare Administration, Education, Quality, and Case Management.

Program Learning Outcomes

Candidates who complete the Master of Science in Nursing program will be able to:

- **Inquire Faithfully:** The student will demonstrate knowledge, skill, and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making, and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.
- **Lead Faithfully:** The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will model the need for "Sabbath Rest" as a means of personal renewal, and true care of self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, and discernment.
- **Communicate Faithfully:** The student will actively engage in the dynamic interactive process, both intrapersonal and interpersonal, with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication which conveys information, thoughts, actions, and feelings through the use of verbal and nonverbal skills.
- **Follow Faithfully:** The student will integrate the ordinary work* by complying with and adhering to regulatory and professional standards (e.g., American Nurses Association Code of Ethics, The California Board of Registered Nursing, Scope of Nursing Practice, PLNU School of Nursing Handbook). This includes taking responsibility, being accountable for all actions, and treating others with respect and dignity.
- **Care Faithfully:** The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

*Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work."

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

Registered Nurse (R.N.) Entry Without Bachelor of Science in Nursing Degree (B.S.N.)

- 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 (R.N.) 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. All applicants whose native language is not English, must meet this requirement - including international applicants, permanent residents, immigrants, and transfer students who are not citizens of the United States on the date of admission. 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 with minimum scores of:

- 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 upon admission into the program;
- Current HIPAA certificate; and
- 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.

NOTE for non-enrolled students taking graduate courses: we recommend allowing non-Bachelor prepared students to take 500 level classes and Bachelor prepared students to take 600 level classes that do not have the clinical component.

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).

Graduation Requirements

1. A completed Application for Degree Candidacy (online or in the Office of Records, main campus);
2. Completion of the approved graduate program of 39 units for B.S.N. entry students or 50 units for R.N. entry students, including a comprehensive exam.
 - 39 units for B.S.N. entry
 - 50 units for R.N. entry
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.

Core Courses for R.N. to M.S.N.

For those entering the program with an R.N. (without a B.S.N.), the three (3) 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.

- GNSG 501 - Writing and Research (3)
- GNSG 545 - RN-MSN Transition I (4)
- GNSG 546 - RN-MSN Transition II (4)

Total: 11 Units

Core Courses (Required for All M.S.N. Students)

- GNSG 602 - Following Faithfully: Servant Leadership (2)
- GNSG 605 - Advanced Assessment and Health Promotion Across the Lifespan (2.5)
- GNSG 605L - Advanced Assessment and Health Promotion Across the Lifespan Practicum (0.5)
- GNSG 606 - Advanced Pathophysiology (3)
- GNSG 607 - Advanced Pharmacology (3)
- GNSG 620 - Research Inquiry and Theory (3)
- GNSG 622 - Evidence Based Practice Process (2)
- GNSG 695 - Comprehensive Exam (1)
- GED 670 - Applied Psychology of Learning (3)

Required of all students not pursuing a CNS additional option.

- GNSG 630 - EDUCATING NURSES FOR RADICAL TRANSFORMATION 3

General Master of Science in Nursing

To complete the masters degree without a specialization, the candidate will select 14-15 units from the following courses to "build" a program to fulfill their professional goals:

- BUS 665 - Organizational Communication (3)
- BUS 687 - Healthcare Financial Management (3)
- CMI 662 - Leadership and Ministry (3)
- CMI 676 - Christian Mission in Local Contexts (3)
- GED 616 - Curriculum Development, Innovation, and Evaluation (3)
- GED 628 - Using Technology to Enhance Teaching and Learning (2)
- GED 672 - Philosophy in Education (3)

Total M.S.N. units (R.N. entry) 48-49

Total M.S.N. units (B.S.N. entry) 37-38

Clinical Nurse Specialist Courses

These courses will assist the student in preparing for various aspects involved in the role of the Clinical Nurse Specialist (CNS) based on the spheres of influence and clinical specialty. An overview of advanced practice roles and their implementation and utilization in health care systems will be explored. The investigation of issues and trends related to quality, legislation, policy, and reimbursement as they affect advanced nursing practice will be emphasized.

The CNS Role practicum hours will allow the student to apply and master the role of the CNS within a variety of specialty specific clinical settings. A foundation of 500 clinical hours will be acquired.

- GNSG 600 - CNS Role Acquisition (2)
- BUS 687 - Healthcare Financial Management (3)

Select one series of the following four (4) clinical specialties courses (2) with practicum; 12 practicum units and 2 theory units required for CNS:

- GNSG 623 - Mental Health Nursing CNS Role Acquisition 2
- GNSG 623L - Mental Health Role Practicum 1-3
- OR
- GNSG 624 - Adult/Gerontology Nursing CNS Role Acquisition 2
- GNSG 624L - Adult/Gerontology Practicum 1-3
- OR
- GNSG 625 - Pediatric Nursing CNS Role Acquisition 2
- GNSG 625L - Pediatrics Role Practicum 1-3
- OR
- GNSG 626 - Family/Individual Health Nursing CNS Role Acquisition 2
- GNSG 626L - Family/Individual Across the Lifespan Role Practicum 1-3

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

Total M.S.N. with CNS (R.N. entry): 50 units

Total M.S.N. with CNS (B.S.N. entry): 39 units

Certificate

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

Program Overview

The Post-M.S.N. Certification programs are designed to prepare the student to assume the role of Clinical Nurse Specialist. The program is designed for working professionals. Classes are held one night a week and every other Saturday. Clinical Nurse Specialist options are available in the following areas:

- Mental Health Nursing
- Adult/Gerontology Nursing
- Pediatric Nursing
- Family/Individual Health

Program Learning Outcomes

Candidates who complete the Post-M.S.N. Certification programs will be able to:

- **Inquire Faithfully:** The student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.
- **Lead Faithfully:** The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for "Sabbath Rest" as a means for personal renewal, and true care of self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.
- **Communicate Faithfully:** The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication which conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.
- **Follow Faithfully:** The student will integrate the ordinary work* by complying with and adhering to regulatory and professional standards (e.g., ANA Code of Ethics, The California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.
- **Care Faithfully:** The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

*Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work."

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;
- Two personal letters of recommendation;
- A completed School of Nursing graduate program application;
- Two professional recommendations;
- 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)
- Flu shot record
- Malpractice insurance
- Infection control quiz

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.

Completion Requirements

Successful completion of all required program courses including:

1. 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
2. All accounts paid in full.
3. All requirements for the program must be completed within an eight-year period from the time of initial enrollment in the program.

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.

Core Courses for Post Masters Clinical Nurse Specialist Students

- GNSG 600 - CNS Role Acquisition (2)
- GNSG 605 - Advanced Assessment and Health Promotion Across the Lifespan (2.5)
- GNSG 605L - Advanced Assessment and Health Promotion Across the Lifespan Practicum (0.5)
- GNSG 606 - Advanced Pathophysiology (3)
- GNSG 607 - Advanced Pharmacology (3)

- BUS 688 - Healthcare Operations Management (3)
 - GED 670 - Applied Psychology of Learning (3)
- Select one series of the following four clinical specialties courses (2) with practicum; 6 practicum units required for CNS:*
- The CNS Role practicum hours will allow the student to apply and master the role of the CNS within a variety of specialty specific clinical settings. A foundation of 500 clinical hours will be acquired.
- GNSG 623 - Mental Health Nursing CNS Role Acquisition 2
 - GNSG 623L - Mental Health Role Practicum 1-3
 - GNSG 624 - Adult/Gerontology Nursing CNS Role Acquisition 2
 - GNSG 624L - Adult/Gerontology Practicum 1-3
 - GNSG 625 - Pediatric Nursing CNS Role Acquisition 2
 - GNSG 625L - Pediatrics Role Practicum 1-3
 - GNSG 626 - Family/Individual Health Nursing CNS Role Acquisition 2
 - GNSG 626L - Family/Individual Across the Lifespan Role Practicum 1-3

Total Required Clinical Hours (500)

Course Information

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

- Course Offerings and Class Schedules
- Course Numbering System
- Prerequisite/Co-Requisite

Bible

BIB 603 - Johannine Literature

(3)

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 - The Catholic Letters

(3)

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

BIB 613 - Old Testament Narrative and Law

(3)

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 - The Literature of Second Temple Judaism

(3)

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 - Rhetorical Interpretation of the New Testament

(3)

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 - Special Studies in Bible

(1-3)

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 - Seminar in Biblical Literature

(3)

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

BIB 696 - Introduction to Israelite History and the Hebrew Bible

(3)

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 - Introduction to Christian Origins and the New Testament

(3)

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

BLA 605 - Essentials of Hebrew I

(4)

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 606 - Essentials of Hebrew II

(4)

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 - Essentials of Greek I

(3)

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 608 - Essentials of Greek II

(3)

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 - Exegesis of Greek New Testament I

(3)

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 - Special Studies in Biblical Languages

(1-3)

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.

Core Courses for the Master of Arts and Master of Science

BIO 611 - Science Education Seminar

(3)

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 - History/Philosophy of Science

(3)

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 - Research Design in Science Education

(3)

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 667 - Marine Biology

3

Concepts in marine biology, including the ecology, function, and adaptations of marine organisms, are addressed from the perspective of teaching for conceptual understanding. Lecture and field-oriented lab

BIO 668 - Evolutionary Biology

3

The concept of evolution is viewed as the central theme unifying all of biology. In this course evolutionary processes will be discussed in their genetic, historical, religious, and ecological contexts. Topics covered include the agents of evolution, speciation, population genetics, and macroevolutionary trends in evolution. These topics will be addressed from the perspective of teaching for conceptual understanding. Lecture and Lab

BIO 682 - Research Proposal and Pilot Study

(1)

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.

Electives for Master of Arts and Master of Science

BIO 601 - Graduate Internship in Biology

(1-6)

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 - Microbiology and Immunology

(3)

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 - Ecology of Plants and Animals

(3)

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 - Genetics and Molecular Biology

(3)

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 - Cell Biology

(3)

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 are addressed from the perspective of teaching for conceptual understanding. Lecture and lab.

BIO 664 - Developmental Biology

(3)

Concepts emerging from the union of the two disciplines of evolution and development that help us better understand both the process of development and 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 - Physiology of Plants and Animals

(3)

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 - Special Studies in Biology

(1-3)

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 - Perspectives on Science

(1,1)

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 - SEASAND

(2)

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

BUS 603 - Business Communications

(1.5)

This course presents the fundamentals 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 - Marketing

(1.5)

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 - Economic Survey

(1.5)

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 - Business Law

(3)

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 - Business Math

(1.5)

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 - Business Golf

(1.5)

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 - Organizational Behavior and the Future

(3)

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 - Basics in Accounting and Finance

(3)

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 - Managerial Accounting

(3)

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(s): BUS 612 or equivalent.

BUS 620 - Managing Human Resources

(3)

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 - Business Statistics and Quantitative Methods

(3)

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(s): BUS 608, equivalent or consent of the instructor.

BUS 630 - Managerial Economics

(3)

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

Prerequisite(s): BUS 625 or equivalent.

BUS 632 - Human Factor Foundation of Action

(3)

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(s): BUS 630.

BUS 635 - International Business

(3)

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 - Technological Innovation and Management Knowledge

(3)

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 - Organizational Leadership

(3)

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 - Operations Management

(3)

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 - Marketing in an Entrepreneurial World

(3)

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 - Contemporary Management in a Competitive World

(3)

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 - Organizational Communication

(3)

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 - Financial Management

(3)

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.

Prerequisite(s): BUS 612 (or equivalent), and both BUS 615 , BUS 625.

BUS 672 - Entrepreneurship

(3)

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 673 - Value Creation and Negotiation Strategy

(3)

The purpose of this course is to understand and use the theories and processes of negotiation as they are practiced in a variety of settings, to be relevant to the broad spectrum of negotiation problems that are faced by the manager and professional, by utilizing content that is relevant to finance, marketing, real estate, technology, consulting relationships, entrepreneurship, and mergers and acquisitions. The course emphasizes negotiations that occur in the daily life of the manager, under the basic premise that while a manager needs analytical skills to discover optimal solutions to problems, a broad array of negotiation skills is needed to get these solutions accepted and implemented. The course allows students the opportunity to develop these skills experientially and to understand negotiation in useful analytical frameworks. Considerable emphasis is placed on simulations and role playing.

BUS 674 - Real Estate Investment

(3)

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 - Strategic Management

(3)

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 - Building Sustainable Organizations

(3)

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 - Business Sustainability Practicum

(3)

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(s): BUS 681.

BUS 685 - Management of Not-for-Profit Organizations

(3)

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 - Healthcare Financial Management

(3)

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 - Healthcare Operations Management

(3)

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.

BUS 690 - Special Studies in Business Administration

(1-3)

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 698 - Leading with Integrity: Business Ethics, Corporate Social Responsibility and Social Entrepreneurship

(3)

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(s): Consent of Instructor.

Master of Ministry

CMI 612 - Christian Formation

(3)

A study of Christian formation including personal and congregational practices that contribute to mature faith formation and healthy ministerial personhood and practice.

CMI 622 - Preaching and Teaching the Scripture

(3)

An engagement with the texts of scripture to consider their use in Christian proclamation and the appropriate methods and practices to facilitate that use.

CMI 635 - Christian Scripture

3

An exploration of the literature and theology of the christian canon with special attention to its ancient contexts and significance for preaching and teaching.

CMI 646 - Church in Mission

3

A survey of the nature and mission of the Church and the relationship of ecclesiology to other major Christian doctrines.

CMI 652 - Christian Tradition

(3)

A survey of the history of Christian thought.

CMI 662 - Leadership and Ministry

(3)

A study of biblical, theological and practical understandings of leadership in the Church.

CMI 672 - Wesleyan Theology and Contemporary Ministry

(3)

A study of Wesleyan history, theology and practice with implications and applications for ministry in the local congregation.

CMI 675 - Theology and Christian Ministry

(3)

This course presents selected topics relating to theological understanding and ministry. May be repeated for a total of six units.

CMI 676 - Christian Mission in Local Contexts

(3)

A study of the social, cultural, and demographic contexts of ministry as related to the mission of the Church.

CMI 682 - Stewardship and Management in Ministry

(3)

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 - Bible and Christian Ministry

(3)

This course presents selected topics relating to Biblical interpretation and ministry. May be repeated for a total of six units.

CMI 690 - Special Studies in Christian Ministry

(1-3)

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.

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

BIO 683 (A,C,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. Graded Credit/No Credit. A thesis extension fee is charged (see fee schedule) for each semester of thesis extension.

Philosophy

PHL 611 - Being and Truth

(3)

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 - Religion and Science

(3)

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 - Philosophy of Religion

(3)

This course provides a philosophical examination of the nature of religion, the existence of God, faith and reason, religious experience, evil, and religious language.

PHL 670 - Philosophy and God

(3)

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 - Special Studies in Philosophy

(1-3)

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 - Seminar in Philosophy

(3)

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

Religion

GRE 600 - Research Methods and Bibliography

(3)

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

GRE 690 - Special Studies in Thesis Preparation

(1-4)

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

GRE 691 - Topics in Religion

(1-3)

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 - Thesis

(4)

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. Graded Credit/No Credit. A thesis extension fee will be charged (see fee schedule) for each semester of thesis extension.

School of Nursing

BUS 687 - Healthcare Financial Management

(3)

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.

Prerequisite(s): None

BUS 688 - Healthcare Operations Management

(3)

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 quality, problem solving and decision making, lean process improvement and statistical tools, patient flow, scheduling, forecasting and capacity management, supply chain, operational excellence, and principle-based system design.

Prerequisite(s): None

GED 670 - Applied Psychology of Learning

(3)

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

GNSG 501 - Writing and Research

(3)

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 - RN-MSN Transition I

(4)

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 620 and GNSG 622 . Not repeatable. Letter grading.

GNSG 546 - RN-MSN Transition II

(4)

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 600 - CNS Role Acquisition

(2)

This course will focus on the role of the clinical nurse specialist and the spheres of influence in quality initiatives and ethical comportment. Leadership aspects of quality monitoring, program planning and evaluation will be analyzed. A leadership role in ethical discussions at the unit, organization and/or system level will be explored. Additionally the student will work collaboratively to enhance decision making. All specialties together. Not repeatable. Letter grading.

GNSG 602 - Following Faithfully: Servant Leadership

(2)

This course focuses on the development of skills necessary for effective interpersonal communications, both written and oral. Scholarly writing and effective oral presentation principles are emphasized. Wesleyan thought as it relates to service, nursing and nursing leadership is integrated through interprofessional teaching. A review of the history of nursing based on religious teachings is discussed with an emphasis on the role of servant leadership and nursing practice. Not repeatable. Letter grading.

GNSG 605 - Advanced Assessment and Health Promotion Across the Lifespan

(2.5)

This course provides a focused examination of health assessment across the human lifespan, focusing on the concepts of health promotion, disease prevention, and nursing care. Not repeatable. Letter grading.

GNSG 605L - Advanced Assessment and Health Promotion Across the Lifespan Practicum

(0.5)

This laboratory course provides opportunity for application of nursing assessment and health promotion theory as it relates to advanced practice nursing role. Not repeatable. Graded Credit/No Credit.

Corequisite(s): GNSG 605.

GNSG 606 - Advanced Pathophysiology

(3)

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 - Advanced Pharmacology

(3)

This course is designed to introduce the advanced pharmacology knowledge for registered nurses to practice at the advanced level. The course content includes principles of pharmacodynamics, pharmacokinetics, pharmacogenetics, pharmacotherapeutics, drug-drug, and drug-food interactions of broad categories of pharmacologic agents. The goal of the course is to prepare students with a well-grounded understanding of basic pharmacologic principles that are pertinent to the nursing specialty across the lifespan. Not repeatable. Letter grading.

GNSG 620 - Research Inquiry and Theory

(3)

This course builds the student's understanding of scholarly inquiry, knowledge generation, research design and methods, and research utilization as best practices in health care. Students will assume a leadership role in the development of the skills related to translational research, data collection and analysis, and evaluation culminating in dissemination of findings. A variety of theoretical frameworks will be presented and discussed, and the connection of theory guiding practice change will be highlighted. Not repeatable. Letter grading.

GNSG 622 - Evidence Based Practice Process

(2)

This course will assist in building the students' understanding of the process of Evidence Based Practice (EBP) and theoretical foundations. The EBP content will center on the development of clinical practice questions and review of the literature as it applies. Students will develop knowledge and skills in appraising the quality of research evidence, and subsequent application to improve clinical practice.

Not repeatable. Letter grading.

GNSG 623 - Mental Health Nursing CNS Role Acquisition

2

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.

GNSG 623L - Mental Health Role Practicum

1-3

This practicum 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. Repeatable up to 12 units. Graded Credit/No Credit.

GNSG 624 - Adult/Gerontology Nursing CNS Role Acquisition

2

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 healthcare conditions associated with the young adult to older adult, including end of life. 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. Not repeatable. Letter grading.

GNSG 624L - Adult/Gerontology Practicum

1-3

This practicum 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 healthcare conditions associated with the young adult to older adult, including end of life. 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. Repeatable up to 12 units. Graded Credit/No Credit.

GNSG 625 - Pediatric Nursing CNS Role Acquisition

2

This course provides the opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to the neonate through adolescence with an emphasis on family. This course focuses on growth and development and healthcare conditions associated with the pediatric patient. Not repeatable. Letter grading.

GNSG 625L - Pediatrics Role Practicum

1-3

This practicum provides the opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to the neonate through adolescence with an emphasis on

family. This course focuses on growth and development and healthcare conditions associated with the pediatric patient. Repeatable up to 12 units. Graded Credit/No Credit.

GNSG 626 - Family/Individual Health Nursing CNS Role Acquisition

2

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 child bearing women, within the context of the family and community. Not repeatable. Letter grading.

GNSG 626L - Family/Individual Across the Lifespan Role Practicum

1-3

This practicum 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 child bearing women, within the context of the family and the community.

Repeatable up to 12 units. Graded Credit/No Credit.

GNSG 630 - EDUCATING NURSES FOR RADICAL TRANSFORMATION

3

This course focuses on preparing the next generation of nurse educators (clinical or academic) to create positive change in nursing practice. Emphasis will be placed on analysis and synthesis of factors that influence health care so that nursing practice may be radically transformed. Practical application will be made in classroom and clinical settings and will focus on quality, safety, and innovation. Current research is explored to build upon best practices in nursing education.

GNSG 690 - Special Studies in Nursing

(1-3)

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.

GNSG 695 - Comprehensive Exam

(1)

To complete requirements for the MSN with a clinical nurse specialist focus, the student will complete a comprehensive exam demonstrating breadth and depth in scholarly thought, critical analysis and synthesis of complex healthcare topics for the advanced practice nurse. Graded Credit/No Credit.

Theology

THE 645 - The History of Christian Thought I

(3)

This course presents a study of the development of Christian thought from the apostolic fathers to the beginnings of the Reformation.

THE 646 - The History of Christian Thought II

(3)

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

THE 647 - Contemporary Theology and Ethics

(3)

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

THE 650 - Doctrine of Holiness

(3)

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

THE 690 - Special Studies in Theology

(1-3)

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

THE 695 - Seminar in Wesleyan Theology

(3)

This course presents a study of the Wesleyan theological heritage from John Wesley's antecedents to present developments in the tradition.

Other Courses

EDU 6CP1 - Clinical Practice Seminar I (TPA 3)

(1)

This seminar course supports the 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 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. A TPA Assessment fee is attached to this course. All candidates who are preparing for their first preliminary credential must enroll in EDU6CP1 during their first clinical practice placement and EDU6CP2 during the second placement.

Corequisite(s): EDU 630

EDU 6CP2 - Clinical Practice Seminar II (TPA 4)

(1)

This seminar course supports the 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(s): EDU 634

EDU 600 - Foundations of Education and Learning Theory

(3)

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(s): EDU 600F

EDU 600A - Orientation to Assessment

(0)

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

Corequisite(s): EDU 600 or first semester enrolled in the MAT or preliminary credential program.

EDU 600F - Fieldwork for Foundations of Education and Learning Theory

(.5)

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

Corequisite(s): EDU 600

EDU 601 - Language Acquisition and Diverse Populations

(3)

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 socioeconomically diverse are introduced and applied through fieldwork experiences.

Corequisite(s): EDU 601F

EDU 601F - Language Acquisition and Diverse Populations

(.5)

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

Corequisite(s): EDU 601

EDU 602 - Foundations of Special Education (TPA 1)

(3)

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 - Classroom Assessment and Research Practices

(3)

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.

EDU 610 - Methods of Teaching Reading and Writing

(3)

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(s): EDU 610F

EDU 610F - Fieldwork for Methods of Teaching Reading and Writing

(.5)

This course requires 15 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive general education 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 the school site. Graded Credit/No Credit.

Corequisite(s): EDU 610

EDU 611 - Interdisciplinary Approaches to Teaching in the Content Areas

(3)

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 - Differentiated Mathematics Instruction for All Learners (TPA 2)

(3)

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(s): EDU 612F

EDU 612F - Fieldwork for Differentiated Mathematics Instruction for All Learners

(.5)

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

Corequisite(s): EDU 612

EDU 620 - Literacy Instruction for Secondary Teachers

(3)

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(s): EDU 620F

EDU 620F - Fieldwork for Literacy Instruction for Secondary Teachers

(.5)

This course requires 15 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive general education 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 the school site. Graded Credit/No Credit.

Corequisite(s): EDU 620

EDU 621 - General Methods for Secondary Teachers (TPA 2)

(3)

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(s): EDU 621F

EDU 621F - Fieldwork for General Methods for Secondary Teachers

(.5)

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

Corequisite(s): EDU 621

EDU 622 - Methods of Teaching Secondary Language Arts

(3)

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. The topics explored include the following: 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 - Methods for Teaching Secondary Mathematics

(3)

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 the following: methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, microteaching 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 EDU 623 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.)

EDU 624 - Methods of Teaching Secondary Science

(3)

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of life and physical sciences. Topics include the following: 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 - Methods of Teaching Secondary Social Science

(3)

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 the following: 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 - Methods for Teaching Secondary Foreign Language

(3)

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 21st Century, the American Council on the Teaching of Foreign Guidelines, and current research in methodology in foreign language instruction. Topics include the following: 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 - Methods for Teaching Secondary Visual Arts

(3)

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 the following: 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 work in the course. 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 EDU 627 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.)

EDU 628 - Methods for Teaching Secondary Physical Education

(3)

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 the following: classroom teaching methods, practical application, and the California State Framework in Physical Education. Each candidate is required to prepare a final portfolio of the work in the course. 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 EDU 628 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree).

EDU 629 - Content-Specific Pedagogy for Secondary Teachers

(3)

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 the following: 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 EDU 628 for their preliminary single subject credential program but need to replace it with three hours of a graduate level elective for the MAT degree.)

EDU 630 - Elementary Clinical Practice I

(4)

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.

Prerequisite(s): Approval to enter Clinical Practice and completion of all Teacher Education admission requirements: EDU 600, EDU 600F, EDU 601, EDU 601F, EDU 602, EDU 610, EDU 610F, EDU 611, EDU 612, EDU 612F
Corequisite(s): EDU 6CP1

EDU 632 - Intern Elementary Clinical Practice I

(4)

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.

Prerequisite(s): Approval for Intern Clinical Practice and completion of all Teacher Education admission requirements: EDU 600, EDU 600F, EDU 601, EDU 601F, EDU 602, EDU 610, EDU 610F, EDU 611, EDU 612, EDU 612F
Corequisite(s): EDU 6CP1

EDU 634 - Elementary Clinical Practice II

(4)

This course is the second Clinical Practice teaching experience. Candidates 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.

Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements, EDU 630 or EDU 632
Corequisite(s): EDU 6CP2

EDU 636 - Intern Elementary Clinical Practice II

(4)

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.

Prerequisite(s): Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements

Corequisite(s): EDU 6CP2

EDU 640 - Secondary Clinical Practice I

(4)

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.

Prerequisite(s): Approval to enter Clinical Practice and completion of all Teacher Education admission requirements, EDU 600, EDU 600F, EDU 601, EDU 601F, EDU 602, EDU 620, EDU 620F, EDU 621, EDU 621F, and one course from EDU 622 - EDU 629.

Corequisite(s): EDU 6CP1

EDU 642 - Intern Secondary Clinical Practice I

(4)

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.

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

Corequisite(s): EDU 6CP1

EDU 644 - Secondary Clinical Practice II

(4)

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.

Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements, EDU 640 or EDU 642

Corequisite(s): EDU 6CP2

EDU 646 - Intern Secondary Clinical Practice II

(4)

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.

Prerequisite(s): Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements, EDU 640 or EDU 642

Corequisite(s): EDU 6CP2

EDU 648 - Intern Support Seminar

(.5 units for four semesters=2 units)

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, are able to identify resources, and who introduce intern teachers to effective practitioners and build professional collegiality between and among those serving diverse learners in different districts.

EDU 650 - Assessment and Services for Students with Disabilities

(3)

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 - Curricular and Instructional Adaptations for Students with Mild/Moderate Disabilities

(3)

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 - Collaboration and Consultation for IEP Implementation, Evaluation, and Program Improvement

(3)

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.

EDU 653 - Principles of Language Acquisition for Students with Moderate/Severe Disabilities

(3)

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(s): EDU 653F

EDU 653F - Fieldwork for Principles of Language Acquisition for Students with Moderate/Severe Disabilities

(.5)

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 the school site. Graded Credit/No Credit

Corequisite(s): EDU 653

EDU 654 - Methods of Teaching Candidates with Moderate/Severe Disabilities

(3)

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 - Fieldwork for Methods of Teaching Candidates with Moderate/Severe Disabilities

(.5)

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 the school site. Graded Credit/No Credit

Corequisite(s): EDU 654

EDU 655 - Organization and Management for Success in the Moderate/Severe Classroom

(3)

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.

EDU 670EP - Clinical Practice Practicum - Multiple Subject

(4)

This Clinical Practice practicum experience provides the Multiple Subject candidate with the opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor. Graded Credit/No Credit.

EDU 670HP - Clinical Practice Practicum - Single Subject

(4)

This Clinical Practice practicum experience provides the Single Subject candidate with the opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional

strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor.

Graded Credit/No Credit.

Prerequisite(s): *Prerequisite: Approval of the Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements*

EDU 670MP - Clinical Practice Practicum - Education Specialist, Mild/Moderate

(4)

This Clinical Practice practicum experience provides the Mild/Moderate Education Specialist candidate with the opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor. Graded Credit/No Credit

Prerequisite(s): *Prerequisite: Approval of the Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.*

EDU 670SP - Clinical Practice Practicum - Education Specialist, Moderate/Severe

(4)

This Clinical Practice practicum experience provides the Moderate/Severe Education Specialist candidate with the opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor.

Graded Credit/No Credit.

Prerequisite(s): *Prerequisite: Approval of the Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.*

EDU 672M - Intern Mild/Moderate Clinical Practice I

(4)

This Clinical Practice experience provides the Mild/Moderate Education Specialist 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

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

Corequisite(s): EDU 6CP1

EDU 672S - Intern Moderate/Severe Clinical Practice I

(4)

This Clinical Practice experience provides the Moderate/Severe Education Specialist 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

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

Corequisite(s): EDU 6CP1 - Clinical Practice Seminar I (TPA 3)

EDU 674M - Special Education Clinical Practice II

(4)

This Clinical Practice experience provides the Mild/Moderate Education Specialist candidate an opportunity to focus 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 Clinical Practice 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.

Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements

Corequisite(s): EDU 6CP2

EDU 674S - Moderate/Severe Clinical Practice II

(4)

This Clinical Practice experience provides the Moderate/Severe Education Specialist candidate an opportunity to focus 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 Clinical Practice 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

Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements

Corequisite(s): EDU 6CP2 - Clinical Practice Seminar II (TPA 4)

EDU 676M - Intern Mild/Moderate Clinical Practice II

(4)

This second Clinical Practice experience provides the Mild/Moderate Education Specialist 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

Prerequisite(s): Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements

Corequisite(s): EDU 6CP2

GED 601 - Foundations of Leadership and Educational Issues

(3)

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 - Individual Student Learning Styles and the Effective Teacher

(3)

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

GED 603 - Visionary Leadership

(3)

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 - Fieldwork and Practicum for Visionary Leadership

(1)

Application of coursework to directed experiences in school leadership. Graded Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GED 604 - Instructional Leadership for Success

(3)

Culture of Teaching and Learning: This course provides an opportunity for the candidate to learn how to advocate, nurture, and sustain a school or professional workplace culture with an 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 - Fieldwork and Practicum for Instructional Leadership for the Success of All Students

(1)

Application of coursework to directed experiences in school leadership. Graded Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GED 606 - Organizational Leadership and Resource Management

(3)

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 exceptional achievement of learning goals and the professional participation of all adults in the learning community. CTC Standard 6(c)/CPSEL Standard 3.

GED 606F - Fieldwork and Practicum for Organizational Leadership and Resource Management

(1)

Application of coursework to directed experiences in school leadership. Graded Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GED 608 - Educational Psychology

(3)

Candidates 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 - Collaborative and Responsive Leadership

(3)

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 candidates an opportunity to examine and evaluate their attitudes toward people of different races, cultures and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities. Candidates will learn to be effective leaders in a diverse setting and to value individuals from different family structures, religions, races, cultures, socioeconomic 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 - Fieldwork and Practicum for Collaborative and Responsive Leadership

(1)

Application of coursework to directed experiences in school leadership. Graded Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GED 610 - Leadership Within the Political, Social, Economic and Legal Framework

(3)

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 provides 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 - Fieldwork and Practicum for Leadership Within the Political, Social, Economic and Legal Framework

(1)

Application of coursework to directed experiences in school leadership. Graded Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GED 611 - Ethical, Moral and Servant Leadership

(3)

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 - Fieldwork and Practicum for Ethical, Moral and Servant Leadership

(1)

Application of coursework to directed experiences in school leadership. Graded Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GED 616 - Curriculum Development, Innovation, and Evaluation

(3)

This course provides candidates the opportunity to explore current innovations in teaching and learning as well as to examine their own teaching style in order to better meet the needs of diverse learners. The content of this course includes Models of Teaching and provides an in-depth analysis of Behavioral, Information Processing, Personal and Social models. Candidates also examine the principles and problems of pedagogy, curriculum development, procedures for evaluation of curriculum and curricular innovation, and methods for stimulating changes in teaching and learning environments.

GED 619 - Curriculum, Instruction and Technology for Mild/Moderate Disabilities

(3)

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 622 - Advanced Special Education Assessment and Analysis of Behavior

(3)

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 628 - Using Technology to Enhance Teaching and Learning

(2)

This course provides candidates the additional preparation they need to be fluent, critical users of technology, able to provide a relevant education to those who seek life-long learning 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 630 - Assessment and Design of Hybrid and On-Line Learning

(3)

One of two core courses in the Instructional Design with Technology certification focused on using a variety of technologies to assess, design and deliver effective instruction in a hybrid or online format. The course is delivered in modules of learning content and participants will learn the components of creating a student-centered learning environment using technology to deliver quality online instruction. This course focuses heavily on best practices for online instruction and includes a faith integration component to affirm and promote a strong Christian community for students.

Prerequisite(s): GED 616 - Curriculum Development, Innovation, and Evaluation, GED 628 - Using Technology to Enhance Teaching and Learning

GED 633 - Educational Law and Finance

(3)

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

GED 634 - Transition Services for Students with Disabilities

(3)

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

GED 637 - Development and Implementation of Hybrid and On-line Learning

(3)

One of two core courses in the Instructional Design with Technology certification focused on course development and initial course implementation using a variety of technologies to design and deliver instruction in a hybrid or online format. Participants will employ a variety of tools for data analysis, collaboration, communication, and content delivery while developing the capacity to deploy and manage all aspects of hybrid and online learning.

Prerequisite(s): GED 616 - Curriculum Development, Innovation, and Evaluation, GED 628 - Using Technology to Enhance Teaching and Learning, and GED 630 - Assessment and Design of Hybrid and On-Line Learning

GED 639 - Health Education

(2)

This course is designed to extend and refine the candidate'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. Candidates focus on developing and sustaining the components of well-being as well as modeling preventive health practices in their own personal/professional lives.

GED 641 - Cultural Competence in a Pluralistic Society

(3)

This course develops candidates' knowledge, skills, and dispositions regarding cultural competence and sensitivity inclusive of personal awareness, culturally inclusive instruction, culturally inclusive counseling, advocating for diverse populations across the lifespan, in roles that eliminate biases, creating culturally inclusive environments. (May be substituted for GED 609 Collaborative and Responsive Leadership.)

GED 642 - Teaching Strategies for English Learners

(3)

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, 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 643 - Urban Education in American Society

(3)

The purpose of this course is to prepare candidates with foundational knowledge and skills to work in a diverse urban school community. Candidates examine historical, political, social, cultural and economic issues that directly influence the diverse community setting. The course emphasizes the development of culturally, relevant pedagogy, management practices, understanding diverse people groups, and interpersonal communication skills for working in both academic and social support settings with military families, foster children, students living in group homes and those attending juvenile court and community schools.

GED 645 - The Law and the Professional Role of the Child Welfare and Attendance Counselor

(3)

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 - Child Welfare and Attendance Program: Leadership, Management, Collaboration, and Community/Parent Partnerships

(3)

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 - School Culture and Barriers to Student Achievement

(3)

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 - Universal Access: Equity for All Students

(3)

Candidates examine principles of designing and implementing equitable and inclusive learning environments free of bias, the use of culturally responsive pedagogical practices, and the differentiation of state-adopted academic content, student product, and instructional process to maximize student achievement through the 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 651 - Understanding Emotional and Behavioral Disorders

(3)

This methods course examines educational support strategies and intervention techniques suitable for students with emotional and behavioral challenges. Focus is given to understanding the function of behavior and its communicative intent. Measurement of behavior, reinforcement strategies, systematic program development, techniques for monitoring student progress, and procedures for increasing academic and socially appropriate behavior are emphasized.

Concurrent: Candidates must be concurrently enrolled in GED 651F

GED 651F - Fieldwork for Understanding Emotional and Behavioral Disorders

(1)

This fieldwork course requires 30 clock hours of observation and participation specific to teaching methods focused on students with emotional/behavioral disorders. Candidates are responsible for transportation to and from the school site. Graded Credit/No Credit.

Concurrent: Candidates must be concurrently enrolled in GED 651

GED 652 - Methods of Teaching Students with Autism Spectrum Disorder

(3)

This methodology course is designed to prepare Education Specialists for the 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 - Fieldwork for Autism Spectrum

(1)

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 the school site. Graded Credit/No Credit.

Concurrent: Candidates must be concurrently enrolled in GED 652

GED 653 - Methods of Teaching Students with Traumatic Brain Injury

(3)

This methodology course is designed to prepare Education Specialists for the 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 are 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 - Fieldwork for Students with Traumatic Brain Injury

(1)

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 the school site. Graded Credit/No Credit.

Concurrent: Candidates must be concurrently enrolled in GED 653

GED 654 - Methods of Teaching Students with Other Health Impairments

(3)

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 - Fieldwork for Students with Other Health Impairments

(1)

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 the school site. Graded Credit/No Credit.

Concurrent: Candidates must be concurrently enrolled in GED 654

GED 656 - Shared Leadership, Legislation, and Due Process

(2)

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 - Reflective Coaching/Induction

(2)

This course provides an opportunity for supervised field study, practicum and directed teaching with students with disabilities. Advanced field-based experiences of research, and application of learning/teaching principles with students with disabilities. Supervised teaching experiences are assigned as appropriate. 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 course requirements are met according to the PLNU course standards. May be repeated to a total of six units. Graded Credit/No Credit.

GED 658F - Reflective Coaching/Induction Fieldwork

(1)

This fieldwork course requires 30 clock hours of observation and participation specific to reflective coaching and individualized induction with focus on teaching students with disabilities. Graded Credit/No Credit.

Concurrent: Candidates must be concurrently enrolled in GED 658.

GED 659 - Independent Studies in Special Education

(2)

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

GED 661 - Early Childhood Special Education Curriculum, Services

(3)

This advanced course provides an overview of early childhood special education and the provision of early intervention screening, assessment, planning, family involvement, and inclusive practices for young children with special needs. Candidates will build the skills to understand, analyze, and reflect upon best practices and use sound professional strategies to assist young children. The course will emphasize (a) an ecological approach to assessment of the young child; (b) partnerships with families; (c) the collaborative planning of the IFSP/IEP; and (d) the relationship between assessment and intervention services.

Concurrent: Concurrent enrollment in GED 661F is required.

GED 661F - Fieldwork for Early Childhood Special Education Curriculum, Services

(1)

This fieldwork course requires 30 clock hours of observation and participation specific to teaching methods focused on early childhood students with special needs. Candidates are responsible for transportation to and from the program site. Graded Credit/No Credit.

Concurrent: Candidates must be concurrently enrolled in GED 661

GED 662 - Counseling and Counseling Theory

(3)

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 - Individual and Group Counseling and Ethical Standards

(3)

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 - Counseling for Academic Achievement and Career Development

(3)

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 - Safe Schools and Violence Prevention

(3)

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 are 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 - Comprehensive Counseling and Guidance Programs: Coordination and Collaboration

(3)

This course gives candidates 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 - Advanced Practice for English Learners

(3)

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

GED 670 - Applied Psychology to Learning

(3)

This course provides an opportunity for the application of research and theory with major attention devoted to the problems of learning, individual differences, behavior, and adult learning theory and its necessity in adult learning environments.

GED 672 - Philosophy in Education

(3)

This course is designed to guide and support graduate candidates in teaching and learning, counseling, and administration in clarifying a functional personal philosophy of education by extending, refining, and constructively applying their knowledge of the dominating philosophies of education. GED 672 will provide candidates with an overview of both classical and contemporary philosophies and theories of education. The course includes introduction of Judeo-Christian tradition (especially the Wesleyan perspective) and how this tradition informs the discipline and can provide a framework for interaction between and among educators, students, support staff, parents, and culturally diverse traditions and school communities. The emphasis of study in this course leads to the development of a Personal Educational Philosophy for each candidate through focused reading, enhanced critical thinking skills, encouraging meaningful personal and professional reflection, and providing for formative shared thought.

GED 673 - Reflective Coaching Seminar

(3)

This course is designed for candidates who are clearing their preliminary credential through a university option. Candidates participate in a reflective coaching with a site and university mentor and demonstrate advanced proficiency in content knowledge and pedagogy through PLNU formative assessments aligned with state-adopted content standards and the California Standards for the Teaching Profession (CSTP). Candidates must hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. The Reflective Coaching is in partial fulfillment of the Clear Credential. Graded Credit/No Credit.

GED 675 - Family Systems

(3)

This course provides candidates with an understanding of the interdependence among family members, including 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 - Teaching Strategies for Special Populations

(3)

This course builds on the candidate's knowledge, skills, experiences, and strategies acquired during preliminary preparation for teaching students with disabilities, English language learners, students who are gifted and talented, and students who are at risk in the general education classroom. Each candidate will practice delivery of comprehensive, specialized instruction for English learners, 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, and become aware of any new, relevant statutory requirements.

GED 681 - Educational Measurement and Evaluation

(3)

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 - Field Studies/Action Research in Technology Instruction

(3)

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 - BTSA Induction/Reflective Coaching

(1-6)

Beginning teachers and Support Providers enrolled in the PLNU master's degree program may receive up to six units of graduate credit for completing the Formative Assessment for California Teachers at the proficient level. PLNU master's degree candidates 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 GED 683 course requirements are met according to the PLNU course standards.

GED 685 - Research, Field Study, and Special Topics in Multicultural Education

(1-6)

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

Concurrent: Concurrent seminar may be required.

GED 687F1 - School Counseling Fieldwork

(2)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. Candidates may enroll in GED 687F1 after the prerequisites GED 687P and GED 662 have been completed. There are three sections of GED 687F (GED 687F1, GED 687F2, and GED 687F3). Each section is two units and equals 200 hours of fieldwork and clinical practice for a total of six units (600 hours total). Enrollment requires clearance consistent with public school districts. Graded Credit/No Credit. Fieldwork hours must be completed within three semesters.

Corequisite(s): GED 687S1

GED 687F2 - School Counseling Fieldwork

(2)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. There are three sections of GED 687F (GED 687F1, GED 687F2, and GED 687F3). Each

section is two units and equals 200 hours of fieldwork and clinical practice for a total of six units (600 hours total). Enrollment requires clearance consistent with public school districts. Graded Credit/No Credit. Fieldwork hours must be completed within three semesters.

Prerequisite(s): Candidates may enroll in GED 687F2 after the prerequisites GED 687P and GED 662 have been completed.

Corequisite(s): GED 687S2

GED 687F3 - School Counseling Fieldwork

(2)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. There are three sections of GED 687F (GED 687F1, GED 687F2, and GED 687F3). Each section is two (2) units and equals 200 hours of fieldwork and clinical practice for a total of six (6) units (600 hours total). Enrollment requires clearance consistent with public school districts. Graded Credit/No Credit. Fieldwork hours must be completed within three semesters.

Prerequisite(s): Candidates may enroll in GED 687F3 after the prerequisites GED 687P and GED 662 have been completed.

GED 687P - School Counseling Practica

(1)

The GED 687P Practica fieldwork course is designed to explicitly provide support to the Pupil Personnel Services - School Counseling candidates with 100 hours of observation responsibilities in diverse school and other education-related settings of school counselors or areas within the counseling field. Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within three semesters.

Prerequisite(s): GED 687P serves as a prerequisite to GED 687F (Fieldwork) and GED 687S (Seminar).

Concurrent: The course is taken simultaneously with GED 662 Foundations of Counseling and Counseling Theory.

GED 687S1 - School Counseling Seminar

(1)

The GED 687S Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 687S are required for the PPS Credential. Graded Credit/No Credit. Fieldwork hours must be completed within three semesters.

Corequisite(s): GED 687F1

GED 687S2 - School Counseling Seminar

(1)

The GED 687S Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 687S are required for the PPS Credential. GED 687S2 is taken the semester following GED 687S1. Graded Credit/No Credit. Fieldwork hours must be completed within three semesters.

Corequisite(s): GED 687F2

GED 688 - Field Experience - Child Welfare and Attendance

(3)

A total of 150 hours in fieldwork for the Child Welfare and Attendance Authorization is required under Title 5, Section 80632.3. Ninety (90) hours 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 (30) hours may be acquired at the discretion of the university supervisor. Fieldwork hours must be completed within three semesters.

GED 689 - Culminating Research Project

(3)

This course is designed to explicitly support MAT, MATL, MA in Special Education, and Reading and Literacy Added Authorization candidates in developing and internalizing the essential knowledge, skills, and dispositions to conduct an investigation of primary sources. The course is intended to demonstrate the candidate'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. The candidate's learning and research previously conducted in the required Master's level coursework serve as the foundation for developing essential action research or thesis topics. Enrollment spans one semester and must be at the end of the candidate's coursework and can be concurrent with other coursework. Enrollment in GED689P (.5) is required the two terms immediately following the successful completion of GED689. Portions of the content are offered in an online format. May be repeated. Graded Credit/No Credit.

GED 689P - Culminating Research Project Support

(.5) and (.5)

This course is designed to explicitly support MAT, MA in Special Education, MA in Education, and Reading and Literacy Added Authorization candidates in developing the written product and the oral presentation of a research project developed during the GED 689 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and reporting results of an original research experience in a classroom environment. Enrollment in GED689P is required the two terms immediately following the successful completion of GED689, and continuous enrollment is required each quad until the project is completed. Candidates who have not completed a satisfactory project within one calendar year of registration will be enrolled in thesis extension to receive course credit. This course is to be repeated for a total of 1 unit. Credit/No Credit

Prerequisite(s): GED 689

GED 691 - Educational Workshops/ Special Studies in Education

(.5-3)

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 696 - Advanced Research-Based Literacy Instruction for all Students

(3)

Candidates explore research and best practices related to systematic literacy development at all grade levels and the curriculum to address the specific needs of diverse groups of students. Candidates will learn components of research-based literacy instruction, including oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development. Emphasis is given to strengthening skills in aligning State Standards, contents of the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework, and assessment results with the selection and appropriate use of instructional strategies, materials and programs.

Prerequisite(s): Admission to the Reading and Literacy Added Authorization Program.

GED 697 - Advanced Literacy Assessment, Instruction and Intervention for all Students

(3)

Candidates implement, manage, and evaluate explicit instruction of comprehension strategies and study strategies, literary response and analysis skills, and all components of the writing process. Candidates focus on providing universal access to narrative and expository texts (including content area textbooks and multicultural literature). Emphasis is given to creating a culture of literacy by aligning State Standards and assessment results with the selection and appropriate use of instructional programs, intervention strategies, and appropriate materials based on current research in literacy. Candidates will have a concurrent experience in a PreK-12 fieldwork setting in order to complete assignments and apply their skills.

Prerequisite(s): Admission to the Reading and Literacy Added Authorization Program.

GED 699 - Thesis

(3-9)

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 - Leadership Theories and Human Relations

(3)

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 explores 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 - Instructional Leadership and Staff Development

(3)

This course provides the candidate 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 candidate is provided with research and theoretical backgrounds in instructional leadership, as well as acquiring practical tools, to enhance skills as an instructional leader and staff developer.

GED 725 - Management of Human Resources

(3)

This course 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 - Decision Making for Curricular Change and Improvement

(3)

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 - Educational Law, Finance, and Governance

(3)

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 that affect 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 - Professional and Political Issues in Organizations

(3)

This course 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 to understand how the politics from several levels of government influence teaching and learning.

GED 760 - School/Community Relations in a Changing Society

(3)

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. Candidates explore the components of cultural, sociological, and economic diversity, including 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 - Philosophical and Sociological Backgrounds in Education

(3)

In order to better understand the philosophical foundations of education, candidates examine the philosophies of the Perennialists, the Essentialists, the Pragmatists, the Social Reconstructionists, and others. Candidates 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 candidate increases his/her ability to be perceptive about social environment and its influence upon human development and behavior. As candidates 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 - Special Studies in Education

(1-9)

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 - Concurrent Course Assignments

(1-8)

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

GED 796 - Induction, Mentoring, and Advanced Fieldwork

(3)

This course utilizes assessments of leadership competency, mentoring, and university site-based coaching, development of an induction and a professional growth plan in collaboration with a district mentor and University Fieldwork Supervisor. The induction plan includes goals related to enhancing candidate competency in the California Professional Standards for Educational Leaders. Graded Credit/No Credit.

GED 797 - Professional Development and Assessment

(3)

This course provides professional development opportunities for the beginning administrator in areas of special interest or areas needing development. The candidate will continue to work toward achievement of the goals identified in the Individual Induction Plan (IIP). Formative and summative assessments of leadership competence are utilized to guide candidate growth and completion of the IIP. At the conclusion of GED 797 Professional Development and Assessment, the candidate will engage in a culminating exhibition with his/her mentor, University Fieldwork Supervisor, and peers, during which he/she presents a portfolio with evidence of having met the goals listed in the IIP. Graded Credit/No Credit.

Prerequisite(s): GED 796

GED 798 - Research Design Seminar

(2)

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

SPE 655 - Individualized Programs and Supports for Students with Deaf-Blindness

(3)

This hybrid course provides candidates with an opportunity to examine assessment programs, and supports in teaching students with the unique aspects of deaf-blindness. The content of this course addresses the impact of combined hearing and vision impairments on communicating, learning, and accessing environments. Candidates also examine issues of deaf-blind cultural identity and its impact on behavior and communication, development of communication-rich environments, and the importance of collaborative partnerships for supports and services with students, families, and educational teams. Effective instructional strategies and appropriate individualized accommodations are practiced and applied through 30 hours of field-related activities. Letter graded

Concurrent: SPE655F

SPE 655F - Field-Related Activities for Deaf-Blindness

(1)

There are 30 clock hours of field-related activities, which include observation and participation specific to teaching methods focused on students with deaf-blindness. Candidates are responsible for transportation to and from the school site. Graded Credit/No Credit

Concurrent: SPE655

SPE 657 - Adapted Physical Education Methods and Inclusive Strategies

(3)

This hybrid course is designed to prepare candidates with the principles, current concepts, and trends in adapted physical education, emphasizing the nature and needs of students with disabilities. This course includes history, relevant legislation, growth and developmental factors, assessments, and individualized education plans related to adapted physical education. Effective instructional strategies and safe, appropriate individualized accommodations are practiced and applied through 30 hours of field-related activities. Letter graded

Prerequisite(s): Competency in Kinesiology via one of these methods:

- 1) Passage of CSET exams Physical Education
- 2) Single Subject Credential in Physical Education OR
- 3) Pre-requisite of 12 units of PE coursework in kinesiology and biomechanics (not required to be graduate level)

Concurrent: SPE657F

SPE 657F - Field-Related Activities for Adapted Physical Education

(1)

There are 30 clock hours of observation and participation specific to teaching methods focused on adapted physical education for students with specific needs. Candidates are responsible for transportation to and from the program site. Graded Credit/No Credit

Corequisite(s): SPE657

SPE 660 - Strategies for Teaching Students with Orthopedic Impairment

(3)

This hybrid course provides candidates with the knowledge and skills necessary to teach and engage students with orthopedic disabilities in essential skills including academics, independent living skills, personal independence skills, communication skills, psychosocial skills, and career and vocational experiences. Candidates develop and apply knowledge in adapting teaching techniques and methods of instruction to meet individual needs of students in schools, hospitals, and students' homes. Emphasis is given to factors such as individual needs, abilities, learning levels, and physical limitations of students, as well as the need for low and high assistive technology devices, services, and software applications that facilitate communication. Effective instructional strategies and interventions are practiced and applied through 30 hours of field-related activities. Letter graded

Corequisite(s): SPE660F

SPE 660F - Field-Related Activities for Orthopedic Impairment

(1)

There are 30 clock hours of field-related activities which include observation and participation specific to teaching methods focused on students with orthopedic impairment. Candidates are responsible for transportation to and from the school site. Graded Credit/No Credit

Concurrent: SPE660

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.

Directory of Personnel

- Board of Trustees
- Foundation Board
- Alumni Board
- Officers and Administrative Staff
- Faculty

Personnel

- Board of Trustees
- Foundation Board
- Alumni Board
- Officers and Administrative Staff
- Faculty

Officers and Administrative Staff

Office of the President

Bob Brower, Ph.D.

President

Randolph M. Ataide

Executive Director, Fermanian Business and Economic Institute

Jeffrey D. Carr, Sr

Chief Diversity Officer

Ronald E. Fay

Director, Church Relations

Norman V. Shoemaker

Director, Center for Pastoral Leadership

Academic Affairs

Kerry D. Fulcher, Ph.D.
Provost and Chief Academic Officer

College Deans

Kathryn G. McConnell
Dean, College of Arts and Sciences

Holly M. Irwin
Dean, College of Social Sciences and Professional Studies

Vice Provosts

Margaret T. Bailey
Vice Provost for Program Development and Accreditation

Mark E. Pitts
Vice Provost for Academic Administration

External Relations

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

Michele L. Corbett
Director, Marketing and Creative Services

Megan J. Collins
Director, Office of Public Affairs

David McCurry
Associate Vice President for University Advancement

TBA
Director of External Program Development

Scott N. Shoemaker
Associate Vice President for Enrollment

Sheryl B. Smee
Director, Alumni Relations

Finance and Administrative Services

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

Cindy Chappell
Associate Vice President for Finance

Sonia Chin
Associate Vice President for Budget and Accounting

Joyce Falk
Associate Vice President for Human Resources

Corey Fling
Chief Information Officer

Bruce Kunkel
Director, Campus Facilities and Sustainability

Spiritual Development

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

Brian Becker
Director, International Ministries

Dana Hojsack
Director, Community Ministries

Melissa Tucker
Associate Director, International Ministries

Tim Whetstone
University Chaplain

George J. Williamson
Director, Worship Ministries

Melanie Wolf
Associate Director, Chaplaincy Ministries

Student Development

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

Jeffrey D. Carr, Sr.
Associate Vice President for Student Development

Kimberly J. Bogan
Associate Dean for Student Success and Wellness

Jeff A. Bolster
Dean of Students, Director of Residential Life

Mark W. Galbraith
Director, Public Safety

Ethan Hamilton
Director, Athletics

Centers and Institutes

Robert C. Gailey, Ph.D., Executive Director
Center for International Development

James F. Gates, Ph.D., Director
Center for Justice and Reconciliation

Jo Clemmons, Ed.D., Director
Center for Teaching and Learning

Norman V. Shoemaker, D.Min., Director
Center for Pastoral Leadership

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

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.

Officers of the Corporation

Rev. Steven R. Scott (1977)
Chair
Stockton, California

Craig Furusho (1973)
Vice Chair
Honolulu, Hawaii

Ms. Jan Stone (1968)
Secretary
Whittier, California

Members of the Board

Ken Baruth
Murrieta, California

Mr. W. Thomas Battin (1959)
Ruidoso, New Mexico

Rev. Ira F. Brown
Mesa, Arizona

Dr. Bob Brower
San Diego, California

Rev. Dr. John H. Calhoun (1965)
Concord, California

Rev. Dean Coonradt
Carlsbad, New Mexico

Mr. W. James Cullumber (1962)
Chandler, Arizona

Mrs. Esther Frejo
Flagstaff, Arizona

Mr. Larry Fry (1980)
Roswell, New Mexico

Rev. Dr. Fred Huff
Tijeras, New Mexico

Mrs. Sue Hutchison
Alto, New Mexico

Rev. Mark Lehman (1984)
Pine Grove, California

Mrs. Mary Leland
West Sacramento, California

Rev. Dr. Russ Martin (1972)
Aurora, Colorado

Ms. Nancy Martine-Alonzo
Pine Hill, New Mexico

Mr. Franklin McHodgkins (1970)
Pasadena, California

Mr. Gary W. Morris (1967)
Bradbury, California

Daryl Nicholson (1968)
Porterville, California

Rev. Doug Pierce
Chandler, Arizona

Dr. Steven Redmond (1987)
Castro Valley, California

Mrs. Georgina Rico
Chandler, Arizona

Dr. Donald Schengel (1978)
Visalia, California

Rev. Dr. Orlando R. Serrano
Santa Fe Springs, California

Mr. Gary Smee (1976)
Porterville, California

Rev. Rob Songer (1976)
Bakersfield, California

Dr. Daniel Spaite (1979)
Chandler, Arizona

Mr. Jim Swanson
Bonita, California

Rev. Derek Taylor (2004)
El Cajon, California

Mr. Mendell Thompson (1976)
Glendora, California

Mr. Craig Van Hulzen (1994)
El Dorado Hills, California

Ms. Carol VanBuskirk (1979)
Saratoga, California

Rev. John T. Watkin (1969)
Rancho Cucamonga, California

Foundation Board

The Foundation Board is elected by the Board of Trustees. The purpose of the Foundation is to promote major gift fundraising for Point Loma Nazarene University (PLNU) through excellence in strategic development, major donor engagement, and oversight of foundation assets. Members of the Foundation Board who have received a degree from the university are noted by year.

Officers of the Board

Mr. Craig Van Hulzen (1994)

President

Rancho Murieta, California

Mr. W. James Cullumber (1962)

Vice President

Chandler, Arizona

Mr. Gary Smee (1972)

Secretary

Porterville, California

Mr. George R. Latter, Jr. (1977)

Treasurer

San Diego, California

Members of the Board

Mr. W. Thomas Battin (1959)

Ruidoso, New Mexico

Dr. Bob Brower

San Diego, California

Dr. Daryl C. Nicholson (1968)

Porterville, California

Rev. Steve Scott (1977)

Stockton, California

Mr. Mendell L. Thompson (1976)

Glendora, California

Dr. Joseph E. Watkins, III (2012)

San Diego, California

Point Loma Nazarene University Alumni Association

Mission Statement

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

Officers of the Board

Russ Martin (1972)
President
Centennial, Colorado

Leanne Mudge (1990)
Vice President
San Clemente, California

Kyla Kinzler (1993)
Secretary
Santa Barbara, California

John Hertenstein (1981)
Treasurer
Canyon Country, California

Sheryl Smee (1978)
Alumni Director
San Diego, California

District Directors

Co-Director:
Jan Stone (1968)
Anaheim

Dana Spaite (1979)
Arizona

Sandra Kounter (1986)
Central California

Rachelle Wong (1994)
Hawaii

Debbie Ernst (1975)
Los Angeles

Jason McKnight (2000)
New Mexico

Jo Ann Taylor (1956)
Northern California

Jim Manker (1990)
Sacramento

Kristin Long (1993)
Southern California
Co-Director: Emily Vaughn (2010)

Directors At-Large

Lee Beaty (1957)
Murrieta, California

Mary Rice Hopkins (1978)
La Canada, CA

Mel Peters (1967)
Pasadena, California

Auxiliary Representatives

Ben Wagner (2003)
Business Alumni
Rancho Santa Fe, California

Dan Lopez (1992)
Education Associates
Ramona, California

Ed Potter (1960)
Friends of Forensics
Glendora, California

TBA
Latino Alumni Associates

TBA
Math and Computer Science

Lilia Davis (2006)
MOSAIC Alumni Associates
San Diego, California

Dana Ayer (1963)
MUSICALumni
San Diego, California

Annie Gerhart (1983)
Nursing Alumni
San Diego, California

Carly Cosentino (2010)
Phi Delta Lambda
San Marcos, California

C0-Leader:
Jennifer Bolinger (1978)
Phi Delta Lamba
San Clemente, California

Brad Heinrichs (2003)
Point Loma Sports Associates
San Diego, California

Jill Monroe (2007)
Political Science Alumni & Friends
San Diego, California

Jennifer Sator (2003)
Psychology Associates
Villa Park, California

Brad Oliver (1977)
Research Associates
Portland, Oregon

Karl Sator (2005)
Rugby Associates
Villa Park, California

Kathi Kietzke (1978)
Women's Auxiliary
Orange, California

Class Representative

Hannah Kelly (2013)

Student Representative

AJ Wolf (2014)

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

Ben E. Foster, M.A., 2013
Associate Professor Emeritus of Kinesiology

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

Victor L. Heasley, Ph.D., 2012
Professor Emeritus of Chemistry

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

Robert G. Morwood, Ed.D., 2013
Professor Emeritus of Education

James D. Newburg, M.S.L.S., 2006
Librarian Emeritus

Deana R. Noble, M.S.N., 2013
Associate Professor Emerita of Nursing

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

Dee G. Punttenney, Ph.D., 2012
Professor Emeritus of Physics

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

Dale F. Shellhamer, Ph.D., 2012
Professor Emeritus of Chemistry

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

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

Kay M. Wilder, Ed.D., 2013
Professor Emerita of Family and Consumer Sciences

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

Hadley Wood, Ph.D., 2013
Professor Emerita of French and Literature

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)

Professor of Art and Design

B.A., Point Loma Nazarene University;
M.F.A., Cranbrook Academy of Art.

Senyo Adjibolosoo, Ph.D. (2000)

Professor of Economics

B.A., University of Ghana;
M.A., York University;
Ph.D., Simon Fraser University;
Ed.S., Point Loma Nazarene University.

Michelle Alloway, M.S.N. (2013)

Assistant Professor of Nursing

B.S.N., Virginia Commonwealth University;
M.S.N., Virginia Commonwealth University.

Angelica L. C. Almonte, Ph.D. (2012)

Associate Professor of Nursing

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

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

Professor of Education

Interim Director, Arcadia Regional Center

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.

Kenneth D. Armstrong, Ph.D. (2013)

Interim Dean, Fermanian School of Business

Professor of Management

B.S., Olivet Nazarene University;
M.B.A., Central Michigan University;
Ph.D., Northwestern 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.

Margaret T. Bailey, Ph.D. (2000)
Vice Provost for Program Development and Accreditation
Associate Professor of Business
B.A., California State University, Fresno;
M.B.A., University of California, Berkeley;
Ph.D., University of Southern California.

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.

Laurance G. Beauvais, Ph.D. (2013)
Assistant Professor of Chemistry
B.S., University of Houston;
Ph.D., University of California, Berkeley.

Ronald P. Benefiel, Ph.D. (1996-2000, 2011)
Dean, School of Theology and Christian Ministry
Professor of Sociology and Theology
B.A., Pasadena/Point Loma College;
M.A., Point Loma Nazarene College;
Ph.D., University of Southern California.

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

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.

Max Butterfield, Ph.D. (2013)

Assistant Professor of Psychology

B.A., Calvin College;

M.S., Eastern Michigan University;

M.S., Texas Christian University;

Ph.D., Texas Christian University.

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

Professor of Education

Associate Dean for Undergraduate Programs, Teacher Performance Assessment, and M.A.T.

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.

Michelle H. Chen, Ph.D. (2010)

Associate Professor of Physics

B.S., B.A., University of Chicago;

M.A., University of Chicago;

Ph.D., University of Pennsylvania.

Walter W. Cho, Ph.D. (2012)

Assistant Professor of Biology

B.A., Harvard University;

Ph.D., Massachusetts Institute of Technology

Woods Hole Oceanographic Institution.

Sara Yu Choung, Ph.D. (2004)

Professor of Chemistry

Co-Chair, Department of Chemistry

B.S., Massachusetts Institute of Technology;

Ph.D., University of California, Berkeley.

Michael D. Clark, Ph.D. (2010)

Associate Professor of Writing

B.A., Azusa Pacific University;

M.A.T., Azusa Pacific University;

Ph.D., University of Wisconsin.

Mary Jo Clemmons, Ed.D. (2011)

Associate Professor of Faculty Development

B.M., University of Louisville;

M.A., Queens College;

Ed.D., Columbia University.

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

Professor of Music

Co-Chair, Department 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.

Lael G. Corbin, M.F.A. (2011)

Visiting Assistant Professor of Art

B.A., Point Loma Nazarene University

M.F.A., San Diego State 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.

Nicole L. Cosby, Ph.D. (2011)

Assistant Professor of Kinesiology

B.A., Point Loma Nazarene University;

M.A., San Jose State University;

Ph.D., University of Virginia.

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.

Paula T. Cronovich, Ph.D. (2012)
Assistant Professor of Spanish
B.A., University of Southern California;
M.A., University of California, Los Angeles;
Ph.D., University of California, Los Angeles.

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.

John W. Dally, Jr., M.M. (2011)
Assistant Professor of Music
B.A., Point Loma Nazarene University;
M.M., Sam Houston State University.

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

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

Deborah E. Erickson, Ed.D. (2013)
Dean, School of Education
B.A.E., M.A., Pacific Lutheran University;
M.A., California State University, San Bernardino;
Ed.D., University of the Pacific.

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.

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

Assistant Professor of Library Science

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

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

Assistant Professor of Library Science

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

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

Provost

Professor of Biology

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

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

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.

Stephen H. Goforth, M.A. (2012)

Assistant Professor of Journalism

B.A., University of South Alabama (2);

M.A., The American 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.

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

Associate 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 Teacher Education and 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.

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