ADULT DEGREE COMPLETION PROGRAMS

Mission Statement

The Bachelor degree completion programs exist to provide working adult students the opportunity to complete a quality college degree in a schedule and format particularly designed to meet their unique needs, responding to the unique and ever-changing needs in the marketplace. The curriculum for each major is interdisciplinary and liberal arts in nature. All courses of study integrate a Christian world view and are committed to continual improvement.

Admissions Requirements

To be admitted to an Adult Degree Completion program the student must:

1. Complete at least 40 semester hours[1] with a minimum cumulative GPA of at least 2.250 for Criminal Justice, Child Development, CIT, and Organizational Leadership or a 2.750 for RN to BSN or 2.500 for BBA from an accredited institution as evidenced by an official transcript sent directly from each college or university attended. Students seeking to receive credit at the university from an institution outside the United States are required to have their foreign transcript evaluated by a service that is a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators, Inc. (AICE); a detailed or course-by-course report is required.
2. Submit an application for admission.

[1] Prospective students who meet the other criteria but do not have the required semester hours for entrance or are lacking in the core requirements will be advised how to correct any deficiency. An admissions advisor will assist with the development of a written pre-admission educational plan, which may include bridge courses taken at PLNU. Only courses from an accredited institution with an earned passing grade will be accepted by transfer. Prospective students who do not meet the minimum GPA requirement can be accepted under exception.

The following 42 credit hours of general education[1] core requirements are required for graduation and it is advised that they be completed prior to beginning:

1. Communication-6 semester hours (of which one course must be in English Composition)
2. Humanities/Fine Arts-6 semester hours (at least one course must be from the following: literature, philosophy, art or music appreciation, art or music history, fine arts, or history)
3. Natural Science and Math-6 semester hours (at least one course must in Math)
4. Social and Behavioral Sciences-6 semester hours
5. Bible and Theology - 6 semester hours (at least one course must be taken from PLNU)
6. An additional 12 semester hours must be earned in any of the above areas.

[1] General education deficiencies may be completed after admittance, but at least 20 hours must be completed prior to starting the program cohort. Three hours of appropriate prior learning credit (see below) may be used to meet one of the general education areas-with the exception of English Composition and Math.

The PLNU General Education Learning Outcomes (GELO's) will be addressed and measured within the PLNU degree program to ensure the GE outcomes that we value are demonstrated.

Admissions Under Exception

Applicants who do not meet the minimum standards for admissions, but who can demonstrate an exceptionally rich experiential background and/or have shown a 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 student's application package and determines the merits and appropriateness of the request.

In order to apply for admissions under exception, the applicant must also provide a statement outlining the applicant's reasons and justification for requesting an exception to admission policies with supporting documentation. All exception materials must be submitted to the Office of Adult Degree Completion Admissions. The applicant is also required to schedule an interview with a Point Loma Nazarene University Program Director from the school to which the applicant is applying.

For certain exceptions tiers, following the interview, the program director submits a summary of the applicant's interview and petition package to the department chair or dean of the school. The department chair or dean is the final authority for admissions under exception, except where approval is required from the Graduate Professional Studies Admissions Exceptions Committee.

- Child Development, B.A. (https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/aug-catalog/colleges-schools-departments/aus/adc/child-development-ba/)
- Computer Information Technology, B.A. (https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/aug-catalog/colleges-schools-departments/aus/adc/computer-information-technology-ba/)
- Computer Information Technology: Cyber Security, B.A. (https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/aug-catalog/colleges-schools-departments/aus/adc/computer-information-technology-cyber-security-ba/)
- Integrated Studies with an Emphasis in Education Specialist, B.A. (https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/aug-catalog/colleges-schools-departments/aus/adc/integrated-studies-emphasis-education-specialist-ba/)
- Integrated Studies with an Emphasis in Education, B.A. (https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/aug-catalog/colleges-schools-departments/aus/adc/integrated-studies-emphasis-education-ba/)
- RN to BSN (https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/aug-catalog/colleges-schools-departments/aus/adc/rn-bsn/)

Bible

BST 1002 New Testament History and Religion (GE) (3 Units)
Within the context of Christian origins, an overview of the canonical literature of the New Testament with special attention to its literary history and theological themes.
Online.

Extended Learning

CEL 4090 Special Topics (1-4 Units)
Intensive study in a special topic under the direction of a faculty member. May be repeated for a total of eight (8) units.
Prerequisite(s): Consent of Program Director.

Computer Information Technology

CIT 1041 Intermediate Excel (1 Unit)
This course is an independent study, self-paced, competency based course designed for students who wish to develop a deeper knowledge of MS Excel functionality. The course will expand upon basic spreadsheet functions and introduce topics such as cell validation, advanced cell formatting, conditional functions, goal seek, pivot tables, multi-sheet functions, and other advanced topics. Students will complete knowledge assessment through hands-on simulation labs and online exams. A faculty advisor provides support and accountability in completing the requirements of the course. Although the course is self-paced, a minimum amount of progress must be made each week and all course requirements must be completed within assigned course time.
Prerequisite(s): A working knowledge of MS Excel that includes the use of cell entry, formatting, and use of common functions.

CIT 1053 IT Fundamentals (3 Units)
This course is an independent study, self-paced, competency based course designed for students who have little to no technical understanding of information technology, yet wish to begin the CIT program. The course will introduce basic technology topics, such as computer hardware, storage devices, computer peripherals, basic networking, setting up and maintaining a computer, installing and configuring software and basic trouble shooting techniques. Students will gain practical knowledge of computer concepts through simulation lab activities. A faculty advisor provides support and accountability in completing the requirements of the course. Although the course is self-paced, a minimum amount of progress must be made each week and all course requirements must be completed within assigned course time. The course aligns with topics covered in CompTIA's IT Fundamentals certification exam.
Online.

CIT 2014 Introduction to Hardware and Networking (4 Units)
This course is designed to introduce the fundamentals of hardware and networking concepts including hardware components, network protocols, mobile devices and hardware and networking troubleshooting. In addition, students will acquire hands-on experience by working with hardware and networking simulators. The course aligns with topics covered in CompTIA's A+ Core 1 certification exam.
Prerequisite(s): CIT 1053 or equivalent academic or work experience.

CIT 2024 Introduction to Operating Systems and Security (4 Units)
This course is designed to introduce the fundamentals of operating systems and security concepts including extensive topics in the Windows operating system, other operating systems, system security, software troubleshooting, and operational procedures. In addition, students will acquire hands-on experience by working with networking and security simulators. The course aligns with topics covered in CompTIA's A+ Core 2 certification exam.
Prerequisite(s): CIT 1053 or equivalent academic or work experience.

CIT 2061 IT Fundamentals Exam Prep (1 Unit)
This course is an independent study, self-paced, competency based course designed for students who wish to prepare for the CompTIA's IT Fundamentals certification exam. The course is intended for students who have already completed the CIT 1053 course or have equivalent academic or work experience. Students will be required to complete a predetermined number of practice certification exams, assess knowledge domain deficiencies, and focus on acquiring the requisite knowledge to pass the certification exam. A faculty advisor provides support and accountability in completing the requirements of the course. Although the course is self-paced, a minimum amount of progress must be made each week and all course requirements must be completed within the assigned course time. Attempting the certification exam within the assigned course time is also required. Although passing the certification exam is not required to pass this course, the results of the certification exam will be used to determine the final grade in the course. Students already holding a current certification for this course are not eligible to take this course.
Prerequisite(s): CIT 1053 or equivalent academic or work experience.

CIT 3011 A+ Exam Prep (1 Unit)
This course is an independent study, self-paced, competency based course designed for students who wish to prepare for the CompTIA's A+ certification exams (Core 1 and Core 2). The course is intended for students who have already completed the CIT 2014 and CIT 2024 courses, equivalent course(s) covering desktop hardware, networking, and operating systems. Students will be required to complete a predetermined number of practice certification exams, assess knowledge domain deficiencies, and focus on acquiring the requisite knowledge domains to pass the certification exams. A faculty advisor provides support and accountability in completing the requirements of the course. Although the course is self-paced, a minimum amount of progress must be made each week and all course requirements must be completed within the assigned course time. Attempting the certification exams within the assigned course time is also required. Although passing the certification exams are not required to pass this course, the results of the certification exams will be used to determine the final grade in the course. Students already holding a current certification for this course are not eligible to take this course.
Prerequisite(s): CIT 2014 and CIT 2024
Must earn a C or better, provide proof of A+ certification, or obtain authorization of the program director in order to continue in any further upper-division CIT courses beginning with the following semester.

CIT 3014 Networking (4 Units)
This course is designed to provide an in-depth understanding to a wide range of network architectures and configuration options. The course explores the concepts of physical and virtual network design options and network administration requirements. The course will cover the topics of wired and wireless networking, network optimization and management, virtual local area networks, network types, network hardware and software and networking standards. In addition, students will acquire hands-on experience by working with networking and security simulators. This course aligns with topics covered in the CompTIA's Network+ certification exam.
Prerequisite(s): CIT 2014

CIT 3021 Network+ Exam Prep (1 Unit)
This course is an independent study, self-paced, competency based course designed for students who wish to prepare for the CompTIA's Network+ certification exam. The course is intended for students who have already completed the CIT 3014 course. Students will be required to complete a predetermined number of practice certification exams, assess knowledge domain deficiencies, and focus on acquiring the requisite knowledge domains to pass the certification exams. A faculty advisor provides support and accountability in completing the requirements of the course. Although the course is self-paced, a minimum amount of progress must be made each week and all course requirements must be completed within the assigned course time. Attempting the certification exam within the assigned course time is also required. Although passing the certification exam is not required to pass this course, the results of the certification exams will be used to determine the final grade in the course. Students already holding a current certification for this course are not eligible to take this course.
Prerequisite(s): CIT 3014

CIT 3024 Security and Information Assurance (4 Units)
This course is designed to provide an in-depth understanding to the concepts of data and network security. Other topics include access control, authentication, authorization, data security and integrity, encryption, recovery, and business continuity. Students will gain hands-on experience with firewalls, network security, application security, email security, and tools for securing, monitoring and auditing the IT network and systems environments through system security simulators. This course aligns with topics covered in the CompTIA's Security+ certification exam.
Prerequisite(s): CIT 2024

CIT 3031 Security+ Exam Prep (1 Unit)
This course is an independent study, self-paced, competency based course designed for students who wish to prepare for the CompTIA's Security+ certification exam. The course is intended for students who have already completed the CIT 3024 course. Students will be required to complete a predetermined number of practice certification exams, assess knowledge domain deficiencies, and focus on acquiring the requisite knowledge domains to pass the certification exams. A faculty advisor provides support and accountability in completing the requirements of the course. Although the course is self-paced, a minimum amount of progress must be made each week and all course requirements must be completed within the assigned course time. Attempting the certification exam within the assigned course time is also required. Although passing the certification exam is not required to pass this course, the results of the certification exams will be used to determine the final grade in the course. Students already holding a current certification for this course are not eligible to take this course.
Prerequisite(s): CIT 3024 or equivalent academic or work experience.

CIT 3034 Project Management (4 Units)
This course is designed to provide the fundamentals of project management with an emphasis on managing unique challenges of information technology (IT) projects. Students will be introduced to the IT project management process using industry accepted methodologies. Extensive case related work will be used to help students understand the important aspects of time, performance, cost, and risk estimation in relation to the unique conditions often present in IT projects. Each of the critical phases of the IT project management process will be reviewed in detail using practical examples from the IT industry. Students are also introduced to computer-based project management software such as MS Project. This course aligns with topics covered in the CompTIA's Project+ certification exam and the PMI's CAPM certification exam.
Prerequisite(s): CIT 2014 and CIT 2024

CIT 3041 Project+ Exam Prep (1 Unit)
This course is an independent study, self-paced, competency based course designed for students who wish to prepare for the CompTIA's Project+ certification exam. The course is intended for students who have already completed the CIT 3034 course. Students will be required to complete a predetermined number of practice certification exams, assess knowledge domain deficiencies, and focus on acquiring the requisite knowledge domains to pass the certification exams. A faculty advisor provides support and accountability in completing the requirements of the course. Although the course is self-paced, a minimum amount of progress must be made each week and all course requirements must be completed within the assigned course time. Attempting the certification exam within the assigned course time is also required. Although passing the certification exam is not required to pass this course, the results of the certification exams will be used to determine the final grade in the course. Students already holding a current certification for this course are not eligible to take this course.
Prerequisite(s): CIT 3034 or equivalent academic or work experience.

CIT 3054 Database Design (4 Units)
This course is designed to provide an in-depth, hands-on introduction to designing and implementing databases that use relational technologies with a significant market presence. Hands-on assignments using an industry standard DBMS, such as MS SQL, MySQL, or Oracle Server will receive significant coverage in the course. SQL and various vendor extensions to the language will be covered. In addition, some advanced topics such as stored procedures and triggers will be covered.
Prerequisite(s): CIT 2014 and CIT 2024

CIT 3064 Web Design and Scripting (4 Units)
This course is designed to provide in-depth, hands-on instruction in designing and scripting Web sites using HTML5 and CSS3 standards. Techniques in page layout and graphic design will be introduced. Assignments will focus on hands-on use of modern web development practices using integrated development environments. In addition, the course will introduce popular website development and content management tools such as WordPress to show alternative development approaches to HTML5 and CCS3.
Letter grade.
Prerequisite(s): CIT 1053 or equivalent academic or work experience.

CIT 3074 Cloud Computing (4 Units)
This course is designed to provide students an in-depth introduction to cloud computing. The course introduces the concepts of cloud configuration and deployment, security, maintenance, management, and troubleshooting. Hands-on labs with cloud technologies such as Microsoft Azure and AWS will give students practical experience working with cloud technologies. This course aligns with topics covered in the CompTIA's Cloud+ certification exam.
Prerequisite(s): CIT 3011 or equivalent academic or work experience.

CIT 3081 Cloud+ Exam Prep (1 Unit)
This course is an independent study, self-paced, competency based course designed for students who wish to prepare for the CompTIA's Cloud+ certification exam. The course is intended for students who have already completed the CIT 3074 course. Students will be required to complete a predetermined number of practice certification exams, assess knowledge domain deficiencies, and focus on acquiring the requisite knowledge domains to pass the certification exams. A faculty advisor provides support and accountability in completing the requirements of the course. Although the course is self-paced, a minimum amount of progress must be made each week and all course requirements must be completed within the assigned course time. Attempting the certification exam within the assigned course time is also required. Although passing the certification exam is not required to pass this course, the results of the certification exams will be used to determine the final grade in the course. Students already holding a current certification for this course are not eligible to take this course.
Prerequisite(s): CIT 3074 or equivalent academic or work experience.

CIT 4014 Web Programming (4 Units)
This course is designed to provide a practical approach to web development using either server side or client side scripting languages, such as PHP, ASP or JavaScript. This course teaches the core language and implementation of webpage based scripting. Students will learn the web programming language and practices through many hands-on assignments in developing web based applications. The integration of databases, such as MySQL or MS SQL will provide additional depth of knowledge. In addition the course will introduce other forms of modern web based protocols, such as XML, JSON and SOAP.
Prerequisite(s): CIT 3054

CIT 4024 Visual Programming (4 Units)
This course is designed to provide a practical approach to event based visual programming using modern-general purpose programming languages, such as C#, Java, Python or Visual Basic. This course teaches the core concepts of programming, such as proper variable usage, decision structures, iterative structures, common data structures, and proper programming logic. Students will learn the programming language through many hands-on assignments in developing event based and visual computer applications. The integration of databases, such as MySQL or MS SQL will provide additional depth of knowledge. In addition the course will introduce object oriented programming techniques and the use of complex data structures.
Prerequisite(s): CIT 3054

CIT 4034 Management of Information Systems (4 Units)
This course is designed to provide in-depth review of modern information systems management strategies and approaches. Topics in the course include management of operational strategy, server and network management practices, data reporting systems, social media management, business and IT strategic alignment, and disaster recovery. A review of incident cases will provide students with an understanding of how the course concepts can be applied in real world situations.
Prerequisite(s): CIT 2014 and CIT 2024

CIT 4062 Topics in Cyber Security (2 Units)
This course is designed to build on the previous computer science and cyber security classes. The course will focus on applications of cyber security programs and process via case studies and research projects.
Prerequisite(s): CIT 3014 or equivalent; CIT 3024 or equivalent; and consent of instructor.

CIT 4071 Information Technology Practicum (1-4 Units)
This course is a supervised experience in which the student works with industry professionals to gain experience with managing information systems. The course may be taken for 1 to 4 units based on the number of engagement hours in the practicum.
May be repeated for up to four (4) units. Credit/No Credit.
Prerequisite(s): Student has completed at least 16 credit hours in CIT course or related academic field and permission from the faculty advisor.

CIT 4081 Information Technology Project (1 Unit)
This course is a study of a selected problem or topic in Information Technology under the direction of a faculty advisor. The faculty advisor and student propose the research topic and course deliverables.
May be repeated for up to two (2) units. Credit/No Credit.
Prerequisite(s): Approval by the program director or department chair is required. Student has completed at least 16 credit hours in CIT course or related academic field and permission from the faculty advisor.

Education

EDT 40CP1 Elementary Clinical Practice Seminar I (1 Unit)
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. All candidates who are preparing for their first preliminary credential must enroll in EDT 40CP1 during their first clinical practice placement and EDT 40CP2 during the second placement.
Corequisite(s): EDT 4040, EDT 4050, EDT 4070M, EDT 4070S

EDT 40CP2 Elementary Clinical Practice Seminar II (1 Unit)
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.
Corequisite(s): EDT 4055, EDT 4060, EDT 4074M, EDT 4074S

EDT 4010 Methods of Teaching Reading and Writing (3 Units)
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 framework. 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 fieldwork experience. Technology for teaching and learning is integrated in the course. This course requires 20 hours of observation in the field.

EDT 4017 (A,B,C,D) Teaching and Learning Capstone: Contemporary Issues in the Vocation of Education (0.5-2 Units)
This course offers candidates the opportunity to develop knowledge, skills and dispositions related to contemporary issues and challenges in California's teaching/learning systems. Special attention will be given to those issues that impede or aid positive school, classroom and community cultures and students' general academic and social success. Utilizing an interdisciplinary focus grounded in Educational Learning/Teaching Theory and pedagogy, candidates explore personal and professional planning practices of self-assessment, missional or life purpose development. Must be taken four times.

EDT 4021 General Methods for Secondary Teachers (3 Units)
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 fieldwork experience. Technology for teaching and learning is integrated in the course. This course requires 20 hours of observation in the field.

EDT 4022 Interdisciplinary Approaches to Teaching in the Content Areas (3 Units)
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 California State 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.

EDT 4032 Methods for Teaching Secondary Language Arts (3 Units)
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 California State Standards (7-12) and the California 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 5035 Methods of Teaching English.)

EDT 4033 Methods of Teaching Secondary Mathematics (3 Units)
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 Standards (7-12) and the California 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 4063 Secondary School Mathematics)

EDT 4034 Methods of Teaching Secondary Science (3 Units)
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 Standards (7-12) and the California 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.

EDT 4035 Methods for Teaching Secondary Social Science (3 Units)
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 Standards (7-12) and the California 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.

EDT 4036 Methods for Teaching Secondary Foreign Language (3 Units)
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.

EDT 4037 Methods for Teaching Secondary Visual Arts (3 Units)
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 4055)

EDT 4038 Methods for Teaching Secondary Physical Education (3 Units)
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.

EDT 4039 Content-Specific Pedagogy for Secondary Teachers (3 Units)
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 4054 Secondary School Music Methods (3))

EDT 4040 Elementary Clinical Practice I (4 Units)
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 California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.
Credit/No Credit.
Corequisite(s): EDT 40CP1

EDT 4050 Secondary Clinical Practice I (CalTPA Cycle 1) (4 Units)
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 California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.
Credit/No Credit.
Corequisite(s): EDT 40CP1

EDT 4053 Organization and Management for Success in the Moderate/Severe Classroom (3 Units)
This methodology course focuses on issues of managing the learning environment to promote success in inclusive settings for learners with moderate to 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.

EDT 4054 Methods of Teaching Candidates with Moderate/Severe Disabilities (3 Units)
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. This course requires 20 hours of observation in the field.

EDT 4055 Secondary Clinical Practice II (CalTPA Cycle 2) (4 Units)
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 California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.
Credit/No Credit.
Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements
Corequisite(s): EDT 40CP2

EDT 4060 Elementary Clinical Practice II (4 Units)
This course is the second Clinical Practice teaching experience. Student Teachers are assigned to a different content area and/or grade level in an elementary classroom than in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in this new elementary classroom setting. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.
Credit/No Credit.
Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements
Corequisite(s): EDT 40CP2

EDT 4061 Supportive Environments and Plans for Students with Exceptionalities (3 Units)
Candidates will explore historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education for individuals with disabilities. The course focuses on ensuring candidates effectively provide safe educational environments and practices for all students and families based on individualized and unique needs. These needs will be reviewed as a means to ensure students' overall access to educational environments through collaborative practices highlighting specific student abilities and challenges in areas of communication, learning, social, physical movement, mobility, sensory, emotional supports, and adaptive needs.

EDT 4062 Assessments and Case Management (3 Units)
Candidates will monitor student progress from eligibility, to placement in LRE using collaboration and appropriate special education supports to help students gain access towards academic content and learning goals. They will explore current knowledge and best practice of content standards through IEP development by applying knowledge of the purposes, characteristics and appropriate uses of different types of assessments including students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of their disability. Candidates will administer and utilize assessment data to disseminate assessment data at IEPs, and develop appropriate learning goals. Candidates will make use of assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

EDT 4063 Self-Determination and Partnerships: Keys to Successful Transitions (3 Units)
Candidates will apply knowledge of students, including their experiences, interests, and social-emotional learning needs to develop supports and strategies for positive psychosocial development and self-determined behavior of students with disabilities. They will demonstrate the ability to develop transition plans with students, their families, appropriate school and community service personnel including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. Candidates will use person-centered/family centered planning processes, and strengths-based, and functional/ecological assessments to develop effective evidence-based instructional supports, support students in assuming increasing responsibility for learning and self-advocacy.

EDT 4064 Multidisciplinary Collaboration and IEP Development (3 Units)
In this methodology course candidates will understand the historical and legal aspect of developing, implementing and analyzing assessments for special education supports, how to manage caseloads of diverse special education populations and how to resolve conflicts with all stakeholders. Candidates will monitor student progress from eligibility, to placement in LRE using collaboration and appropriate supports to gain access towards learning goals. They will explore current knowledge and best practice of content standards through IEP development by applying knowledge of the purposes, characteristics and appropriate uses of different types of assessments including students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of their disability. Candidates will demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

EDT 4065 Social Emotional, Communicative Strategies and Behavior Supports (3 Units)
This course utilizes evidence-based strategies for promoting social and emotional development and preventing and addressing challenging behaviors. Candidates will demonstrate knowledge of the communicative intent of behavior, implement strategies that support social emotional learning, demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues, implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs, and elicit their ability to provide positive behavioral support, taking advantage of informal and formal opportunities to engage in instruction. Participants will create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with mild support to extensive support needs.

EDT 4066 High Leverage Practices for Inclusive Environments (3 Units)
Candidates will learn methods and strategies that promote diversity and foster inclusion in the classroom and within the school culture. Through collaborative learning experiences and the use of evidence-based inclusive high leverage practices (HLPs), candidates will develop knowledge and skills to better meet the diverse academic and social-emotional needs of students with mild to moderate and extensive support needs. Emphasis will be on the three key areas of support for successful inclusion: curricular adaptations, peer supports, and instructional and assistive technology. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice.

EDT 4070M Special Education Mild-Moderate Clinical Practice I (CalTPA Cycle 1) (4 Units)
This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university-assigned classroom setting with a Cooperating Teacher and focus on the general education curriculum and California standards. The candidate is placed in an inclusive classroom that serves general education students as well as students with disabilities. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver the general education curriculum and California standards. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.
Credit/No Credit.
Corequisite(s): EDT 40CP1

EDT 4070S Special Education Moderate-Severe Clinical Practice I (CalTPA Cycle 2) (4 Units)
This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university-assigned classroom setting with a Cooperating Teacher and focus on the general education curriculum and California standards. The candidate is placed in an inclusive classroom that serves general education students as well as students with disabilities. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver the general education curriculum and California standards. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to the candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.
Corequisite(s): EDT 40CP1

EDT 4074M Special Education Clinical Practice II (CalTPA Cycle 2) (4 Units)
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 California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.
Credit/No Credit.
Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.
Corequisite(s): EDT 40CP2

EDT 4074S Moderate/Severe Clinical Practice II (CalTPA Cycle 2) (4 Units)
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 California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.
Credit/No Credit.
Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.
Corequisite(s): EDT 40CP2

Mathematics

MAT 1001 Elementary Algebra for Financial Mathematics (1 Unit)
An introduction to algebra, including a study of the real number system, solutions of linear and quadratic equations, polynomials, factoring, systems of equations, graphing, inequalities, and radicals. The class also examines basic financial mathematics.

Nursing

NRS 3050 Communicating and Following Faithfully (4 Units)
This course examines the role of the professional nurse and utilizes self-reflection to internalize the value of being faithful to those placed in trust. This course explores Christian nursing history, scholarly writing, research, theory, and the legal/ethical foundations for practice in the professional role. This course explores the role of the nurse within the context of Christian service and caring and will analyze major nursing concepts including therapeutic communication and health informatics. Current trends in nursing management and servant leadership for communication, decision making and management of groups are also investigated.
Core Competency: Oral Communication, Information Literacy, Written Communication.
Prerequisite(s): WRT 3000
Corequisite(s): NRS 3051
**BSN Essential: I, II, IV, VI, VII, VIII, IX

NRS 3051 Communicating and Following Faithfully Practicum (1 Unit)
This practicum will provide the opportunity for the student to apply the role of professional nurse in a variety of contexts.
Credit/No Credit.
Prerequisite(s): WRT 3000
Corequisite(s): NRS 3050 (not required for RN-MSN program)
**BSN Essential: I, II, IV, VI, VII, VIII, IX

NRS 3060A Inquiring Faithfully I: Nursing Research (1 Unit)
This online course will focus on the analysis and critique of the science of nursing.
Core Competency: Written Communication, Critical Thinking, Quantitative Reasoning, Information Literacy.
Prerequisite(s): WRT 3000
**BSN Essential: II, III, IV, VI, VII, VIII, IX

NRS 3060B Inquiring Faithfully I: Nursing Research (2 Units)
This course is a continuation of NRS 3060A focusing on foundational concepts and inquiry techniques in nursing research. Quantitative and qualitative methods are examined through individual and small group work in basic research utilization to identify best practices in health care.
Prerequisite(s): NRS 3060A and student must have successfully completed a Statistics course.

NRS 4020 Caring Faithfully in the Community (4 Units)
This course introduces the role of the nurse within the context of Christian service and caring. Students will explore the environmental, multi-cultural, and global issues related to nursing in the community as a vocational calling. The focus is on the health of populations with emphasis on epidemiology, health promotion, health protection, disease prevention, health policy, health care delivery systems, and cultural competency.
Core Competency: Oral Communication, Written Communication, and Critical Thinking.
Corequisite(s): NRS 4021 (not required for RN-MSN program)
**BSN Essential: II, IV, V, VI, VII, VIII, IX

NRS 4021 Caring Faithfully in the Community Practicum (1 Unit)
This practicum will provide the opportunity for the student to analyze community/public health issues in a variety of contexts. An emphasis on critical synthesis from nursing and the social sciences as it relates to population health will focus on healthcare conditions associated with patients, families and communities.
Core Competency: Written Communication, Oral Communication, Critical Thinking. Credit/No Credit.
Corequisite(s): NRS 4020
**BSN Essential: II, IV, I, VI, VII, VIII, IX

NRS 4030 Leading Faithfully in Diverse Health Systems (4 Units)
This course explores nursing theory as it relates to trends and issues in healthcare management including analysis and synthesis of the professional nurse role. Reflective practice will focus in leadership theories and styles within multiple healthcare environments. Content includes nursing theory as it relates to leadership/management principles, career development, communication, leading change, problem solving, decision making, coordinating client care, conflict management, interdisciplinary team approaches, cultural diversity, managing personal and organizational resources, legal, ethical and political influences on the professional nurse role.
Core Competency: Written Communication, Oral Communication, Critical Thinking, Quantitative Reasoning, and Information Literacy.
Corequisite(s): NRS 4031

NRS 4031 Leading Faithfully in Diverse Health Systems Practicum (1 Unit)
This practicum will provide the opportunity for the student to apply leadership principles in a variety of contexts.
Core Competency: Written Communication, Critical Thinking, Information Literacy. Credit/No Credit.
Corequisite(s): NRS 4030
**BSN Essential: II, IV, V, VI, VII, VIII, IX

NRS 4040 Capstone Inquiring Faithfully II: Evidence-Based Practice (4 Units)
This culminating course will provide the learner with the opportunity to apply evidence-based principles to the work place. A project will demonstrate successful completion of learning outcomes for the university and School of Nursing. This course will apply 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. Students will gain knowledge and develop skills to determine the quality of research evidence. Research evidence will also be explored for the proposed application to improve clinical practice.
Core Competency: Written Communication, Oral Communication, Critical Thinking, Quantitative Reasoning, and Information Literacy.
**BSN Essential: I, II, III, IV, VI, VII, VIII, IX

Criminal Justice

SCJ 3000 Justice in a Complex Society (4 Units)
An introduction to and comparative examination of the components of the justice process dealing with delinquent and criminal behavior. Examines criminally deviant behavior in a complex society.

SCJ 3010 Criminology and Community Policing (4 Units)
The study of crime and criminal behavior, the role of law, efforts at prevention and control.
Prerequisite(s): Introduction to Sociology or equivalent.

SCJ 3050 (A,B,C,D) Writing and Interviewing in the Criminal Justice Profession (1 Unit)
A series of four one-unit skills course segments designed to develop essential skills and competencies required for daily performance of duties in various criminal justice careers. Incorporates basic concepts for collecting and documenting evidence and procedures. A series of competency based-courses for report writing, interviewing, and communication skills. SCJ3050A focus is writing. SCJ3050B focus is evidentiary and motivational interviewing. SCJ3050C focus is internal communication. SCJ3050D focus is communication and interaction with media, courts, and community.
Must be taken for a total of four (4) units.

SCJ 3095 Research Methods for Criminal Justice (4 Units)
Introduces major concepts of social research, provides skills to understand research results; awareness of influence of social and legal parameters of ethical research; opportunity to do analysis and apply research in the criminal justice arenas, identify research strategies to promote social/economic justice. Helps prepare students for capstone course.

SCJ 4009 Criminal Law (4 Units)
Foundations for understanding the historical development, philosophy of law and constitutional provisions, social forces and application to the administration of justice; study of events and trends relating to law. Explore underlying theoretical issues and examine crimes against persons, habitation, property and public order, and morals.
Prerequisite(s): Consent of instructor.

SCJ 4010 Constitutional Foundations (4 Units)
Examination of the federal constitutional provisions which impact the criminal justice system with an emphasis on the amendments in the Bill of Rights and law enforcement; the rights to due process and the assistance of counsel; penalties and constraints on the correctional system and the influences of a broader society.

SCJ 4050 Restorative Justice (4 Units)
This course will provide a critical introduction to the fundamental principles and practices of restorative justice. The course explores the needs and roles of key "stakeholders' (victims, offenders, communities, justice systems), outlines the basic principles and values of restorative justice, and introduces some of the primary models of practice. It also addresses challenges to restorative justice - the dangers, the pitfalls - as well as possible strategies to help prevent restorative justice and victimology from theoretical, demographic, legal, and faith perspectives. The course builds an understanding of the relationships between restorative justice and victims, offenders, the criminal justice system. The emotional effects of crime and reconciliation will also be examined.
Prerequisite(s): Social Problems or equivalent course, or consent of instructor.

SCJ 4072 Internship in Criminal Justice (2 Units)
The field experience provides students the opportunity to increase their professional competence through direct, supervised practice experiences in the community setting. As part of the capstone experience, it is a time of integration, of learning about the commonality of practice in spite of the diversity of settings. SCJ4072 is to be completed concurrently with SCJ 4076 Seminar as a capstone experience of application and professional integration.
Concurrent: SCJ 4076

SCJ 4076 Seminar for Criminal Justice (2 Units)
As part of a capstone experience, this course draws on material learned in other courses, provides opportunity t0 integrate academic learning with personal and professional internship experiences. To be completed concurrently with 2-unit SCJ 4072 Internship.
Concurrent: SCJ 4072

Writing

WRT 3000 Professional Writing (3 Units)
This course is designed to help students improve and polish their professional writing skills within their chosen profession. Specially, students will learn to write professional reports, and compose professional routine and persuasive letters. Throughout this course, students will learn how to leverage their strengths and skills on paper, in person, and online.
Must be successfully completed in order to advance to Term 1/Quad 2 courses in the RN to BSN program.

Minimum Requirements for a Bachelor's Degree

Undergraduate students all share certain general requirements for earning and receiving the baccalaureate degree. These include all of the following:

- Students must complete all requirements for the degree within seven (7) years of initial matriculation.
- Satisfactory completion of a minimum of 120 semester units (courses numbered 1000 and above) including 25% upper-division units (courses numbered 3000 and above) and a minimum cumulative grade point average of 2.000 and all general core education requirements met (see Adult Undergraduate General Education (https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/aug-catalog/adult-undergraduate-general-education/)).
- Completion of an approved program of study in a major area with a minimum grade point average of 2.000 in the Point Loma Nazarene University major (program). Specific accredited programs may impose higher standards.
- If a minor is declared, a minimum GPA of 2.000. Specific programs may impose higher standards.
- Completion of a minimum of 25% of degree units in-residence. (Minimum is 30 units in-residence for RN-BSN students with Advanced Standing and 33 units in-residence for students with appropriate transfer credit from an accredited BSN program.)
- A maximum of 25% of required degree units (30 units) can be earned through the following non-traditional methods:
    - Testing (AP, CLEP, Dantes)
    - Military Courses
        - A maximum of 30 Military course transfer units will be awarded at admission as evidenced on an official Joint Services Transcript.
        - Military students will be informed of the total Military course transfer units to be applied toward the degree prior to admission.
- Prior Learning recommended for university academic credit by the American Council on Education (ACE)[1] or the Council on Adult and Experiential Learning (CAEL)[2]
- Application for graduation must be made prior to the start of the final semester.
- Fulfillment of all academic and institutional requirements and obligations.
- Payment in full of all financial obligations to the University.
- All requirements must be completed prior to participation in Commencement ceremonies. If no more than nine (9) non-major/program units and zero (0) major/program units are lacking to complete the required 120 unit minimum with a corresponding approved completion plan, then you may apply to participate in Commencement.

[1] American Council on Education (ACE) (https://www.acenet.edu/Research-Insights/Pages/Student-Support/Post-Traditional-Learners.aspx) provides guidance on workplace learning.
[2] Credit for Prior Learning (CPL) is not credit for "life experience." It is credit for prior learning and students must demonstrate through a portfolio that learning has taken place. The faculty will evaluate the portfolio to determine how much credit should be given for the learning accomplished. Refer to the Council on Adult and Experiential Learning (CAEL) (http://www.cael.org/pla.htm) for examples of how this is described. To receive PLC credit students would enroll in a PLC assessment course to learn the portfolio submission process.

Final Clearance

In order to receive final approval for participation in commencement activities, and/or in order to earn/have posted and receive a baccalaureate degree, students must resolve any outstanding charges or fees. The university does not guarantee the awarding of a diploma or degree.