Publication Home

Welcome to the Fall 2016 Graduate and Professional Studies Catalog. 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 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)

Catalog User Guide		Faculty FAQ

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.

About the University

Introduction to the University

Point Loma Nazarene University (PLNU) is an institution of the liberal arts and professions sponsored by the Church of the Nazarene. Accredited by the WASC Senior College and University Commission, Point Loma offers degree programs at the baccalaureate and graduate levels. The university's main campus is located on the Point Loma peninsula between beautiful San Diego Bay and the shores of the Pacific Ocean with a current student population of approximately 3,500, including teaching sites in Mission Valley, 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 branch campuses throughout southern California.

Church and University

Point Loma Nazarene University maintains its regional and international affiliation with the Church of the Nazarene through its theological and mission commitments. It is owned and governed by its Board of Trustees who oversee the affairs of the university as a self-selecting and self-perpetuating body.

The Church of the Nazarene is an international protestant denomination in the Wesleyan-holiness tradition with an evangelical Christian mission emphasizing salvation and holy living. The relationship of the university with the denomination is characterized by a mutual commitment to the doctrine and mission of the church and to its ministry and service in a global context.

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 is an expression of faith. Being of Wesleyan heritage, we strive 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 (ILO)

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 ILO's 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 ILO's, 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 ILO's, 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 ILO's describe how members of the Point Loma Nazarene University community will demonstrate learning, growing and serving.

Context #1: Learning, Informed by our Faith in Christ

> ILO #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning.

Context #2: Growing, in a Christ-Centered Faith Community

> ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments.

Context #3: Serving, in a Context of Christian Faith

> ILO #3: Students will serve locally and/or globally in vocational and social settings.

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 branch campus 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 Branch Campus 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.

Inland Empire

Southern California's fast-growing Inland Empire is currently served by the Inland Empire Branch Campus, 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 additional, 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. Online access to library resources and services is available through the Ryan Library webpage at http://www.pointloma.edu/library. 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 branch campuses, as well as from their homes and offices. Wireless Internet access is available at each branch campus allowing access to the internet, as well as the following PLNU resources:

- Point Loma Portal - http://my.pointloma.edu
- PLNU Email - http://gmail.pointloma.edu
- Learning management system - http://canvas.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 branch campuses are equipped with hardware to assist both students and instructors in the presentation of course material. This includes a DVD player, data projector, digital presenter, and computer.

Purchasing Technology

Students may purchase the Microsoft Office suite at a discounted rate through journeyed.com. Students are also provided anti-virus software at a significant discount. 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
*Accreditation Council for 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

**Fermanian School of Business programs only.*

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 francais 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 branch campuses 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 or 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 and Professional Student Services.

Tuition and fees are subject to change on an annual or cohort basis and vary according to academic program.

Tuition Rates

The following tuition rates apply to ***Post Baccalaureate and Adult Degree Completion***.

Program

Department of Biology

School of Education, San Diego

School of Education, Bakersfield

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

Master of Science in Kinesiology

Master of Arts in Organizational Leadership (M.A.O.L.)

Master of Ministry (M.Min.)

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

RN to BSN Degree Completion

Management and Relational Development Degree Completion

Criminal Justice Degree Completion

Child and Adolescent Development Degree Completion

Computer Information Technology Degree Completion

Interdisciplinary Studies with emphasis in Education Degree Completion

University Fees

Application Fees

Enrollment Deposit

Audit fee, per unit

Clinical Practice/Intern fee, per unit (School of Education)

Teacher Performance Assessment fee #1- non-refundable (School of Education)

Teacher Performance Assessment fee #2-non-refundable (School of Education)

ePortfolio Technology fee (M.B.A., M.S.N., M.A./M.S. in Biology, M.A. in Religion) - non-refundable

Thesis Extension fee, per semester (M.B.A., M.S.N., M.A./M.S. in Biology)

Thesis Extension fee, per semester (M.A. in Religion)

Thesis Binding Fee

Research Project Fees (BIO, SOE)

M. Min. Independent/Directed Study Fee, per unit

Student Athlete Fee

Graduation fee

Payment Information

Billing Process

A Statement of Account, which contains the class schedule as well as the semester charges and financial aid, is posted to the student portal of all registered students prior to the beginning of each semester. An email is sent to the student's PLNU Gmail account with a statement that has been generated. The Statement of Account 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

Payments can be paid in cash, check, money order, cashier check, or electronic check. Credit cards and debit cards are not accepted.

- ***Payment in Full.*** Payment of total charges for the enrolled session is due by the end of the second week of classes. The actual date will be specified on the student's monthly bill.
- *Multiple Payments.* Payment of total charges for a semester may be divided into two or three equal payments. *All charges must be paid before the end of the applicable term and* accounts may be placed on hold until the final payment is received. Students interested in this option must enroll in PLNU's Tuition Installment Plan (TIP) through the student portal *by the semester's payment due date*. This option is subject to a $30 (for three-pay) or $20 (for two-pay) non-refundable enrollment fee and is unavailable after the term's payment 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) at www.fafsa.gov. Students must notify the office of Graduate and Professional Student 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 payment 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 late fee of 5% of their owing balance. The late fee will be charged at the end of the last business day of the second week of classes. *The university reserves the right to remove students from classes for non-payment.* 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 to avoid 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 Tuition Installment Plan (TIP) by the semester due date are not charged late fees unless the payment contract is canceled, past due, or does not cover the full balance. Delinquent or returned payments will incur a $25 late or returned check fee.

Holds

A financial hold will be placed on all accounts with an owing balance and will not be released until the student has settled the account. A financial hold will prevent class registration, transcript and/or diploma release, and participation in the commencement ceremony.

Tuition Refund Policy

Students may receive a full or partial 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 Branch Campus by the close of the business week for which the student wishes to receive a tuition refund (Friday at 4:30 pm, exempting holidays). Dropping courses may change a student's financial aid eligibility. Please check with a Graduate and Professional Student Services Advisor before making any changes to your schedule.

For refund and financial aid purposes, the last day of attendance will be defined for face to face classes as the last date of physical attendance in class and for online classes as the last day the student made an online contribution beyond logging in (responded to an online question, posted an assignment or otherwise actively participated).

Refund Schedule

100% Refund	75% Refund	50% Refund	25% Refund	NO REFUND

COURSE DROPPED WITHIN:

Semester Course	Weeks 1-2	Week 3	Week 4	Weeks 5-8	Weeks 9-16
8-9 Week Quad	Week 1	Week 2	Week 3	Week 4	Weeks 5-9
5-6 Week Course	Week 1		Weeks 2-3		Weeks 4-6
5,8-Hour Class Meetings	Class 1		Classes 2-3		Classes 4-5
3,8-Hour Class Meetings	Class 1			Class 2	Class 3
3 Week Course	Classes 1-2	Classes 3-4	Class 5	Classes 6-7	Classes 8-12
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

If a thesis or applied project is required for a degree program, students are expected to complete a thesis or applied project in a timely manner. When additional time for completion 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 per degree, even if the student does not plan to participate in graduation exercises.

Health and Accident Insurance Fee

Graduate students may purchase health insurance, but must submit an application and payment for the insurance during the first four weeks of each semester. Current fee information and insurance 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. Students are being assessed a non-refundable LiveText ePortfolio technology fee. A one-time fee of $120 will be charged to each MBA, MSN, and MA/MS Biology student associated with a specific course toward the beginning of the student's program.

FERPA

Students are responsible for handling all financial matters related to their attendance at the university. FERPA, the federal "Privacy Act," prohibits sending statements to a spouse or parent of students 18 years of age or older without written permission of the student.

Financial Aid at PLNU

The financial assistance program at Point Loma Nazarene University consists primarily of Federal Direct loans, but also includes a limited number of federal, state, and institutional grants, and external 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. A student's financial need is determined by completion of 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. The reduction or elimination of awards may cause a student to owe a balance to the university.

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. PLNU's school code for this purpose is 001262. The FAFSA application can be submitted online at www.fafsa.gov. Financial Aid may be renewed each academic year, provided students remain financially and academically eligible (Review Graduate Satisfactory Academic Progress policy here and the Adult Degree Completion Satisfactory Academic Progress here). 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. Many loans begin accruing interest at the time of disbursement or shortly thereafter; we recommend that students carefully consider their needs and accept the least amount of loans necessary to cover educational expenses.

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. (See Table below for information on the calculation of COA).

The Expected Family Contribution (EFC) is a statistical figure based on a federally mandated formula 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.

Cost of Attendance Calculation:

Fees	May include estimated or actual Assessment and Student Teaching fees.
Tuition	Set as default enrollment status amounts unless otherwise requested. May be adjusted
Room & Board (Average Grocery, Rent)	Determined by CSAC's Student Expense Budget for California. May be adjusted base
Books & Supplies (Books, Educational Supplies, Course Fees, Computer Expenses)	Determined by CSAC's Student Expense Budget for California. May be adjusted base
Miscellaneous (Health and Miscellaneous)	"Other expenses" category determined by CSAC's Student Expense Budget for Califo semester).
Transportation	Cost of transportation to and from classes. Determined by CSAC's Student Expense B time, 3/4 time, half time).
Loan Fees	Estimated cost.

Appeals for Special Circumstances

Federal regulations provide the Graduate and Professional Student Services 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)
- A parent attending college (for Dependent students only)
- Dependency status appeals (for Dependent students only)

If a student believes there are special circumstances that should be reviewed, the student must submit an Appeal Form for Special Circumstances (available at the Graduate and Professional Student Services office or online at www.pointloma.edu/gradsfsforms) with supporting documentation. After initial review of the appeal, additional documentation may be required.

Financial Aid Programs

Need-Based Federal Grant Programs

PELL Grant

The Pell Grant is awarded to students with a qualifying Expected Family Contribution (EFC) as determined by the FAFSA. Pell Grant is gift aid and does not have to be repaid. It can be used to help pay university charges (tuition and fees, on-campus room and board) or living expenses. The maximum award for the 2016-2017 Academic Year (AY) is

$5,815. Graduate students, teaching credential students and students pursuing a second Bachelor degree are not eligible for the Federal Pell Grant.

Need-Based State Aid

For details about any California state fund programs, students may visit the California Student Aid Commission (CSAC) website at www.csac.ca.gov.

Cal Grant for Adult Degree Completion Students

Cal Grant is a program of the California Student Aid Commission (CSAC). Students may receive a Cal Grant for a maximum of four academic years (eight semesters) of undergraduate study. In addition, teacher credential students who received Cal Grant as undergraduates may be eligible for a two-semester extension of their benefits. Award amounts are determined annually by the passing of a final State of California budget; all Cal Grant awards listed on an award letter are to be considered "estimated" until the final budget is passed into law by the California legislature.

CSAC notifies new Cal Grant recipients whether they have been awarded an Entitlement or Competitive Cal Grant. Before a Cal Grant award can be added to a student's Financial Aid Award Letter, the SFS Office must review the data provided by the student and parents on the FAFSA to make sure that the student is financially eligible.

Cal Grant A is for students from low to middle income families. It is restricted to paying tuition and mandatory fee charges only. The award amount of the Cal Grant is determined upon approval of a final State of California budget.

Cal Grant B is for students with exceptionally high need (based on the FAFSA). During the first year of the award, Cal Grant B pays an Access Grant. PLNU credits these funds directly to the student's account to help pay down semester charges. However, the student has the option of receiving Access Grant funds as a check each semester by submitting the 2016-2017 Cal Grant B Access Funds Form to Graduate and Professional Student Services office before the end of each semester Add Period. After that date, the semester Access Grant is credited to the student's account and may not be available for refund. During the second and subsequent years, Cal Grant B includes a tuition and fee-paying component in addition to Access. The award amount of the Cal Grant and Access Grant is determined upon approval of a final State of California budget.

Application Process for New Cal Grants for Adult Degree Completion Students

Students must have submitted a 2016-2017 FAFSA (www.fafsa.ed.gov) by March 2, 2016, and a verified grade-point average (GPA) to the California Student Aid Commission (CSAC) by the same date. High school seniors must request that their high school provide this information to CSAC electronically. Current PLNU students who are California residents and who have completed 24 or more college units should request that the PLNU Office of Records submit their GPA to CSAC.

Renewal Cal Grants for Adult Degree Completion Students

All Cal Grant recipients must meet income and asset ceiling and family size limits established annually by the California Student Aid Commission (CSAC) in order to have their Cal Grant renewed for the 2016-2017 Academic Year. Students may renew a Cal Grant award for up to four academic years (eight semesters), including semesters students received the grant at other schools. Submission of a verified GPA is not required to renew a Cal Grant. Students who received a Cal Grant at another institution must complete Form G-10 (Grant Record Change Form for Students) or contact CSAC at 1-888-224-7268.

For details about renewal requirements for the 2016-2017 Cal Grant, students may visit the California Student Aid Commission (CSAC) website at www.csac.ca.gov.

Cal Grant and The California Dream Act for Adult Degree Completion Students

The California Dream Act of 2011 allows students without lawful immigration status but who meet certain requirements to apply for and receive state financial aid at California private colleges. The award amount of the Dream Act Cal Grant is determined upon approval of a final State of California budget.

For details about applying for a Cal Grant under the Dream Act, visit the California Student Aid Commission (CSAC) website at www.csac.ca***.gov.***

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 or Teaching Credential program) at PLNU *within 15 months* of the end of the semester for which the recipient last received a Cal Grant payment;
3. Have not received or submitted an application for a Preliminary Teaching Credential;
4. Do not currently possess any other initial teaching credential;
5. Continue to maintain financial need for a Cal Grant.

To be eligible for the Cal TCP Program, students must be enrolled at least half time. Students enrolled less than full time 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.

Need-Based Institutional Aid

PLNU awards a limited number of Institutional Need Grants to graduate students with high need. Students are automatically considered for these awards and eligible students will be notified by email.

Non-Need Based Federal Loan Programs

Subsidized Direct Loans

The Federal Subsidized Direct loan is a low-interest student loan borrowed directly from the U.S. government designed to help students pay for college. The Subsidized Federal Direct Loan is available for Adult Degree Completion and Teaching Credential students as long as the student has not met the Undergraduate Subsidized Loan aggregate limits. It requires financial need as determined by the FAFSA and is not based on creditworthiness. The student is not responsible for paying interest that accrues while the student is enrolled at least half-time (6 units). Direct Loan interest rates and origination fees are published by the Department of Education and become effective on July 1st of each year. Understanding the importance of repaying any federal student loan taken while in school is critical. Sample loan repayment schedules are available for students at www.studentloans.gov. For more information on the Federal Student Loan programs and interest rates, please click here. Graduate students are not eligible for Subsidized Direct Loans.

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 one disbursement for each semester attended. Students may accept all or a portion of their Federal Direct loan eligibility. We recommend that students carefully consider their expenses and other financial resources before determining the amount of loan to accept. 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 Graduate and Professional Student Services section of the Point Loma Nazarene University website at www.pointloma.edu/gradsfs.

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 and Professional Student Services office.

Repayment begins six months after the student graduates, withdraws, or drops below half-time status (i.e. less than six units for Adult Degree Completion and Teaching Credential students).

Yearly amounts:

Adult Degree Completion Freshmen (0-24 units)	$3,500
Adult Degree Completion Sophomore (25-56 units)	$4,500
Adult Degree Completion Junior and Senior (57+ units)	$5,500
Teaching Credential	$5,500
Graduate Students	$0 (not eligible for Subsidized Loans)

Unsubsidized Federal Direct Loan

The Federal Unsubsidized Direct Loan is a low-interest student loan borrowed directly from the U.S. government designed to help students pay for college. The Unsubsidized Federal Direct Loan does not require financial need and is not based on creditworthiness. The borrower is responsible for paying all the interest that accrues, from disbursement until the loan is fully repaid. Direct Loan interest rates and origination fees are published by the Department of the Education and become more effective on July 1st of each year. Understanding the importance of repaying any federal student loan taken while in school is critical. Sample loan repayment schedules are available for students at www.studentloans.gov. For more information on the Federal Student Loan programs and interest rates, please click here. The determination of an academic year may vary by program.

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 one disbursement for each semester attended. Students may accept all or a portion of their Federal Direct loan eligibility. We recommend that students carefully consider their expenses and other financial resources before determining the amount of loan to accept. 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 Graduate and Professional Student Services section of the Point Loma Nazarene University website at www.pointloma.edu/gradsfs.

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 and Professional Student Services office.

Repayment begins six months after the student graduates, withdraws, or drops below half-time status (i.e. less than six units).

Direct Loan Limits:

Year	*Dependent Students (except students whose parents are unable to obtain PLUS Loans)*	*Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)*
First-Year Adult Degree Completion Undergraduate Annual Loan Limit	$5,500-No more than $3,500 of this amount may be in subsidized loans.	$9,500-No more than $3,500 of this amount may be in subsidized loans.
Second-Year Adult Degree Completion Undergraduate Annual Loan Limit	$6,500-No more than $4,500 of this amount may be in subsidized loans.	$10,500-No more than $4,500 of this amount may be in subsidized loans.
Third-Year and Beyond Adult Degree Completion Undergraduate Annual Loan Limit	$7,500-No more than $5,500 of this amount may be in subsidized loans.	$12,500-No more than $5,500 of this amount may be in subsidized loans.
Teaching Credential Annual Loan Limit	$5,500 - The entire amount may be in subsidized loans.	$12,500 - no more than $5,500 of this amount may be in subsidized loans.
Graduate or Professional Students Annual Loan Limit	Not Applicable (all graduate and professional students are considered independent)	$20,500 (unsubsidized only)
Subsidized and Unsubsidized Aggregate Loan Limit	$31,000-No more than $23,000 of this amount may be in subsidized loans.	$57,500 for undergraduates-No more than $23,000 of this amount may be in subsidized loans. $138,500 for graduate or professional students-No more than $65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study.

Federal Direct Parent Loan for Dependent Students (PLUS)

The Direct Parent PLUS Loan is a credit-based loan available to parents of dependent undergraduate Adult Degree Completion and Teaching Credential students who file a 2016-2017 FAFSA. Although the loan is not based on need, the FAFSA must be completed. The PLUS Loan annual borrowing limit is equal to the student's cost of education minus any other financial aid awarded. We recommend that students and parents carefully consider their expenses and other financial resources before determining the amount of loan to accept.Direct Parent PLUS Loan interest rates and origination fees are published by the Department of Education and become effective on July 1st of each year. Repayment begins 60 days after the loan is fully disbursed or borrowers may request a deferment or forbearance of repayment until their student leaves the university. The application and Master Promissory Note may be completed online at www.studentloans.gov. Normally, PLUS Loan amounts are released in one disbursement for each semester attended. If the parent wishes to have the entire loan disbursed in a single semester, the parent must specify this on the online PLUS loan application. Loan origination fees will be charged in accordance with federal regulation from any Federal Parent PLUS Loan funds disbursed to the student account. For additional information, please visit the Graduate and Professional Student Services section of Point Loma Nazarene University's website at www.pointloma.edu/gradsfs.

Federal Direct Graduate PLUS Loan

The Federal Direct Graduate PLUS Loan is a credit-based loan for which graduate students only 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. For more information on the Federal Student Loan programs and interest rates, please click here. 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 the 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 one disbursement 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 and the amount of other aid awarded. We recommend that students carefully consider their expenses and other financial resources before determining the amount of loan to accept. 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 and Professional Student Services section of Point Loma Nazarene University's website at www.pointloma.edu/gradsfs.

Federal Perkins Loan

The Federal Perkins Loan is available to Adult Degree Completion and Teaching Credential students. Graduate students who have previously been awarded a Perkins loan from PLNU and have not changed their major are also eligible. It 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. Students must complete a 2015-2016 FAFSA to determine eligibility. When a student graduates, withdraws from the university, takes an approved leave of absence, or drops below half-time status, Perkins Loan Exit Counseling is required. Awarding of a Perkins loan in subsequent years is subject to changes in federal regulation, institutional policy, and funding availability. Therefore, a Perkins loan should not be considered an automatically renewable resource.

Federal Nursing Student Loan

The Nursing Loan is a low-interest federal loan for Adult Degree Completion students enrolled in the RN to BSN program who demonstrate exceptional financial need. The interest rate is fixed at 5.00% for the life of the loan and begins accruing nine months after graduation, withdrawal, or dropping to less than half-time status (i.e., less than six units for Adult Degree Completion students). Repayment also begins at that time. Students have up to ten years to repay the loan. Students awarded a Nursing Loan must complete Entrance Counseling and sign a Promissory Note each semester before funds can be credited to their student account. Because of limited funding, there is no guarantee that a student will continue to receive Nursing Loan funding in subsequent years. Students must complete a 2016-2017 FAFSA to determine eligibility.

Federal Nursing Faculty Loan

The Federal Nursing Faculty Loan is a low-interest federal loan for graduate Nursing students only 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 the PLNU Nursing department 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 School of Nursing.

Other Federal Aid

Federal TEACH Grant- Graduate students only

The TEACH Grant program provides funds to students who are completing coursework needed for a career in teaching and agree to teach, for at least four complete academic years, in a high-need field (*see this Federal List*) at an elementary/secondary school, or educational service agency (*click here for a definition*) that serves students from low-income families (*see this Federal List*).

For grants disbursed on or after October 1, 2013 the annual, full time amount is $3,964 (split between 2 semesters). For grants disbursed on or after October 1, 2015 and before Oct 1. ,2016 the annual, full time amount is $3728 (split between 2 semesters). No information has been released yet for disbursements after Oct 1, 2016. The aggregate limit for graduate students is $8,000.

In order to receive the TEACH grant, students must meet all of the following criteria:

- Must have and maintain a t least a 3.25 cumulative GPA (New students qualify through their cumulative Undergraduate or Transfer GPA) in one of these Graduate Programs:
    - MA in Teaching
    - MA in Special Education
- Must complete the FAFSA.
- Must sign an annual Agreement to Serve, promising to teach in a high-need field at an elementary school, secondary school, or educational service agency that serves students from low-income families for at least four complete academic years after completing (or ceasing enrollment in) the course of study for which you received the grant.
- Must complete annual Entrance Counseling, which informs you of your rights and responsibilities.
- Enrollment must fall within the TEACH Grant Authorized Course List, since the TEACH Grant is designed for specific programs leading to highly qualified teachers.

IMPORTANT: If you do not complete your service obligation, all TEACH Grant funds you received will be converted to a Direct Unsubsidized Loan. You must then repay this loan to the U.S. Department of Education, *with interest charged from the date the TEACH Grant was disbursed.*

Learn more here on the Department of Education's Website.

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 Loan. 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, interest rates, and repayment incentives 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. The PLNU website includes a link to an outside scholarship resource, and many other scholarship searches are available online (such as collegeboard.org, fastweb.com, petersons.com). 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, previously awarded financial aid may need to be reduced so that funding does not exceed financial need or cost of attendance. Whenever possible, the Graduate and Professional Student Services 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 visit the Human Resources webpage 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.

Potential Limitations or Forfeiture of Financial Assistance

The following situations may limit or eliminate financial aid eligibility:

- Not a U.S. citizen or an eligible non-citizen.
- Not enrolled in a degree-seeking program.
- Attending courses through a special standing status.
- Registered less than half-time in a semester (3 units per semester for graduate students or 6 units for Adult Degree Completion and Teaching Credential students).
- Not meeting Satisfactory Academic Progress standards (see below).
- Defaulted on previous federal student loans (students may regain eligibility after having made satisfactory arrangements with the 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 (In this case students are required to either provide written documentation of an approved and current repayment arrangement or to pay the over-awarded balance in full).

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 all students to complete at least 2/3 of all attempted units (the quantitative requirement). In addition, Graduate and Teaching Credential students must maintain a minimum cumulative Grade-Point Average (GPA) of 3.0 at the end of each semester (the qualitative requirement), while Adult Degree Completion students must maintain a minimum cumulative Grade-Point-Average (GPA) of 2.0 at the end of each semester (the qualitative requirement). For more complete information on the university's SAP policy, students may view our SAP Policy online for Graduate and Teaching Credential students here or for Degree Completion students here. You may also contact the Graduate and Professional Student Services office for more information.

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 or three consecutive semesters (depending upon the academic program). 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/gradsfs.

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 or returned.

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 Policy:

According to the United States Department of Education with regard to the credit hour definition, one semester unit represents an hour (minimum fifty minutes) of class time per week for at least 15 weeks (Carnegie definition). Two hours of preparation are normal for each hour of class.

Face-to-face instructional hours are equivalent to the following:

1 credit hour = 750 minutes instructional time

2 credit hours = 1500 minutes

3 credit hours = 2250 minutes

4 credit hours = 3000 minutes

Web-Facilitated courses use web based technology to facilitate what is essentially a face to face course. These offerings can be up to 25% online/web based work.

Hybrid or Blended courses use online and face to face delivery. A substantial proportion of the content (between 26% and 79%) is delivered online, and it typically uses online discussion and has a reduced number of face to face meetings.

Online courses have the majority of content online and typically do not have face to face meetings.

Academic unit leadership will monitor the unit of credit policy through the course syllabus, schedule, and faculty governance policies and procedures.

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, identity fraud, 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.

Academic identity fraud is the act of allowing a person to impersonate the registered student, by doing the academic work and by submitting it as if it were the work of the registered person. This encompasses both face to face and online environments. It includes, but is not limited to: having another person complete a course assignment, take an examination, respond to discussion board questions, or complete any kind of academic exercise on behalf of the registered student. In such cases, it may be considered collusion to commit fraud on the part of both parties.

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. In cases of academic identity fraud, the act or acts could be interpreted as a criminal offense and could mean administrative withdrawal from Point Loma Nazarene University.
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.

Periodically, PLNU conducts formal and informal photo and video shoots (around the campus and at off-campus events and activities) for use in university publications, social media, promotional videos/commercials, and the PLNU Web site. Students who require that no identifiable image be used by the university must notify Marketing and Creative

Services in writing prior to the second Monday of each semester (office located in Starkey B). In addition, PLNU may submit information about students' participation in school activities to media outlets. Students who require that their names be excluded from such stories must notify Marketing and Creative Services in writing prior to the second Monday of each semester (office located in Starkey B).

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 in Mission Valley). 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.

Online Class Attendance

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

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 or adult degree completion programs are requested to indicate a desire for accommodation to the program director (department chair or school dean) no later than the first two weeks of class. The program director will give the student information about how to contact the Graduate and Professional Studies disabilities advisor to begin the official process of requesting accommodation. 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. 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. Expedited processing and electronic ordering of transcripts are both available for an additional fee.

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

100-299 Lower-division courses open to adult degree completion students

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 Post Masters 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 Branch Campus 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. Adult degree completion student's maximum course load is 17. 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. Independent study fees may apply depending on circumstances.

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. *Note: Federal fair use policy requires ending access to Canvas resources after three weeks. Instructors should keep this in mind when establishing incomplete grade resolution requirements and deadlines.*

[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 , 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 Branch Campus 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 or adult degree completion 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 Branch Campus, 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 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 program in which they are enrolled. A cumulative GPA of 3.000 is required of all programs with two exceptions: The Master of Ministry (M.Min.) degree requires a cumulative GPA of 2.750 and the Adult Degree Completion programs, consistent with undergraduate degree policy, require a cumulative GPA of 2.000 for graduation. The Adult Degree Completion program requires a GPA of 3.0 for all courses within the course of study, with a minimum grade of C- counting toward the completion of a resident requirement.

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 may receive a letter of Academic Warning. This includes courses without final grades, such as in progress courses or incomplete courses.

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 whose cumulative GPAs fall below the minimum requirement for two consecutive semesters are disqualified. Students who are disqualified from continuation at the university due to performance below minimum GPA standard will receive a letter from the Vice-Provost for Academic Administration describing the reason for the disqualification, the student's eligibility or ineligibility to apply for readmission and the route to readmission if eligible.

Degree Requirements

Applicable Catalog

Students in continuous enrollment may elect to graduate under the curricular requirements of either the Catalog for the year in which they enter the university or the 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 Catalog requirements for the year in which they re-enter the university or that of a subsequent year of enrollment. 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 traditional 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 after the closest degree confirmation date.

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.

Certificate Requirements

Optional certificates are offered in some schools or departments. The requirements governing certificates are as follows:

- A certificate is a skill based program responsive to employer and/or market need that supplements a student's graduate or degree completion studies. Point Loma Nazarene University offers certificates which may be one of three types: academic, professional development or attendance certificates.
- Academic certificates will be between six (6) and eighteen (18) graduate level units. Professional development certificates are based on a ten (10) hours per CEU formula. Attendance certificates are awarded on the basis of full session attendance.
- 50% or more of the units being applied to the certificate must be unique to that certificate.
- Only academic certificates that appear in the student's catalog of record may be earned at the point of graduation.
- Students must earn a 3.0 cumulative grade point average for an academic certificate with no grade lower than C.
- Of the total graduate units in the academic certificate, a minimum of two-thirds must be earned in residence.
- Academic certificate programs will state clearly whether they can be applied to a PLNU degree.
- Neither professional development nor attendance certificates can be converted to academic credit or applied to university programs or degrees.

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.

Students in adult degree completion programs must transfer in a minimum of forty (40) units. No transfer work may be applied to the major program requirements.

Curricular Exceptions

Occasionally, an exception to the requirements in this 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.

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 exits 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, 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 usually 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 Branch Campus;
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 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 ***(1)*** *

- EDU 653F - Fieldwork for Principles of Language Acquisition for Students with Moderate/Severe Disabilities ***(1)*** **

Total Common Courses Required for all Preliminary Credentials: 13 Units

Note(s):

*Course requires 20 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.

**Course requires 20 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 branch campus.

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

- Possess 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 20 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of literacy under the direction of a cooperating teacher.

**Course requires 20 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) consist of 15 hours of online coursework and 30 hours with a subject-specific mentor. 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 that are not listed in EDU 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)***

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;
- Possess 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 20 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 20 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive school setting.

**Course requires 20 clock hours of observation and participation specific to content area teaching strategies in a culturally diverse and inclusive school setting.

Traditional Candidates take:

- EDU 670M - Special Education Mild-Moderate Clinical Practice I ***(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 ***3***
- 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 SPE 653 and SPE 653F.

*Course requires 20 clock hours of observation and participation specific to learning theory in a culturally diverse and inclusive school setting.

**Course requires 20 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 670S - Special Education Moderate-Severe Clinical Practice I ***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 ***3***
- EDU 672S - Intern Moderate/Severe Clinical Practice I ***(4)***
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) ***(1)***
- EDU 676S - Intern Moderate/Severe Clinical Practice II ***(4)***
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) ***(1)***

Total: 12 Units

Total Moderate/Severe 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 and Single Subject Candidates

The courses listed below are the final thirteen (13) units to complete the M.A.T. degree, for a total of 46 semester units.

Core Course:

- GED 672 - Philosophy in Education ***(3)***

Curriculum Course:

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

Diversity Course:

Select one (1) course from the following:

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

Action Research:

- GED 689 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.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 - Master's Research and Design ***(3) AND***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.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 branch campus.
    - 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 branch campus.

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 Branch Campus 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

Clinical Counseling

The Master of Arts in Clinical Counseling (MACC) program can be completed in two years of continuous enrollment. Classes are designed as collaborative learning experiences where students and instructors are engaged in asynchronous dialog throughout the week. Students learn in community as they participate in a cohort experience that not only provides for a great learning environment, but also develops a network of friends who share common goals.

Students in the MACC program will decide, by the end of their first year, whether to pursue clinical hours to become either a Licensed Professional Clinical Counselor (LPCC) or a Licensed Marriage and Family Therapist (LMFT). During the second year of the program, students enroll in supervised practicum as clinical counseling trainees. Our practicum students are required to serve the community of San Diego by providing no/low-cost counseling at our on-site training clinic in Mission Valley before being placed in off-site practicum locations.

Upon graduation the student applies to the Board of Behavioral Sciences to become a registered intern and then continues to accrue the necessary hours of clinical experience in order to sit for the state licensing examination to become either an LPCC or an LMFT.

Program Learning Outcomes for Clinical Counseling

The core curriculum of the Master of Arts in Clinical Counseling program is to develop students with these key outcomes:

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinicallyappropriate, culturally sensitive, and ethical manner.

Admission Requirements

Point Loma Nazarene University assesses the Master of Arts in Clinical Counseling applicants on the basis of evidence submitted via application documentation. Applications will be processed upon receipt of all required materials. To be admitted into the Clinical Counseling program, an applicant must meet these requirements:

1. Submit a completed Point Loma Nazarene University online application form.
2. Have earned a bachelor's degree or graduate degree from an accredited institution, with a cumulative undergraduate or graduate grade point average (GPA) of 3.0 or higher on a 4.0 scale (*). All hours at the degree level from accredited institutions will be considered in calculating the cumulative GPA. Applicants must submit one official transcript from all colleges and universities attended for undergraduate and graduate work.

   Note: Official Transcript: a transcript with a registrar's seal from the institution granting credit sent directly to Point Loma Nazarene University, 3900 Lomaland Dr., San Diego, CA 92106

   If your University provides official electronic transcripts, please email to gradprocessing@pointloma.edu.

1. Submit a professional resume.
2. Submit a 500-600 word (**) Statement of Purpose addressing the following topics:
   - A personal statement on why you wish to participate in the MASOL program,
   - Your current philosophy of leadership,
   - Your relevant academic and professional experience, and
   - Your future career or life goals.

(*) Contact a graduate enrollment counselor regarding the exceptions process if you don't meet the minimum GPA requirement.

(**)The five-paragraph essay is to be formatted in APA style and should reflect your best writing. For help in writing the essay, see Statementofpurpose.com. Your paper will be graded on a 5-point scale, and you must receive a minimum 3.5 to meet the benchmark.

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 dramatic change in academic performance, may petition the academic department or school for a special review of their status. The academic department or school reviews the petition along with the student's application package and determines the merits and appropriateness of the request.

A copy of the petition must be filed with the Office of Graduate Admissions. In order to apply for 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. 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. The Graduate and Extended Studies Committee is the final authority for admissions under exception.

Applicants to the graduate program in Master of Arts in Clinical Counseling with a GPA below 3.0 in their most recent undergraduate degree may be admitted under exception according to the following criteria:

Applicants with a GPA between 2.7500 and 2.999 may be accepted if

One of the following:

A combined grade point average of 3.0 or higher for the most recent 30 units of study consisting of any of the following: graduate course work, u

- A minimum of six units of graduate course work completed with a 3.0 grade point average with no one course lower than a B- grade in
- A previously earned master's degree from an accredited university; OR
- Successful completion with an average of 3.75 GPA or greater in the three pre-requisite courses: General, Abnormal Psychology, and I

Note: Applicants must be reviewed and approved by the Program Director of the Department of Graduate Psychology.

Applicants with a GPA between 2.500 and 2.749 may be accepted if

Required:

Successful completion with an average of 3.5 GPA or greater in the three pre-requisite courses: General, Abnormal Psychology, and Human De

One of the following:

A combined grade point average of 3.0 or higher for the most recent 30 units of study consisting of any of the following: graduate course work, u

- A minimum of six units of graduate course work completed with a 3.0 grade point average with no one course lower than a B- grade in

Note: Applicants must be reviewed and approved by the Program Director, the College Dean of Natural and Social Sciences, and the Graduate

Applicants with a GPA between 2.00 and 2.499 may be accepted if

Required:

- Successful completion with an average of 3.75 GPA or greater in the three pre-requisite courses: General, Abnormal Psychology, and I
- A ten-page self-analysis that evaluates the student's life. Using core concepts from the aforementioned courses, the student will need to knowledge into practical application.

One of the following:

- A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate cour

- A minimum of six units of graduate course work completed with a 3.0 grade point average.

*Note: Applicants must be reviewed and approved by the Program Director, College Dean of Natural and Social Sciences, and the Graduate and

Academic support for students admitted under 3.0 GPA:

All exception students will be required to meet with the MACC Program Director at the completion of their first semester to review their performance. Additional remedial steps may be required.

Following the first semester, if an exception student's GPA drops below 3.0 they will meet with the MACC Program Director to discuss their performance and prepare a plan for improvement.

Graduation Requirements

1. Successful completion of all core requirements, an area of concentration, and the project or thesis,
2. A completed application for degree candidacy conveyed to the Office of Records,
3. All student accounts paid in full, and
4. All requirements completed within eight years from the time of initial enrollment.
5. A personal interview (in person or using video conferencing technology) with the student will take place at the end of the program to review the things that have been learned and how the student felt the program equipped him/her for servant leadership. The interviews are designed to ensure that the student has a clear understanding of the material covered in courses taken and to evaluate the effectiveness of the program.

   Note: Student reviews will be in person (face-to-face) or use video conferencing technology. To comply with U.S. Department of Education and accreditation requirements, students are required to show a government issued photo I.D.

Program Eligibiliy

Point Loma Nazarene University assesses the Master of Arts in Clinical Counseling applicants on the basis of evidence submitted via online application documentation. Applications will be processed upon receipt of all required materials. To be admitted into the Clinical Counseling program, an applicant must meet these requirements:

- • Submit online application for admissions (includes $50 non-refundable application fee)
  o Fee waived if applicant is one of the following: PLNU alum, current or former military and theirdependents, PLNU employee

- • Submit official transcripts with proof of earned baccalaureate degree from a regionally accredited institution.
  - Send official transcripts to:
    Point Loma Nazarene University

    Office of Graduate Admissions

    3900 Lomaland Dr.

    San Diego, CA 92106

    Official electronic transcripts must be emailed to: gradprocessing@pointloma.edu

- o Specifically state how you would like to use your master's degree from PLNU to further your career in a 3-5 page essay. Make sure you clearly touch on the three points
    - ♣ Clarify what job setting you see yourself pursuing upon completing the MACC and pecify how this degree program will help you in that setting.
    - ♣ Describe how you will appraise, utilize, and integrate specific Biblical or ethical principles and /or counseling theories into your futureprofessional practice
    - ♣ State how your previous education and work experiences have uniquely prepared you for success in the MACC program.
- • Submit a resume/vita
- • Submit three professional references including name, title, phone, and email for each reference
- • Background check through LiveScan
- • Completion of the MMPI 2 personality assessment administered through the department
- • Interview with the Department of Graduate Psychology
- • Ensure undergraduate course prerequisites are met

Exceptions Policy: If you have below a 3.0 GPA in your baccalaureate degree you will need to speak with your enrollment counselor for more information on the exceptions materials needed for your particular program.

sprofessional practice.success in the MACC program.

Program Prerequisites

Prior to beginning this program, the following course requirements must completed (accompanying PLNU course numbering):

- General Psychology (PSY103)
- Abnormal Psychology (PSY321)
- Human Development (PSY308)

An official transcript from a regionally accredited institution is the required documentation.

Required Courses

- PSY 601 - Issues in Psychotherapy - Theology Integration ***(3)***
- PSY 608 - Lifespan Development ***(3)***
- PSY 609 - Multicultural Theories and Development ***(3)***
- PSY 611 - Professional Ethics and Law ***(3)***
- PSY 621 - Psychodiagnostics and Mental Disorder Treatment ***(3)***
- PSY 625 - Counseling Theories and Faith Integration ***(3)***
- PSY 626 - Counseling Theories and Faith Integration II ***(3)***
- PSY 627 - Treatment of Children and Adolescents ***(3)***
- PSY 628 - Abuse Assessment and Reporting ***(3)***
- PSY 629 - Marriage and Family Therapy ***(3)***
- PSY 630 - Treatment of Older Adults ***(3)***
- PSY 633 - Career Development ***(3)***
- PSY 645 - Group Counseling ***(3)***
- PSY 650 - Psychological Testing and Assessment ***(3)***
- PSY 658 - Crisis and Trauma Counseling ***(3)***

- PSY 660 - Human Sexuality *(3)*
- PSY 665 - Psychopharmacology *(3)*
- PSY 675 - Treatment of Substance Use Disorders *3*
- PSY 690 - Research Methodology *3*

Practicum Courses

- PSY 695 - Supervised Practicum I *(2)*
- PSY 696 - Supervised Practicum II *(2)*
- PSY 697 - Supervised Practicum III *(2)*

TOTAL: 63 Program units

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 branch campus.

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 branch campus;
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 counselors for service to students in a changing world. Candidates have three 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, or
3. Candidates can complete the Master of Arts degree with a specialization in College Counseling and Student Development

The admissions requirements for the above 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 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 641 - Cultural Competence in a Pluralistic Society ***(3)***
- GED 662 - Counseling Theory and Techniques ***(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 of Learning ***(3)***
- GED 672 - Philosophy in Education ***(3)***
- GED 681 - Educational Measurement and Evaluation ***(3)***

- GED 689 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.5)***

Nine (9) Electives 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)***
- GED 687M1 - Research, Field Studies and Practica in Counseling and Guidance ***(1)***
- GED 687M2 - Research, Field Studies and Practica in Counseling and Guidance ***(1)***
- GED 687M3 - Research, Field Studies and Practica in Counseling and Guidance ***(1)***

Master's Total: 36 Units

Master's and PPS Credential

- GED 601 - Foundations of Leadership and Educational Issues ***(3)***
- GED 641 - Cultural Competence in a Pluralistic Society ***(3)***
- GED 662 - Counseling Theory and Techniques ***(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 of Learning ***(3)***
- GED 672 - Philosophy in Education ***(3)***

- GED 675 - Family Systems ***(3)***
- GED 677 - Teaching Strategies for Special Populations ***(3) OR***
- Demonstration of competency in the area of Special Education ***(0-3)***
- GED 681 - Educational Measurement and Evaluation ***(3)***

Eight (8) units of Research, Field Studies & Practicum in Counseling and Guidance are required. This is broken into several segments. The initial hours must be completed and a grade entered prior to registering for additional segments.

- GED 687P - School Counseling Practica ***(1)***
- GED 687F1 - School Counseling Fieldwork ***(2)***
- GED 687F2 - School Counseling Fieldwork ***(2)***
- GED 687F3 - School Counseling Fieldwork ***(2)***
- GED 687S1 - School Counseling Seminar ***(1)***

Four (4) units Culminating Project

- GED 689 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.5)***

Total: 45-48 Units

Master's and College Counseling and Student Development

- GED 641 - Cultural Competence in a Pluralistic Society ***(3)***
- GED 662 - Counseling Theory and Techniques ***(3)***
- GED 663 - Individual and Group Counseling and Ethical Standards ***(3)***
- GED 664 - Counseling for Academic Achievement and Career Development ***(3)***
- GED 670 - Applied Psychology of Learning ***(3)***
- GED 672 - Philosophy in Education ***(3)***
- GED 674 - Emergent Adult Development Theory ***3***
- GED 676 - Higher Education Leadership in Student Development ***3***
- GED 681 - Educational Measurement and Evaluation ***(3)***
- GED 690 - Contemporary Issues in Higher Education ***(2)***

Five (5) units total of fieldwork required for a total of 200 hours.

- GED 671A, B, C, D, E - Research, Field Studies and Practicum in College Counseling and Student Development ***1***

Four (4) units of culminating research

- GED 689 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.5)***

Total Units: 36

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

- Engages in ongoing scholarly, professional, personal, and spiritual growth.
- Gains knowledge and skills in critical thinking, analysis, and synthesis.
- Works collaboratively and communicates effectively as a servant leader.

Transform

- Embraces the positive power of diversity through development as advocates for equity and access.
- Applies faith-based influence and beliefs within educational organizations.

Empower

- Engages in reflective educational practices that emulate Christian discipleship within an educational community focused on service and responsibility.
- Serves as research-based transformational leader within educational organizations.

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

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

- GEL 603 - Instructional Leadership ***(3)***
- GEL 603F - Fieldwork and Practicum for Instructional Leadership ***(1)***
- GEL 604 - Equitable and Socially Just School Communities ***(3)***
- GEL 604F - Fieldwork and Practicum for Equitable and Socially Just Communities ***(1)***
- GEL 605 - Organizational and Systems Leadership ***(3)***
- GEL 605F - Fieldwork and Practicum for Organizational and Systems Leadership ***(1)***
- GEL 606 - School Improvement Leadership ***(3)***
- GEL 606F - Fieldwork and Practicum for School Improvement Leadership ***(1)***
- GEL 607 - Professional Learning and Growth Leadership ***(3)***
- GEL 607F - Fieldwork and Practicum for Professional Learning and Growth Leadership ***(1)***
- GEL 608 - Ethical and Visionary Leadership ***(3)***
- GEL 608F - Fieldwork and Practicum for Ethical and Visionary Leadership ***(1)***

Credential Total: 24 Units

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

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 initial teacher preparation 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.

Other options for fulfilling the program elective requirements offer an in-depth emphasis/authorization 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

*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 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 and 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 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.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.

- 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 (15 units)

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.

- GEL 605 - Organizational and Systems Leadership ***(3)***
- GED 628 - Using Technology to Enhance Teaching and Learning ***(2)***
- GED 628P - Instructional Technology Project ***(1)***
- GED 668 - Advanced Practice for English Learners ***(3)***
- GED 675 - Family Systems ***(3)***
- GEL 604 - Equitable and Socially Just School Communities ***(3)***
  OR
- GED 641 - Cultural Competence in a Pluralistic Society ***(3)***

Instructional Design with Technology (12 units)

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 628P - Instructional Technology Project ***(1)***
- GED 630 - Assessment and Design of Hybrid and On-Line Learning ***(3)***
- GED 637 - Development and Implementation of Hybrid and On-line Learning ***(3)***

Management of Instructional Design for Professionals (15 units)

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.

- GEL 603 - Instructional Leadership ***(3)***
- GED 616 - Curriculum Development, Innovation, and Evaluation ***(3)***
- GED 628 - Using Technology to Enhance Teaching and Learning ***(2)***
- GED 628P - Instructional Technology Project ***(1)***
- GED 670 - Applied Psychology of Learning ***(3)***
- GEL 607 - Professional Learning and Growth Leadership ***(3)***
  OR
- GED 605 - Human Performance Technology ***(3)***

Reading and Literacy Added Authorization (8 units)

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 (15 units)

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.

- GEL 603 - Instructional Leadership ***(3)***
- GED 628 - Using Technology to Enhance Teaching and Learning ***(2)***
- GED 628P - Instructional Technology Project ***(1)***
- GED 677 - Teaching Strategies for Special Populations ***(3)***
- GED 683 - BTSA Induction/Reflective Coaching ***(1-6)***

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 seeking to transfer credit must make this request during the first semester of enrollment.

Candidates with their preliminary credential coursework from an accredited university may request to apply up to six (6) units of approved coursework. Candidates with the preliminary courework ***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 600 - Foundations of Education and Learning Theory ***(3)***
- EDU 601 - Language Acquisition and Diverse Populations ***(3)***
- EDU 603 - Classroom Assessment and Research Practices ***(3) AND*** Either
- EDU 610 - Methods of Teaching Reading and Writing ***(3)***
- One course in content specific pedagogy (EDU 622- EDU 629) ***(3)***

Master's Total: 36 Units

General Biology, Master of Science

Program Description

The master's degree in general biology is an academic degree designed for working professionals. This program requires completion of either an original thesis ***or*** six additional elective units ***and*** a comprehensive exam.

The thesis option is appropriate for those who wish to design and carry out an original research project in teaching and learning in biology. The comprehensive exam option is appropriate for those who wish to take more biology coursework to supplement their background knowledge.

Program Learning Outcomes

Candidates who complete the Master of Science in General 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 General Biology Master of Science Program

- 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;
- Successful completion of an undergraduate upper-division grade-point average of at least 2.750;
    - Two recommendation letters from any of the following:
        - a principal
        - department head
        - former college/university professor
        - other professional colleague
- 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 or comprehensive exam;
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

Choose 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

Choose 12 units to complete

Choose the thesis option and 6 units

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

OR the comprehensive exam and 12 units

- BIO 684 - Comprehensive Examination in General Biology ***(0)***

- 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 690 - Special Studies in Biology ***(1-3)***
- BIO 692 - Perspectives on Science ***(1,1)***
- *Other approved Biology courses*

Total: 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.

Master of Business Administration

Program Description

The PLNU Master of Business Administration (MBA) degree provides a balance of qualitative and quantitative business knowledge and prepares the students with the wisdom to make critical decisions with purpose. The Fermanian School of Business offers the MBA in two (2) formats: an Evening MBA for experienced working professionals that can be completed in 24 to 28 months, and a Daytime MBA for recent college graduates designed to be completed in one year.

Program Learning Outcomes

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

- Demonstrate competency of the concepts, models and theories in the core business disciplines.
- Integrate learning across core business disciplines to identify key strategies and opportunities.
- Identify business issues and recommend solutions using analytical and critical thinking skills.
- Evaluate the impact of business decisions in a global context.
- Analyze the ethical impacts of executive-level decision making.
- Convey ideas and decisions clearly through effective communication.
- Demonstrate the ability to work collaboratively and function as an effective team member.

Graduation Requirements

1. A completed Application for Degree Candidacy (online or in the Office of Records, Point Loma campus).
2. Successful completion of all required curriculum with a minimum of 42 semester units of coursework.
3. 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. Any course in which a student receives a grade lower than a "C" must be repeated and the units will not be added to earned units.
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.

Program Prerequisite

All students must successfully complete the Excel Leveling Module, or equivalent, prior to their first semester in the program.

Course Prerequisites

Prerequisite Leveling Modules are required for BUS 615 Accounting for Decision Making, BUS 670 Financial Management, and BUS625 Marketing Research. All students must successfully pass the prerequisite leveling modules prior to beginning to respective courses.

Evening MBA Program

The Evening MBA is for experienced working professionals who want to take control of their career by acquiring four important drivers of influential leadership - deep qualitative and quantitative business knowledge, wisdom in the face of difficult business decisions, a powerful personal network, and inspiration to follow your purpose. The program is designed to be completed in 24 to 28 months. However, students may accelerate their program or extend it over a longer period of time to accommodate their schedules.

A collegial classroom environment supports depth of learning and builds strong relationships among faculty and peers. In the cohort model, students progress through the curriculum together, completing the 12 core business courses and two electives. Students may select from four concentrations, including Organizational Leadership, Innovation and Entrepreneurship, Project Management, and Healthcare Management.

The Fermanian School of Business Evening MBA program is committed to serving the experienced 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.

Program Eligibility for the Evening MBA

- A completed application for admission to the program
- Baccalaureate degree from a regionally accredited institution as evidenced by official transcripts from accredited institution
- Two (2) letters of recommendation
- Professional resume including detailed worked experience
- A personal essay that describes why the applicant desires to participate in the Evening 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 Associate Dean of Graduate Business Education
- Evidence of basic knowledge of common professional competencies through transcripts (from regionally accredited institutions with a 3.000 GPA or better), or completion of appropriate course prerequisites

Concentrations

- Organizational Leadership
- Innovation and Entrepreneurship
- Project Management
- Healthcare Management

Evening MBA Program Courses

Core Courses (3 units each)

- BUS 607 - Ethical, Legal and Social Environment of Business ***(3)***
- BUS 615 - Accounting for Decision Making ***(3)***
- BUS 625 - Marketing Research ***(3)***
- BUS 630 - Managerial Economics ***(3)***
- BUS 635 - International Business ***(3)***
- BUS 648 - Leading with Integrity ***(3)***
- BUS 650 - Operations Management ***(3)***
  OR BUS 650H - Operations Management for Healthcare Professionals ***(3)***
- BUS 655 - Marketing Management ***(3)***
- BUS 660 - Managerial Perspectives ***(3)***
- BUS 670 - Financial Management ***(3)***
- BUS 672 - Developing an Entrepreneurial Mindset ***(3)***
- BUS 695 - Strategic Management ***(3)***

Elective Courses (3 units each, except as noted)

Choose six (6) units of electives or one of the listed concentrations to complete the forty-two (42) unit program.

- BUS 610 - Organizational Behavior ***(3)***
- BUS 645 - Leadership ***(3)***
- BUS 667 - Project Management and Communications ***(3)***
  OR BUS 667H Project Management and Communications for Healthcare Professionals ***(3)***
- BUS 668 - Project Management Risk, Cost and Program Analysis ***(3)***
- BUS 673 - Value Creation and Negotiation Strategy ***(3)***
- BUS 676 - New Venture Creation ***(3)***
- BUS 687 - Financial Concepts for Healthcare Management ***(3)***
- BUS 690 - Special Studies in Business Administration ***(1-3)***

Concentrations (6 units)

Organizational Leadership

- BUS 610 - Organizational Behavior ***(3)***
- BUS 645 - Leadership ***(3)***

Innovation and Entrepreneurship

- BUS 673 - Value Creation and Negotiation Strategy ***(3)***
- BUS 676 - New Venture Creation ***(3)***

Project Management

- BUS 667 - Project Management and Communications ***(3)***
- BUS 668 - Project Management Risk, Cost and Program Analysis ***(3)***

Healthcare Management

- BUS 667H - Project Management & Communications for Healthcare Professionals ***(3)***
- BUS 687 - Financial Concepts for Healthcare Management ***(3)***

Total (required total Core/Electives): 42 units

Daytime MBA Program

The Daytime MBA program is for recent college graduates who want an accelerated opportunity to build four important drivers of initial career success - business knowledge, real world experience, personal network, and purpose. The Daytime MBA is a three semester program that is completed in one year.

The Daytime MBA program consists of 14 core courses (42 units) that have been selected to effectively prepare recent graduates to successfully launch their professional career. Included in these core courses is a 3-unit Field Experience where teams of students work with a company executive to analyze, strategize and solve a live business challenge.

The Fermanian School of Business Daytime MBA program is committed to serving all 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 the Daytime MBA Program

- A completed application for admission to the program
- A recently earned baccalaureate degree from a regionally accredited institution as evidenced by official transcripts from accredited institution(s)
- Two (2) letters of recommendation
- Resume
- A personal essay that describes why the applicant desires to participate in the Daytime 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 Associate Dean of Graduate Business Education
- Evidence of basic knowledge of common professional competencies through transcripts (from a regionally accredited institution with a 3.000 GPA or better), or completion of appropriate course prerequisites.

Core Courses

- BUS 607 - Ethical, Legal and Social Environment of Business ***(3)***
- BUS 615 - Accounting for Decision Making ***(3)***
- BUS 625 - Marketing Research ***(3)***
- BUS 630 - Managerial Economics ***(3)***
- BUS 635 - International Business ***(3)***
- BUS 648 - Leading with Integrity ***(3)***
- BUS 650 - Operations Management ***(3)***
- BUS 655 - Marketing Management ***(3)***
- BUS 660 - Managerial Perspectives ***(3)***
- BUS 665 - Leadership Communication ***(3)***
- BUS 670 - Financial Management ***(3)***
- BUS 672 - Developing an Entrepreneurial Mindset ***(3)***
- BUS 680 - Field Experience ***(3)***
- BUS 695 - Strategic Management ***(3)***

Total: 42 units

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 (discussion, 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 an elective 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

Master of Science in Kinesiology

The Master of Science in Kinesiology (MS-KIN) is designed to prepare highly knowledgeable and career-focused professionals for the dynamic and rapidly growing fields of exercise science, sport management, sport performance. The MS-KIN program develops graduates who integrate the current best research evidence with professional practice to solve relevant problems in the disciplines related to Kinesiology. Students collaborate with faculty and professional colleagues to improve outcomes in clients, patients, or business systems related to healthcare, sport, and fitness. Student will also gain advanced specialization and/or certification in a discipline of their choice through focused study in a concentration.

The MS-KIN is a 30 unit accelerated graduate program designed especially for young professionals and recent graduates of a four year baccalaureate degree program. The program has a common core of 18-19 units and a concentration of 12 units. Upon completing the core, all students will choose from one of three areas of concentration: Exercise Science, Sport Performance, or Sport Management. Students who choose the Sport Management concentration may substitute up to 6 units from the Fermanian School of Business MBA courses for core requirements.

Program Learning Outcomes

Upon completing the core curriculum of the MS-KIN, students will be able to:

1. Appraise current research data in Kinesiology and integrate it into professional practice to solve relevant problems and make effective decisions.

2. Work independently and with a team to persuasively communicate essential information in their discipline.

3. Demonstrate appropriate breadth of knowledge of the background and principle research in their specialization in order to conduct an independent research project.

4. Serve various populations, integrating compassionate care and the Christinan faith with their professional practice.

5. Pursue an active and growing involvement in their discipline by achieving advanced certification and/or membership in a related professional organization.

Upon completing an area of concentration, students are expected to attain the following outcomes:

Exercise Science

1. Incorporate current best evidence to make effective decisions about the optimal care of patients and clients.

2. Apply knowledge of the metabolic and physiologic benefits of exercise toward creating effective exercise interventions to treat and prevent metabolic diseases.

3. Work with a team of colleagues to perform common laboratory assessments to determine health, fitness, and disease states in a series of patients.

Sport Performance Concentration

1. Integrate clinical experience with the use of the current best evidence to make effective decisions about the optimal care of patients and clients.

2. Develop and apply technical knowledge in sports performance and/or sports medicine through direct patient care and client interaction that improves health outcomes.

3. Work with a team of colleagues to construct and present a critical appraisal of a current topic to enhance professional practice in sport performance.

Sport Management

1. Demonstrate essential knowledge of basic management and prioritization principles in the business of sport.

2. Work with a team of colleagues to construct and present an effective risk management plan and operating budget for a sport, fitness, or physical education setting.

3. Develop technical knowledge, effective leadership, and decision-making skills while performing professional service (at least 100 hours) related to sport management.

Program Eligibility

To be reviewed for acceptance into this program, the following must be in place:

- Competed application for admission to the PLNU Graduate programs and MS-KIN program, including a $50 non-refundable application fee.
- Personal essay that describes why the candidate desires to participate in the MS-KIN and outlines professional goals for the future
- Baccalaureate degree from a regionally-accredited institution, as evidenced on an official transcript with a posted degree.
- Undergraduate GPA of 3.0 or higher.
- Two references (e.g., professors or employers)who have current knowledge of the applicant's character, academic ability, and professional potential.
- Special Undergraduate course prerequisites:

  Exercise Science concentration - courses in Human Anatomy and Physiology, Structural Kinesiology/Biomechanics, and Exercise Physiology

  Sport Performance concentration - courses in Human Anatomy and Physiology, Structural Kinesiology/Biomechanics, and Exercise Physiology; BOC-Certified Athletic Trainers or Certified Strength and Conditioning Specialists (NSCA) will be looked upon favorably for graduate assistantships.

  Sport Management - no prerequisite courses are required. However, students enrolling in courses in the Fermanian School of Business will need to meet any prerequisites for those courses.

Graduation Requirements

1. Successful completion of all core requirements, an area of concentration, and the project or thesis,
2. A completed application for degree candidacy conveyed to the Office of Records,
3. All student accounts paid in full, and
4. All requirements completed within five years from the time of initial enrollment.

Core Courses

- KIN 600 - Foundations in Kinesiology ***(3)***
- KIN 605 - Research Methods ***(3)*** Or BUS650 for Sports Management
- KIN 610 - Evidence-Based Practice and Decision Making in Kinesiology ***(3)*** Or elective units for Sports Management*

- KIN 650 - Research Project Seminar in Kinesiology ***(2)***
- KIN 660 - Directed Readings ***(1)***
- KIN 688 - Internship or Practicum in Kinesiology ***(1-3)***
  Choose one course from:
- KIN 695 - Comprehensive Examination ***(0)***
- KIN 698 - Capstone Project ***(3)***

Exercise Science Concentration (12 units)

- KIN 626 - Sport and Exercise Nutrition for Peak Performance ***(3)***
- KIN 636 - Clinical Exercise Testing and Prescription ***(3)***
- KIN 646 - Clinical Exercise Physiology and Metabolism ***(3)***
- KIN 625 - Special Topics in Exercise and Sports Science ***(3)***

Sport Performance Concentration (12 units)

- KIN 615 - Biomechanical and Neurological Basis of Human Movement ***(3)***
- KIN 625 - Special Topics in Exercise and Sports Science ***(3)***
- KIN 635 - Advanced Practice in Movement Interventions, Strength Training and Corrective Exercise ***(3)***
- KIN 675 - Gross Anatomy of the Musculoskeletal System ***(3)***

Sport Management Concentration (12 units)

- KIN 611 - Managing Personnel, Facilities, and Events in Sports ***(3)***
- KIN 620 - Marketing, Promotion and Public Relations in Sport ***(3)***
- KIN 630 - Leadership in Sports ***(3)***
- KIN 640 - Finance and Economics of Sports ***(3)***

  For KIN610 student in Sports Management may choose up to 3 units in the MBA and/or Education programs from the following options:
- BUS 607 - Ethical, Legal and Social Environment of Business ***(3)***
- BUS 635 - International Business ***(3)***
- BUS 667 - Project Management and Communications ***(3)***
- BUS 610 - Organizational Behavior ***(3)***
- EDU 602 - Foundations of Special Education (TPA 1) ***(3)***
- GED 672 - Philosophy in Education ***(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 alternate Saturdays. Clinical Nurse Specialist options are available in the following areas:

- 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:

- ***Inquiring 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.
- ***Caring 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.
- ***Communicating 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.
- ***Following 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.
- ***Leading 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.

*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 or another member of the National Association of Credential Evaluation 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 or another member of the National Association of Credential Evaluation 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 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 Comprehensive Exams must be submitted within 1 year from when the exam was originally due. Failure to meet this requirement will result in dismissal from the program.
6. 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. The courses must be taken in order and outside transfer is not accepted. 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 695A - Comprehensive Exam A ***(.5)***
- GNSG 695B - Comprehensive Exam B ***(.5)***
- 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 master's 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 607 - Ethical, Legal and Social Environment of Business ***(3)***
- BUS 610 - Organizational Behavior ***(3)***
- BUS 645 - Leadership ***(3)***
- BUS 648 - Leading with Integrity ***(3)***
- BUS 650H - Operations Management For Healthcare Professionals ***(3)***
- BUS 660H - Managerial Perspectives for Healthcare Professionals ***(3)***
- BUS 667H - Project Management & Communications for Healthcare Professionals ***(3)***
- BUS 687H - Healthcare Financial Management for Healthcare Professionals ***(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 630 - Assessment and Design of Hybrid and On-Line Learning ***(3)***
- GED 637 - Development and Implementation of Hybrid and On-line Learning ***(3)***
- GED 641 - Cultural Competence in a Pluralistic Society ***(3)***
- GED 672 - Philosophy in Education ***(3)***
- GED 681 - Educational Measurement and Evaluation ***(3)***
- GEL 605 - Organizational and Systems Leadership ***(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 687H - Healthcare Financial Management for Healthcare Professionals *(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 Health 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

Organizational Leadership

The Masters of Arts in Organizational Leadership is offered in a distance education format and specifically designed to align with the PLNU mission to equip, empower, and transform individuals for servant leadership in a dynamically changing world. The program provides academic preparation that can be immediately applied to the life situations in which the students live and it is a direct response to the strategic priorities of the university.

The MA in Organizational Leadership is an approved program under PLNU's WASC Regional Accreditation. Though this is not an ACBSP approved program, for those interested in that type of program, PLNU offers an MBA through its Fermanian School of Business.

*Those who graduated with a Bachelor of Arts degree in Organizational Management from PLNU with a 3.75 GPA will be given advanced standing in this program.

Program Learning Outcomes

The Point Loma Nazarene University Master of Arts in Strategic Organizational Communication graduate is prepared for expanded roles within his or her organization through enhanced abilities to:

1. Evaluate how Christian virtues support the practices of leadership within an organizational system.
2. Interpret how organizational knowledge relates to management, the practices of planning, leadership of change and conflict, and oversight of human resources, and illustrate how that integrates with Christian, legal, and regulatory roles.
3. Analyze the evidence of personal leadership style, strengths, and skills, and how that supports their various functions within an organization.
4. Adapt leadership concepts to real-life organizational situations.

Graduation Requirements

1. Successful completion of the required Strategic Organizational Leadership curriculum with a minimum of (36) semester units of coursework. Students receiving Advanced Standing will be required to complete a minimum of (30) semeter units.

2. A minimum cumulative grade point average of 3.0 or higher. No more than two "C" grades are permitted to fulfill required courses in the program. A third "C" requires one of the three courses to be repeated. Any course receiving a grade lower than a "C" must be repeated and the units will not be added to earned units.
3. Successful completion of the two culminating courses with a minimum of "B-" grade.
4. Successfully complete a personal interview (in person or using video conferencing technology) at the end of the program to review the things that have been learned and how the student felt that the program equipped him/her for servant leadership. The interviews are designed to ensure that the student has a clear understanding of the material covered and to evaluate the effectiveness of the program. To comply with U.S. Department of Education and accreditation requirements, students are required to show a government issued photo I.D.

Course Requirements

This program can be completed in less than 2 years (approximately 20 months). Classes are designed as collaborative learning experiences where students and instructors are engaged in asynchronous dialog throughout the week. It is comprised of 12 six-week courses (36 units). Students learn in community as they participate in a cohort experience that not only provides for a great learning experience, but develops a network of friends who share common goals.

- SOL 601 - Assessing Leadership Skills *3*
- SOL 602 - Concepts of Strategic Leadership *3*
- SOL 603 - Organizational Systems and Behavior *3*
- SOL 604 - Organizational Communication *3*
- SOL 605 - Managing Conflict and Change *3*
- SOL 606 - Human Resources, Ethics and the Law *3*
- SOL 607 - Financial Reporting in Organizations *3*
- SOL 608 - Moral Leadership and the Christian Virtues *3*
- SOL 609 - Leading and Building Teams *3*
- SOL 610 - Leading in Diverse Communities *3*
- SOL 620 - Practice of Leadership *3*
- SOL 621 - Developing a Strategic Plan *3*

Special Education, Master of Arts

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 (Pending), Deaf-Blind (Pending) and Orthopedic Impairment (Pending). 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 Branch Campus;
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 and the Council for Exceptional Children's Professional Standards. 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.

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 ***(3)***

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):

- SPE 651 - Understanding Emotional and Behavioral Disorders ***(4)***
- SPE 652 - Methods of Teaching Students with Autism Spectrum Disorder ***(4)***
- SPE 653 - Methods of Teaching Students with Traumatic Brain Injury ***(4)***
- SPE 654 - Methods of Teaching Students with Other Health Impairments ***(4)***
- SPE 655 - Individualized Programs and Supports for Students with Deaf-Blindness ***(3)***
- SPE 657 - Adapted Physical Education Methods and Inclusive Strategies ***(4)***
- SPE 660 - Strategies for Teaching Students with Orthopedic Impairment ***(4)***
- SPE 661 - Early Childhood Special Education Curriculum and Services ***(4)***

Total Core Units: 12

- GED 659 - Independent Studies in Special Education ***(2)***
- GED 672 - Philosophy in Education ***(3)***
- GED 689 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.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 of Learning ***(3)***
- GED 675 - Family Systems ***(3)***

Total: 36 Units

Added Authorizations in Special Education

Complete the following two (2) courses and choose a specific area to fulfill the authorization

- GED 656 - Shared Leadership, Legislation, and Due Process ***(2)***
  Choose one:
- GED 650 - Universal Access: Equity for All Students ***(3)***
  OR
- GED 622 - Advanced Special Education Assessment and Analysis of Behavior ***(3)***

Adapted Physical Education Added Authorization

- SPE 657 - Adapted Physical Education Methods and Inclusive Strategies ***(4)***

Autism Spectrum Added Authorization

- SPE 652 - Methods of Teaching Students with Autism Spectrum Disorder ***(4)***

Deaf Blind Added Authorization

- SPE 655 - Individualized Programs and Supports for Students with Deaf-Blindness ***(3)***

Early Childhood Special Education Added Authorization

- SPE 661 - Early Childhood Special Education Curriculum and Services ***(4)***

Emotional and Behavior Disorders Added Authorization

- SPE 651 - Understanding Emotional and Behavioral Disorders ***(4)***

Orthopedic Impairments Added Authorization

- SPE 660 - Strategies for Teaching Students with Orthopedic Impairment ***(4)***

Other Health Impairment Added Authorization

- SPE 654 - Methods of Teaching Students with Other Health Impairments ***(4)***

Traumatic Brain Injury Added Authorization

- SPE 653 - Methods of Teaching Students with Traumatic Brain Injury ***(4)***

Credential

Preliminary Credentials

Four preliminary teaching are offered as part of the Master of Arts in Teaching credentials with emphases in Multiple Subject, Single Subject, Mild/Moderate Special Education, and Moderate to Severe Special Education.

*Completing these courses does not guarantee the CCTC will issue a credential.

Preliminary Teaching Credentials

The School of Education offers a specially designed 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 levvels 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 ofspecific 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.

This consists of 23 -29 units of coursework and 10 units of clinical practice (student teaching) culminating in a preliminary teaching credential (total: 33 - 39 units).

The candidate then has the option finish Phase II of the Master of Arts in Teaching degree.

1. Phase II usually 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.

- EDU 600 - Foundations of Education and Learning Theory ***(3)***
  Core Courses:

- EDU 600A - Orientation to Assessment ***(0)***
- EDU 602 - Foundations of Special Education (TPA 1) ***(3)***

  Choose one sequence of the following two (2):
- EDU 601 - Language Acquisition and Diverse Populations ***(3)***
- EDU 601F - Language Acquisition and Diverse Populations ***(1)***
- EDU 653 - Principles of Language Acquisition for Students with Moderate/Severe Disabilities ***(3)***
- EDU 653F - Fieldwork for Principles of Language Acquisition for Students with Moderate/Severe Disabilities ***(1)***
  Total: 13 units

  **Course requires 20 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.*
  ***Course requires 20 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.*

Program Eligibility for 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);

Completion Requirements

1. A completed Application process with a credential analyst;
2. Satisfactory completion of the prescribed course of study with a cumulative grade-point average of 3.000 or higher;
3. A recommendation from the program coordinator and director of the Branch Campus;
4. All accounts paid in full;
5. If opting for a Master of Arts in Teaching, all requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

Credential Requirements:

Preliminary Professional Administrative Services Credential

The Preliminary Administrative Services Credential program prepares school administrators to establish and sustain a vital learning community that supports powerful teaching and learning. The twenty-four (24) units of credential coursework are foundational to the thirty-six (36) unit Master of Arts degree in Education with a concentration in Educational Leadership. Candidates build their competence as an educational administrator on the evidence of prior knowledge, skills, and dispositions that they bring into the program. The program is aligned with the California Administrator Performance Expectations (CAPEs) and California Administrator Content Expectations (CACEs). On-site fieldwork is an important part of the program and is designed to complement and enhance coursework.

Admission Requirements

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 Learning Outcomes

Candidates in the Preliminary Professional Adminisitrative Services Credential who are learning leadership roles are empowered with:

Equip (Lead) - The tools to connect theory to practice and impact students learning in a P-20 environment.

Transform (Grow) - Individual support and guidance by an experienced site administrator/university supervisor to implement real world fieldwork activities on the job.

Empower (Serve) - Preparation for leadership to serve schools and institutions throughout our counties, state and the nation.

Credential Courses

- GEL 603 - Instructional Leadership ***(3)***
- GEL 603F - Fieldwork and Practicum for Instructional Leadership ***(1)***
- GEL 604 - Equitable and Socially Just School Communities ***(3)***
- GEL 604F - Fieldwork and Practicum for Equitable and Socially Just Communities ***(1)***
- GEL 605 - Organizational and Systems Leadership ***(3)***
- GEL 605F - Fieldwork and Practicum for Organizational and Systems Leadership ***(1)***
- GEL 606 - School Improvement Leadership ***(3)***
- GEL 606F - Fieldwork and Practicum for School Improvement Leadership ***(1)***
- GEL 607 - Professional Learning and Growth Leadership ***(3)***
- GEL 607F - Fieldwork and Practicum for Professional Learning and Growth Leadership ***(1)***
- GEL 608 - Ethical and Visionary Leadership ***(3)***
- GEL 608F - Fieldwork and Practicum for Ethical and Visionary Leadership ***(1)***

Credential Total: 24 units

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 Requirements

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 701A-D - Individualized Coaching and Induction Plan 1 ***A-D for 1 unit each***
- GED 702A-D - The California Professional Standards for Educational Leaders: Inquiry Modules 1 ***A-D for .5 unit each***
  Six (6) modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing adminstrators complete a site-basedinquiry in each of the six standards.
- GED 703A-D - Individualized Coaching and Induction Plan 2 ***A-D for 1 unit each***
- GED 704A-D - The California Professional Standards for Educational Leaders: Inquiry Modules 2 ***A-D for .5 units each***
  Six (6) modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing adminstrators complete a site-basedinquiry in each of the six standards.

Credential Total: 12 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

Certificate in Naturalist Interpretation

The Certificate in Naturalist Interpretation program exists to provide working adult students the opportunity to enter the competitive field of naturalist interpretation by providing students with the skills to plan, prepare, and present exciting and relevant interpretation programs for special visitors and situations using a variety of personal and non-personal techniques in the field of resource interpretation and public education.

Program Learning Outcomes

The Point Loma Nazarene University Naturalist Interpretation Certificate completer is prepared for expanded roles within his or her organization through enhanced abilities to:

1. Understand how people learn and how to effectively communicate through various mediums in order to help others contextually understand the subject matter.
2. Assess the needs of audiences from diverse backgrounds, age groups, nationalities, abilities and cultures.
3. Use interpretive techniques to intentionally craft opportunities for both intellectual and emotional connections to resources for audiences from diverse backgrounds, age groups, nationalities, abilities and cultures.

Naturalist Interpretation Core Courses

- INT 200 - Learning Methodology ***(3)***
- INT 201 - Formal Interpretive Communication ***(3)***
- INT 202 - Informal Interpretive Communication ***(3)***
- INT 203 - Non-Personal Interpretive Communication ***(3)***
- INT 205 - Interpretive Design ***(3)***
- INT 206 - Capstone Research/Field Experience ***(3)***

Child Welfare and Attendance Certificate (CWA)

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

Graduate Certificates in Business Administration

The Fermanian School of Business Graduate Certificates are only offered in conjunction with select corporate sponsors. A student completing the graduate certificate will earn graduate academic credit that, upon acceptance into the Evening MBA program, can be applied toward the graduate requirements of such program. All students must meet the program eligibility requirements to be accepted into the Evening MBA program. The following four (4) graduate certificates are offered:

- Organzational Leadership
- Innovation and Entrepreneurship
- Project Management
- Healthcare Management

Program Eligibility for Graduate Certificates

- A completed application for admissions to the certificate program
- Baccalaureate degree from a regionally accredited institution, as evidenced by official transcripts from that institution
- Resume

Certificate Completion Requirements

- Successful completion of all required courses.
- Achievement of a cumulative GPA of 3.0 or higher. Any course in which a student receives a grade lower than a "C" must be repeated and the units will not be added to the earned units.
- All requirements for the certificate program must be completed within a three year period from the time of initial enrollment in the program.

Organizational Leadership

Course Requirements:

- BUS 610 - Organizational Behavior ***(3)***
- BUS 645 - Leadership ***(3)***

Select two (2) of the following:

- BUS 648 - Leading with Integrity ***(3)***
- BUS 660 - Managerial Perspectives ***(3)***
- BUS 690 - Special Studies in Business Administration ***(1-3)***

Total: 12 units

Innovation and Entrepreneurship

Course Requirements:

- BUS 672 - Developing an Entrepreneurial Mindset ***(3)***
- BUS 673 - Value Creation and Negotiation Strategy ***(3)***
- BUS 676 - New Venture Creation ***(3)***

Select one (1) of the following:

- BUS 655 - Marketing Management ***(3)***
- BUS 660 - Managerial Perspectives ***(3)***
- BUS 670 - Financial Management ***(3)***
- BUS 690 - Special Studies in Business Administration ***(1-3)***

Total: 12 units

Project Management

Course Requirements:

- BUS 667 - Project Management and Communications ***(3)***
- BUS 668 - Project Management Risk, Cost and Program Analysis ***(3)***

Select two (2) of the following:

- BUS 650 - Operations Management ***(3)***

- BUS 660 - Managerial Perspectives ***(3)***
- BUS 690 - Special Studies in Business Administration ***(1-3)***
  Total: 12 units

Healthcare Management

Course Requirements:

- BUS 667H - Project Management & Communications for Healthcare Professionals ***(3)***
- BUS 687 - Financial Concepts for Healthcare Management ***(3)***

Select two (2) of the following:

- BUS 650H - Operations Management For Healthcare Professionals ***(3)***
- BUS 660H - Managerial Perspectives for Healthcare Professionals ***(3)***
- BUS 690 - Special Studies in Business Administration ***(1-3)***
  Total: 12 units

Note:

These graduate certificates are only offered by the Fermanian School of Business in conjunction with select corporate sponsors, including the selection of elective courses within a given 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 alternate Saturdays. Clinical Nurse Specialist options are available in the following areas:

- 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:

- ***Inquiring 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.
- ***Caring 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.
- ***Communicating 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.
- ***Following 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.

- ***Leading 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.

*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 or another member of the National Association of Credential Evaluation 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
- 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 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)***
  Select one of the following courses:
- 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:
- 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 Health 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 preliminary credential coursework and passage of RICA, 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 branch campus 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 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***

Bachelors

Adult Degree Completion

Mission

The bachelor degree completion programs exists 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 units*
    a. with a minimum cumulative GPA of at least 2.75
    b. from an accredited institution
    c. as evidenced by an official transcript sent directly from each college or university attended. (*)
2. Attain the minimum age of 23, OR minimum age of 21 with an associate's degree, OR minimum age of 21 with significant work experience.
3. Submit an application for admission.
4. Complete an interview with an admissions advisor

NOTE: All students are expected to have some proficiency with computer technology (email, Internet and word processing).

*The following 36 credit units of general education core requirements: (*) are required for graduation and it is advised that they be completed prior to beginning a course of study

a. Communication-6 semester units (of which one course must be in English Composition)
b. Humanities/Fine Arts-6 semester units (at least one course must be from the following: literature, philosophy, art or music appreciation, art or music history, fine arts, or history)
c. Natural Science and Math-6 semester units (at least one course must in Math)
d. Social and Behavioral Sciences-6 semester units
e. Bible and Theology - 6 semester units (at least one course must be taken from PLNU)
f. An additional 6 semester units must be earned in any of the above areas.

**General education deficiencies may be completed after admittance, but at least 20 units must be completed prior to starting the program cohort. Three units 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.

*Prospective students who meet the other criteria but do not have the required semester units 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 (approved by CHEA and USDE) where at least a grade of "C" has been earned will be accepted by transfer. Prospective students who do not meet the minimum GPA requirement can be accepted under exception. (See criteria for acceptance of students under GPA exception.)

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 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 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 Graduate Admissions. 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. The department chair or dean is the final authority for admissions under exception.

Applicants to the adult degree completion program with a GPA below 2.75 in their prior college work may be admitted under the exception according to the following criteria:

Applicants with a GPA between 2.500 and 2.749 may be accepted with the following:
• A combined grade point average of 3.0 or higher for the most recent 15 units of study consisting of undergraduate course work; or • Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and • An interview with the adult degree completion program director *Note: Applicants must be reviewed and approved by the Dean of Extended Learning.

Applicants with a GPA between 2.00 and 2.449 may be accepted if
• A combined grade point average of 3.0 or higher for the most recent 15 units of study consisting of any undergraduate course work; or • Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and • A three page paper that explains what significant learning that has taken place since the applicant was last in school and why that has prepared the applicant for college work; and • An interview with the adult degree completion program director *Note: Applicants must be reviewed and approved by the Dean of Extended Learning.
Applicants with a GPA lower than a 2.00
• A combined grade point average of 3.0 or higher for the most recent 15 units of study within the past two years consisting of any undergraduate course work; and • Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and • A three page paper that explains what significant learning that has taken place since the applicant was last in school and why that has prepared the applicant for college work; and • An interview with the adult degree completion program director *Note: Applicants must be reviewed and approved by the Dean of Extended Learning.

All exceptions are conditional. A student receiving conditional admission must have at least a GPA of 3.0 at the completion of 9 credit units in the program. If this condition is met, the student will be granted full standing admission in the program and will be subject to the standard program policies. If the condition is not met, the student will be academically disqualified. If the student wishes to continue in the program (e.g. because of extenuating circumstances), the student must submit a written request and an academic improvement plan to the adult degree completion program director for consideration of whether the student should be allowed to continue under conditional status or be dismissed from the program. If such determination is made by the committee to allow further work under conditional status, then the student must have a 3.0 average after 18 units in the program. If the student has less than a 3.0 after 18 units in the program, the student is academically disqualified. Students interested in being reinstated may consult with the Vice Provost for Academic Administration.

Graduation Requirements

In order for a student to receive the bachelor's degree in an adult degree completion program, the following requirements must be met:

1. A total of 120 semester units must be earned with an overall 2.0 grade point average and all general core education requirements met. (***)
2. Complete the required program units in the major (program) from Point Loma Nazarene University with a minimum grade of "C-" in each course and an overall 3.0 grade point average for the major (program).
3. In addition to the program units earned through the adult degree completion program, additional semester units must be earned to meet the degree completion requirements of 120 total semester units. A maximum 24 units can be earned through the following non-traditional methods:
    a. Testing (CLEP, Dantes)
    b. Prior Learning recommended for university academic credit by three American Council on Education or the Council on Adult and Experiential Learning (ACE, CAEL - see below) and Military Experience credit (ACE, CAEL - see below)
4. Application for graduation must be made prior to the start of the final semester. Application for graduation must be made prior to the start of the final semester. All program requirenents must be complete prior to participation in Commencement ceremonies. If no more than nine (9) units are lacking to complete the required 120 unit minimum, application to participate with a completion plan is possible.
5. All bills paid with the student in good standing.

Notes:

American Council on Education (ACE) provides guidance on workplace learning. See http://www.acenet.edu/higher-education/topics/Pages/Adult-Learners.aspx for more information.

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. See 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.

Child Development

Mission

The Bachelor of Arts degree program in Child Development is to provide working adult students the opportunity to complete a quality college degree via a schedule and format especially designed to meet their unique needs. This curriculum will help support student development toward a personal commitment to improving 1) the lives of individuals and families in their professional endeavors, 2) the lives of community members, and 3) their personal family life.

Program Learning Outcomes (PLO):

1. Identify and describe normative similarities and differences of intellectual, emotional, social and physical theories at each developmental stage from prenatal through adolescence.
2. Evaluate the effects of family systems on the development of children and adolescents.
3. Identify and discuss scientific research in understanding different philosophical views of growth and development both historic and current.
4. Assess research of theoretical and appropriate practical elements of parenting to facilitate decisions for a healthy environment for children and adolescents.
5. Evaluate the effects of society and culture upon the family microsystems, family types and the subsequent macrosystems with which they co-exist.
6. Identify career paths and professional areas of service within the child and adolescent profession.

Graduation Requirements

In order for a student to receive the bachelor's degree in an adult degree completion program, the following requirements must be met:

1. A total of 120 semester hours must be earned with an overall 2.0 grade point average and all general core education requirements met. (***)
2. Complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of "C" in each course and an overall 3.0 grade point average for the major (program).
3. In addition to the program hours earned through the adult degree completion program, additional semester hours must be earned to meet the degree completion requirements of 120 total semester hours. A maximum 24 hours can be earned through the following non-traditional methods:
    a. Testing (CLEP, Dantes)
    b. Prior Learning and Military Experience credit (PLC, ACE - see below)
4. Application for graduation must be made prior to the start of the final semester.
5. All bills paid with the student in good standing.

Notes:

- Prior Learning Credit (PLC) 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. See 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.
- American Council on Education (ACE) provides guidance on workplace learning. See http://www.acenet.edu/higher-education/topics/Pages/Adult-Learners.aspx for more information.

Child Development Core Courses

- CDV 310 - Early Childhood Curriculum and Learning Theory ***4***
- CDV 313 - Adolescent Development in the Family Context ***1***
- CDV 320 - Development of Children and Adolescents ***4***
- CDV 325 - Child and Adolescent Nutrition and Health ***4***
- CDV 350 - Parent Education and Family Development ***1***
- CDV 355 - Development of Special Needs Children ***4***
- CDV 403 - Development of Infants and Toddlers ***4***
- CDV 460 - Administration and Supervision in Early Childhood Education ***4***
- CDV 475 - Internship in Child Development ***1***
- CDV 485 - Child Development, Family Systems, and Social Change ***4***
- CDV 495 - Capstone Professional Development ***1***

RN to BSN - Adult Degree Completion

The RN to BSN degree program exists 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 ever changing needs in the marketplace. The curriculum is designed to build on the educational experience already achieved in preparing for the RN license. The program integrates Christian world view and is committed to continual improvement.

Program Learning Outcomes

Inquiring Faithfully - 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 nursing process.

- Initiates dialogue regarding current practice to improve healthcare
- Demonstrates the use of evidence-based practices as an advocate for self and others
- Promotes positive client outcomes using evidence-based data
- Provides holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community
- Engages in self-care practices that facilitate optimal care of clients

Caring 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.

- Demonstrates compassionate care to all people while mirroring Christ's love for all.
- Partners with the community to establish a trusting relationship
- Demonstrates ethics and values consistent with the practice of professional nursing

Communicating 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 conveying information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

- Engages in active listening to promote therapeutic relationships
- Demonstrates effective verbal and nonverbal communication skills to provide patient care
- Dialogs with members of the healthcare team, including the patient, to facilitate positive patient outcomes
- Advocates for patients/families and self
- Implements patient care while honoring the diversity of patients, families and communities.

Following Faithfully - Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work." The nursing student will integrate the ordinary work by complying with and adhering to regulatory and processional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of National Practice, SON handbook.) This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.

- Engages in a professional practice environment that promotes nursing excellence
- Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse
- Avails self of learning opportunities to cultivate the life-long learning process

Leading 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 of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.

- Provides graceful service through compassionate responses to others' needs
- Demonstrates the principles of a servant leader as a reflection of Christ's love
- Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner.

RN-BSN Admission Requirements

In addition to the university requirements for admission to Adult Degree Completion programs, each student applying to this program must have successfully completed at least 1 year of an ADN program. All students in this program must be licensed as a Registered Nurse in the state of California prior to the 3rd term of the program.

RN-BSN Graduation Requirements

Thirty-six (36) units in residence at PLNU are required to for this program, with a total number of 120 units required for graduation and completion of the Bachelor of Nursing Science degree. Additionally, there are core requirements listed for all Adult Degree Completion programs that need to be met in diverse areas to fulfill the liberal arts education model.

Nursing Requirements

- NRS 350 - Communicating and Following Faithfully *4*
- NRS 351 - Following Faithfully Practicum *1*
- NRS 360 - Inquiring Faithfully I: Nursing Research *2*
- NRS 420 - Caring Faithfully in the Community *4*
- NRS 421 - Caring Faithfully in the Community Practicum *1*
- NRS 430 - Leading Faithfully in Diverse Health Systems *4*
- NRS 431 - Leading Faithfully in Diverse Health Systems Practicum *1*
- NRS 440 - Capstone Inquiring Faithfully II: Evidence-Based Practice *4*
- WRT 300 - Professional Writing *3*
- BST 304 - Biblical Perspectives *4*
- SCL 302 - Group and Organizational Behavior *4*
- SCL 401 - Cultural Influences in the Work Place *4*

Bachelor of Arts - Adult Degree Completion

Computer Information Technology

Program Learning Outcomes for Computer Information Technology

Program Learning Outcomes for Computer Information Technology:

- Students will be able to identify and evaluate information technology infrastructure necessary to meet an organization's business needs.
- Students will be able to develop, plan and evaluate appropriate processes for managing information systems and information technology projects.
- Students will be able to design, develop, and evaluate software solutions to meet an organization's business needs.
- Students will be able to apply their technical knowledge to solve problems.
- Students will be able to speak about their work with precision, clarity and organization (Oral Communication)
- Students will be able to write about their work with precision, clarity and organization (Written Communication)
- Students will collaborate effectively in teams.
- Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand (Information Literacy).
- Students will be able to gather relevant information, examine information and form a conclusion based on that information (Critical Thinking).
- Students will be able to understand and create arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of formats (Quantitative Reasoning).

Graduates will be prepared for:

- careers that use information systems in business, industry, government and the non-profit sector ; and
- graduate study in fields related to information systems.

Program Prerequisite

For those students who do not have fundamental technology knowledge, CIT153 will be required and only if necessary. This will be offered online for students who need to take the course prior to enrolling in the program.

- CIT 153 - IT Fundamentals ***(3)***

Required Courses

- CIT 214 - Introduction to Hardware and Networking ***(4)***
- CIT 224 - Introduction to Operating Systems and Security ***(4)***
- CIT 261 - IT Fundamentals Exam Prep ***(1)*** *
- CIT 311 - A+ Exam Prep ***(1)*** *
- CIT 314 - Networking ***(4)***
- CIT 324 - Security and Information Assurance ***(4)***
- CIT 334 - Project Management ***(4)***
- CIT 354 - Database Design ***(4)***
- CIT 414 - Web Programming ***(4)***
- CIT 424 - Visual Programming ***(4)***
- CIT 434 - Management of Information Systems ***(4)***
- CIT 481 - Information Technology Project ***(1)***
- BST 304 - Biblical Perspectives ***4***

**Students who already have this certification will be allowed to substitute an alternative one unit class.*

Total Required units: 47

Elective Courses

- CIT 141 - Intermediate Excel ***(1)***
- CIT 321 - Network+ Exam Prep ***(1)***
- CIT 331 - Security+ Exam Prep ***(1)***
- CIT 341 - Project+ Exam Prep ***(1)***
- CIT 471 - Information Technology Practicum ***(1-4)***
- CIT 481 - Information Technology Project ***(1)***

Electives needed: 2 units

Program Total Units: 49

Criminal Justice

The focus of the Criminal Justice Major is to provide higher education in the context of a Christian worldview where students' minds are engaged and challenged and service in the criminal justice professions become an expression of faith. This is accomplished through a curriculum where a student's career is enhanced through integration of a focused educational program, a faith perspective and a professional life. The program integrates specialized knowledge and skills with concepts of grace, restorative justice, and cultural competency which support the Sociology and Social Work departmental mission to nurture servant scholars who critically evaluate social and cultural patterns and who constructively engage in society as agents of hope.

Program Learning Outcomes

Upon completion of this program, the student will be able to:

1. Demonstrate ability to apply theoretical and legal foundations of criminal justice.
2. Demonstrate knowledge of each of the components of the criminal justice system: the historical background, structure, function, and purpose.
3. Integrate and apply understanding of the social realities, discrimination, and the conflicts in the criminal justice system resulting from racial, socio-economic, and cultural inequities.
4. Apply foundational skills; demonstrate core competencies (such as ethical and professional behavior and critical thinking) in a professional internship setting.
5. Demonstrate written and oral communication skills needed to effectively engage in a career in criminal justice.

Graduation Requirements

In order for a student to receive the bachelor's degree in an adult degree completion program, the following requirements must be met:

1. A total of 120 semester hours must be earned with an overall 2.0 grade point average and all general core education requirements met. (***)
2. Complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of "C" in each course and an overall 3.0 grade point average for the major (program).
3. In addition to the program hours earned through the adult degree completion program, additional semester hours must be earned to meet the degree completion requirements of 120 total semester hours. A maximum 24 hours can be earned through the following non-traditional methods:
    a. Testing (CLEP, Dantes)
    b. Prior Learning and Military Experience credit (PLC, ACE - see below)
4. Application for graduation must be made prior to the start of the final semester.
5. All bills paid with the student in good standing.

Notes:

- Prior Learning Credit (PLC) 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. See 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.
- American Council on Education (ACE) provides guidance on workplace learning. See http://www.acenet.edu/higher-education/topics/Pages/Adult-Learners.aspx for more information.

Criminal Justice Core Courses

- BST 304 - Biblical Perspectives *4*

- SCJ 300 - Justice In a Complex Society *(3)*
- SCJ 310 - Criminology *(3)*
- SCJ 320 - Criminal Law I *(3)*
- SCJ 350 - Writing and Interviewing in the Criminal Justice Profession *(3)*
- SCJ 395 - Research Methods for Criminal Justice *(3)*
- SCJ 400 - Social and Community Relations *(3)*
- SCJ 409 - Criminal Law II *(3)*
- SCJ 410 - Constitutional Foundations *(3)*
- SCJ 450 - Restorative Justice and Victimology *(3)*
- SCJ 472 - Internship in Criminal Justice *(3)*
- SCJ 476 - Seminar for Criminal Justice *(3)*

Program Prerequisites

Prior to beginning the program, an Introduction to Sociology course must be taken. (SOC101 at PLNU)
A statistics course will need to be completed prior to registration for term 2 which includes the research course

Prior to the last term, a "Social Problems" course must be completed (SOC103 at PLNU) prior to registration for the Restorative Justice course in term 4.

Integrated Studies with an Emphasis in Education

Designed for working adults, the Integrated Studies with an Emphasis in Education major will allow candidates to concurrently work on an initial teaching credential while completing a Bachelor of Arts degree. This major, offered at Point Loma Nazarene University's Mission Valley and Bakersfield branch campuses, is an ideal major for aspiring teachers wanting to teach elementary grade levels. The Integrated Studies program:

- provides for approximately 100 hours of fieldwork in local public schools
- allows teacher candidates to complete coursework for their bachelor's degree and preliminary teaching credential in 4 terms.

Program Learning Outcomes

The Point Loma Nazarene University Institutional Learning Outcomes guide the development of each program learning outcome within the Integrated Studies Degree. Because this degree is housed in the School of Education, Student Learning Outcomes in each course are aligned within the overarching conceptual framework of "Equip, Transform and Empower."

Equip

Learning: Informed by our faith in Christ

1. Evaluate the educational, cultural, interpersonal, and social environments within the professional workplace from an ethical and Christian context

2. Demonstrate problem-solving and decision-making skills within the context of a diverse educational environment.

Transform

Growing: In a Christ-centered faith community

3. Distinguish how the role of a teacher-leader needs to continually adapt in relation to individual student needs,

Empower

Serving: In a context of Christian faith

4. Evaluate personal, interpersonal, social strengths and weaknesses, and incorporate personal style to effectively and ethically influence the workplace.

Required Courses

- EDU 302 - Foundations of Education and Learning Theory ***(3)***
- EDU 306 - Principles of Language Acquisition ***(3)***
- EDU 324 - Differentiated Mathematics Instruction for All Learners ***(3)***
- EDU 404 - Foundations of Special Education ***(3)***
- EDU 409 - Classroom Assessment and Research Practices ***(3)***
- EDU 410 - Methods of Teaching Reading and Writing
  OR
- EDU 420 - Literacy Instruction for Secondary Teachers ***(3)***
- EDU 422 - Interdisciplinary Approaches to Teaching in the Content Areas ***(3)***
  All candidates must pass the CBEST prior to enrollment in Clinical Practice I
- EDU 440 - Elementary Clinical Practice I ***(4)***
- EDU 4CP1 - Elementary Clinical Practice Seminar I ***(1)***
  All candidates must pass the CSET prior to enrollment in Clinical Practice II.
- EDU 460 - Elementary Clinical Practice II ***(4)***
- EDU 4CP2 - Elementary Clinical Practice Seminar II ***(1)***

Graduation Requirements

All candidates must complete all the requirements as outlined for Adult Degree Completion of a minimum of 120 units with all the major requirements completed at Point Loma Nazarene University.

In addition, to be eligible for a Multiple Subject Teacher Credential, candidates must take and pass Teacher Performance Assessments I-IV with a rating of three (3) or higher.

Organizational Management

Mission

The Bachelor of Arts degree program in Organizational Management exists to provide working adult students the opportunity to complete a quality college degree in a schedule and format particularly designed to meet their needs, responding to the unique and ever-changing needs in the marketplace. The curriculum is interdisciplinary and liberal arts in nature, with the major emphasis on general management and relationship development skills building. The program integrates a Christian world view and is committed to continual improvement.

Program Learning Outcomes:

The Point Loma Nazarene University Organizational Management graduate is prepared for expanded roles within his or her organization through enhanced abilities to:

1. Evaluate the political, interpersonal and social environments within the business or professional workplace from an ethical and Christian context.

2. Demonstrate problem-solving and decision-making skills within the context of a diverse cultural environment.
3. Distinguish how the role of a manager needs to continually adapt in relation to human capital, social influence, political structure, relational development and situational ethics.
4. Evaluate personal, interpersonal, social strengths and weaknesses, and incorporate personal style to effectively and ethically influence the workplace.

Graduation Requirements:

In order for a student to receive the bachelor's degree in an adult degree completion program, the following requirements must be met:

1. A total of 120 semester hours must be earned with an overall 2.0 grade point average and all general core education requirements met. (***)
2. Complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of "C" in each course and an overall 3.0 grade point average for the major (program).
3. In addition to the program hours earned through the adult degree completion program, additional semester hours must be earned to meet the degree completion requirements of 120 total semester hours. A maximum 24 hours can be earned through the following non-traditional methods:
    a. Testing (CLEP, Dantes)
    b. Prior Learning and Military Experience credit (PLC, ACE - see below)
4. Application for graduation must be made prior to the start of the final semester.
5. All bills paid with the student in good standing.

Notes:

- Prior Learning Credit (PLC) 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. See 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.
- American Council on Education (ACE) provides guidance on workplace learning. See http://www.acenet.edu/higher-education/topics/Pages/Adult-Learners.aspx for more information.

NOTE: The BA in Organizational Management is an approved program under PLNU's WASC Regional Accreditation. It is not an ACBSP approved program. For those interested in an ACBSP approved program, PLNU offers, through the Fermanian School of Business, a BA in Business Administration and a BS in Business Administration with majors in various areas.

Admissions Requirements:

To be admitted to an adult degree completion program the student must:

1. Complete at least 40 semester units*
    a. with a minimum cumulative GPA of at least 2.75
    b. from an accredited institution
    c. as evidenced by an official transcript sent directly from each college or university attended. (*)
2. Attain the minimum age of 23, OR minimum age of 21 with an associate's degree, OR minimum age of 21 with significant work experience.
3. Submit an application for admission.
4. Complete an interview with an admissions advisor

*The following 36 credit units of general education core requirements: (*) are required for graduation and it is advised that they be completed prior to beginning a course of study

a. Communication-6 semester units (of which one course must be in English Composition)
b. Humanities/Fine Arts-6 semester units (at least one course must be from the following: literature, philosophy, art or music appreciation, art or music history, fine arts, or history)
c. Natural Science and Math-6 semester units (at least one course must in Math)
d. Social and Behavioral Sciences-6 semester units
e. Bible and Theology - 6 semester units (at least one course must be taken from PLNU)
f. An additional 6 semester units must be earned in any of the above areas.

**General education deficiencies may be completed after admittance, but at least 20 units must be completed prior to starting the program cohort. Three units 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.

*Prospective students who meet the other criteria but do not have the required semester units 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 where at least a grade of "C" has been earned will be accepted by transfer. Prospective students who do not meet the minimum GPA requirement can be accepted under exception. (See criteria for acceptance of students under GPA exception.)

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 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 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 Graduate Admissions. 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. The department chair or dean is the final authority for admissions under exception.

Applicants to the adult degree completion program with a GPA below 2.75 in their prior college work may be admitted under the exception according to the following criteria:

Applicants with a GPA between 2.500 and 2.749 may be accepted with the following:
• A combined grade point average of 3.0 or higher for the most recent 15 units of study consisting of undergraduate course work; <u>or</u>

- Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and
- An interview with the adult degree completion program director

*Note: Applicants must be reviewed and approved by the Dean of Extended Learning.

Applicants with a GPA between 2.00 and 2.449 may be accepted if

- A combined grade point average of 3.0 or higher for the most recent 15 units of study consisting of any undergraduate course work; or
- Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and
- A three page paper that explains what significant learning that has taken place since the applicant was last in school and why that has prepared the applicant for college work; and
- An interview with the adult degree completion program director

* Note: Applicants must be reviewed and approved by the Dean of Extended Learning.

Applicants with a GPA lower than a 2.00

- A combined grade point average of 3.0 or higher for the most recent 15 units of study within the past two years consisting of any undergraduate course work; and
- Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and
- A three page paper that explains what significant learning has taken place since the applicant was last in school and why that has prepared the applicant for college work; and
- An interview with the adult degree completion program director.

* Note: Applicants must be reviewed and approved by the Dean of Extended Learning.

All exceptions are conditional. A student receiving conditional admission must have at least a GPA of 3.0 at the completion of 9 credit hours in the program. If this condition is met, the student will be granted full standing admission in the program and will be subject to the standard program policies. If the condition is not met, the student will be academically disqualified. If the student wishes to continue in the program (e.g. because of extenuating circumstances), the student must submit a written request and an academic improvement plan to the adult degree completion program director for consideration of whether the student should be allowed to continue under conditional status or be dismissed from the program. If such determination is made by the committee to allow further work under conditional status, then the student must have a 3.0 average after 18 hours in the program. If the student has less than a 3.0 after 18 hours in the program, the student is academically disqualified. Students interested in being reinstated may consult with the Vice Provost for Academic Administration.

Management and Relational Development Required Courses

- MRD 300 - Business and Professional Writing *1*
- MRD 301 - Personal Leadership Development *4*
- SCL 302 - Group and Organizational Behavior *4*
- MRD 303 - Effective Interpersonal Relations *4*
- BST 304 - Biblical Perspectives *4*
- MRD 320 - Capstone Research - Planning *1*
- MRD 420 - Capstone Research - Interpretation and Evaluation *1*
- SCL 401 - Cultural Influences in the Work Place *4*
- MRD 402 - Resource Management *4*
- MRD 403 - Managing with Personal and Professional Ethics *4*
- MRD 404 - Principles of Management *4*
- MRD 424 - Capstone Research - Presentation and Reporting *1*

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 Humanities

Administration

Dean, College of Arts and Humanities: James G. Daichendt, Ed.D.
Office: Bond Academic Center, Deans' Suite
Telephone: (619) 849-2412
Fax: (619) 849-7018
E-mail: gdaichen@pointloma.edu
Administrative Assistant: Kami Walker

General Information

The College of Arts and Humanities is at the very heart of liberal arts education at Point Loma Nazarene University. Programs in the arts and humanities are offered through five academic departments and the School of Theology and Christian Ministry. Course offerings in the arts and humanities 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 History and Political Science - Rosco B. Williamson, chair
Department of Literature, Journalism, and Modern Languages - Bettina Tate Pedersen, chair
Department of Music - Daniel S. Jackson and William P. Clemmons, co-chairs
School of Theology and Christian Ministry - Mark Maddix, dean

Centers

Center for Pastoral Leadership - John Calhoun, 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 Humanities

College of Arts and Humanities

School of Theology and Christian Ministry

Go to information for School of Theology and Christian Ministry.

Programs

Masters

- • Master of Ministry

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: Ronald P. Benefiel, Ph.D.
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 (discussion, 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 an elective 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

College of Natural and Social Sciences

Administration
General Information
Centers
Accreditations and Affiliations
Academic Organization
Curricula

Administration

Dean, College of Natural and Social Sciences: 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 Natural and Social Sciences centers on areas of study at Point Loma Nazarene University that focus on preparation in the social sciences and professions. Programs in the natural and social sciences are offered through eight academic departments. Course offerings in the natural and social sciences 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 Justice and Reconciliation
The Early Childhood Learning Center
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 Natural and Social 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 Biology - Dawne M. Page, chair
Department of Chemistry - Sara Yu Choung, chair
Department of Mathematical, Information, and Computer Sciences, Maria R. Zack, chair
Department of Family and Consumer Sciences - Susan DeCristofaro Rogers, chair
Department of Kinesiology - Jeffrey A. Sullivan, chair
Department of Physics and Engineering - Paul Schmelzenbach, chair
Department of Psychology - Ross Oakes-Mueller, chair
Department of Sociology and Social Work - Kevin F. Modesto, chair; Patricia M. Leslie, Director of Social Work.

Branch Campuses

Bakersfield - Jill Hamilton-Bunch, associate dean
Mission Valley - Deb Erickson, director

Centers and Institutes

The Center for Justice and Reconciliation - James F. Gates, director
The Early Childhood Learning Center - Susan D. Rogers, academic 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 Natural and Social Sciences

Department of Biology

Go to information for Department of Biology.

Programs

Masters

- • General Biology, Master of Science

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 Science

Program Description

The master's degree in general biology is an academic degree designed for working professionals. This program requires completion of either an original thesis ***or*** six additional elective units ***and*** a comprehensive exam.

The thesis option is appropriate for those who wish to design and carry out an original research project in teaching and learning in biology. The comprehensive exam option is appropriate for those who wish to take more biology coursework to supplement their background knowledge.

Program Learning Outcomes

Candidates who complete the Master of Science in General 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 General Biology Master of Science Program

- 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;
- Successful completion of an undergraduate upper-division grade-point average of at least 2.750;
    - Two recommendation letters from any of the following:
        - a principal
        - department head
        - former college/university professor
        - other professional colleague
- 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 or comprehensive exam;
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

Choose 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

Choose 12 units to complete

Choose the thesis option and 6 units

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

OR the comprehensive exam and 12 units

- BIO 684 - Comprehensive Examination in General Biology ***(0)***

- 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 690 - Special Studies in Biology ***(1-3)***
- BIO 692 - Perspectives on Science ***(1,1)***
- *Other approved Biology courses*

Total: 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.

College of Extended Learning

Mission Statement

The College of Extended Learning is to provide learning opportunities to non-traditional and adult students through:

- Innovation
- Service
- Relationships
- Excellence

The goal is to develop strategic thinking servant leaders who will lead and transform organizations based on ethical and biblical principles.

Dean and Associate Dean

School of Extended Learning Dean: David Phillips, Ph.D.

Director: Russell Goodrick, M.A.

Masters

Organizational Leadership

The Masters of Arts in Organizational Leadership is offered in a distance education format and specifically designed to align with the PLNU mission to equip, empower, and transform individuals for servant leadership in a dynamically changing world. The program provides academic preparation that can be immediately applied to the life situations in which the students live and it is a direct response to the strategic priorities of the university.

The MA in Organizational Leadership is an approved program under PLNU's WASC Regional Accreditation. Though this is not an ACBSP approved program, for those interested in that type of program, PLNU offers an MBA through its Fermanian School of Business.

*Those who graduated with a Bachelor of Arts degree in Organizational Management from PLNU with a 3.75 GPA will be given advanced standing in this program.

Program Learning Outcomes

The Point Loma Nazarene University Master of Arts in Strategic Organizational Communication graduate is prepared for expanded roles within his or her organization through enhanced abilities to:

1. Evaluate how Christian virtues support the practices of leadership within an organizational system.
2. Interpret how organizational knowledge relates to management, the practices of planning, leadership of change and conflict, and oversight of human resources, and illustrate how that integrates with Christian, legal, and regulatory roles.
3. Analyze the evidence of personal leadership style, strengths, and skills, and how that supports their various functions within an organization.
4. Adapt leadership concepts to real-life organizational situations.

Graduation Requirements

1. Successful completion of the required Strategic Organizational Leadership curriculum with a minimum of (36) semester units of coursework. Students receiving Advanced Standing will be required to complete a minimum of (30) semeter units.

2. A minimum cumulative grade point average of 3.0 or higher. No more than two "C" grades are permitted to fulfill required courses in the program. A third "C" requires one of the three courses to be repeated. Any course receiving a grade lower than a "C" must be repeated and the units will not be added to earned units.
3. Successful completion of the two culminating courses with a minimum of "B-" grade.
4. Successfully complete a personal interview (in person or using video conferencing technology) at the end of the program to review the things that have been learned and how the student felt that the program equipped him/her for servant leadership. The interviews are designed to ensure that the student has a clear understanding of the material covered and to evaluate the effectiveness of the program. To comply with U.S. Department of Education and accreditation requirements, students are required to show a government issued photo I.D.

Course Requirements

This program can be completed in less than 2 years (approximately 20 months). Classes are designed as collaborative learning experiences where students and instructors are engaged in asynchronous dialog throughout the week. It is comprised of 12 six-week courses (36 units). Students learn in community as they participate in a cohort experience that not only provides for a great learning experience, but develops a network of friends who share common goals.

- SOL 601 - Assessing Leadership Skills *3*
- SOL 602 - Concepts of Strategic Leadership *3*
- SOL 603 - Organizational Systems and Behavior *3*
- SOL 604 - Organizational Communication *3*
- SOL 605 - Managing Conflict and Change *3*
- SOL 606 - Human Resources, Ethics and the Law *3*
- SOL 607 - Financial Reporting in Organizations *3*
- SOL 608 - Moral Leadership and the Christian Virtues *3*
- SOL 609 - Leading and Building Teams *3*
- SOL 610 - Leading in Diverse Communities *3*
- SOL 620 - Practice of Leadership *3*
- SOL 621 - Developing a Strategic Plan *3*

Certificate

Certificate in Naturalist Interpretation

The Certificate in Naturalist Interpretation program exists to provide working adult students the opportunity to enter the competitive field of naturalist interpretation by providing students with the skills to plan, prepare, and present exciting and relevant interpretation programs for special visitors and situations using a variety of personal and non-personal techniques in the field of resource interpretation and public education.

Program Learning Outcomes

The Point Loma Nazarene University Naturalist Interpretation Certificate completer is prepared for expanded roles within his or her organization through enhanced abilities to:

1. Understand how people learn and how to effectively communicate through various mediums in order to help others contextually understand the subject matter.
2. Assess the needs of audiences from diverse backgrounds, age groups, nationalities, abilities and cultures.

3. Use interpretive techniques to intentionally craft opportunities for both intellectual and emotional connections to resources for audiences from diverse backgrounds, age groups, nationalities, abilities and cultures.

Naturalist Interpretation Core Courses

- INT 200 - Learning Methodology ***(3)***
- INT 201 - Formal Interpretive Communication ***(3)***
- INT 202 - Informal Interpretive Communication ***(3)***
- INT 203 - Non-Personal Interpretive Communication ***(3)***
- INT 205 - Interpretive Design ***(3)***
- INT 206 - Capstone Research/Field Experience ***(3)***

Department of Kinesiology

Masters

Master of Science in Kinesiology

The Master of Science in Kinesiology (MS-KIN) is designed to prepare highly knowledgeable and career-focused professionals for the dynamic and rapidly growing fields of exercise science, sport management, sport performance. The MS-KIN program develops graduates who integrate the current best research evidence with professional practice to solve relevant problems in the disciplines related to Kinesiology. Students collaborate with faculty and professional colleagues to improve outcomes in clients, patients, or business systems related to healthcare, sport, and fitness. Student will also gain advanced specialization and/or certification in a discipline of their choice through focused study in a concentration.

The MS-KIN is a 30 unit accelerated graduate program designed especially for young professionals and recent graduates of a four year baccalaureate degree program. The program has a common core of 18-19 units and a concentration of 12 units. Upon completing the core, all students will choose from one of three areas of concentration: Exercise Science, Sport Performance, or Sport Management. Students who choose the Sport Management concentration may substitute up to 6 units from the Fermanian School of Business MBA courses for core requirements.

Program Learning Outcomes

Upon completing the core curriculum of the MS-KIN, students will be able to:

1. Appraise current research data in Kinesiology and integrate it into professional practice to solve relevant problems and make effective decisions.

2. Work independently and with a team to persuasively communicate essential information in their discipline.

3. Demonstrate appropriate breadth of knowledge of the background and principle research in their specialization in order to conduct an independent research project.

4. Serve various populations, integrating compassionate care and the Christinan faith with their professional practice.

5. Pursue an active and growing involvement in their discipline by achieving advanced certification and/or membership in a related professional organization.

Upon completing an area of concentration, students are expected to attain the following outcomes:

Exercise Science

1. Incorporate current best evidence to make effective decisions about the optimal care of patients and clients.

2. Apply knowledge of the metabolic and physiologic benefits of exercise toward creating effective exercise interventions to treat and prevent metabolic diseases.

3. Work with a team of colleagues to perform common laboratory assessments to determine health, fitness, and disease states in a series of patients.

Sport Performance Concentration

1. Integrate clinical experience with the use of the current best evidence to make effective decisions about the optimal care of patients and clients.

2. Develop and apply technical knowledge in sports performance and/or sports medicine through direct patient care and client interaction that improves health outcomes.

3. Work with a team of colleagues to construct and present a critical appraisal of a current topic to enhance professional practice in sport performance.

Sport Management

1. Demonstrate essential knowledge of basic management and prioritization principles in the business of sport.

2. Work with a team of colleagues to construct and present an effective risk management plan and operating budget for a sport, fitness, or physical education setting.

3. Develop technical knowledge, effective leadership, and decision-making skills while performing professional service (at least 100 hours) related to sport management.

Program Eligibility

To be reviewed for acceptance into this program, the following must be in place:

- Competed application for admission to the PLNU Graduate programs and MS-KIN program, including a $50 non-refundable application fee.
- Personal essay that describes why the candidate desires to participate in the MS-KIN and outlines professional goals for the future
- Baccalaureate degree from a regionally-accredited institution, as evidenced on an official transcript with a posted degree.
- Undergraduate GPA of 3.0 or higher.
- Two references (e.g., professors or employers)who have current knowledge of the applicant's character, academic ability, and professional potential.
- Special Undergraduate course prerequisites:

  Exercise Science concentration - courses in Human Anatomy and Physiology, Structural Kinesiology/Biomechanics, and Exercise Physiology

  Sport Performance concentration - courses in Human Anatomy and Physiology, Structural Kinesiology/Biomechanics, and Exercise Physiology; BOC-Certified Athletic Trainers or Certified

Strength and Conditioning Specialists (NSCA) will be looked upon favorably for graduate assistantships.

Sport Management - no prerequisite courses are required. However, students enrolling in courses in the Fermanian School of Business will need to meet any prerequisites for those courses.

Graduation Requirements

1. Successful completion of all core requirements, an area of concentration, and the project or thesis,
2. A completed application for degree candidacy conveyed to the Office of Records,
3. All student accounts paid in full, and
4. All requirements completed within five years from the time of initial enrollment.

Core Courses

- KIN 600 - Foundations in Kinesiology ***(3)***
- KIN 605 - Research Methods ***(3)*** Or BUS650 for Sports Management
- KIN 610 - Evidence-Based Practice and Decision Making in Kinesiology ***(3)*** Or elective units for Sports Management*
- KIN 650 - Research Project Seminar in Kinesiology ***(2)***
- KIN 660 - Directed Readings ***(1)***
- KIN 688 - Internship or Practicum in Kinesiology ***(1-3)***
  Choose one course from:
- KIN 695 - Comprehensive Examination ***(0)***
- KIN 698 - Capstone Project ***(3)***

Exercise Science Concentration (12 units)

- KIN 626 - Sport and Exercise Nutrition for Peak Performance ***(3)***
- KIN 636 - Clinical Exercise Testing and Prescription ***(3)***
- KIN 646 - Clinical Exercise Physiology and Metabolism ***(3)***
- KIN 625 - Special Topics in Exercise and Sports Science ***(3)***

Sport Performance Concentration (12 units)

- KIN 615 - Biomechanical and Neurological Basis of Human Movement ***(3)***
- KIN 625 - Special Topics in Exercise and Sports Science ***(3)***
- KIN 635 - Advanced Practice in Movement Interventions, Strength Training and Corrective Exercise ***(3)***
- KIN 675 - Gross Anatomy of the Musculoskeletal System ***(3)***

Sport Management Concentration (12 units)

- KIN 611 - Managing Personnel, Facilities, and Events in Sports ***(3)***
- KIN 620 - Marketing, Promotion and Public Relations in Sport ***(3)***
- KIN 630 - Leadership in Sports ***(3)***
- KIN 640 - Finance and Economics of Sports ***(3)***

For KIN610 student in Sports Management may choose up to 3 units in the MBA and/or Education programs from the following options:

- BUS 607 - Ethical, Legal and Social Environment of Business ***(3)***
- BUS 635 - International Business ***(3)***
- BUS 667 - Project Management and Communications ***(3)***
- BUS 610 - Organizational Behavior ***(3)***
- EDU 602 - Foundations of Special Education (TPA 1) ***(3)***
- GED 672 - Philosophy in Education ***(3)***

Department of Graduate Psychology

Masters

Clinical Counseling

The Master of Arts in Clinical Counseling (MACC) program can be completed in two years of continuous enrollment. Classes are designed as collaborative learning experiences where students and instructors are engaged in asynchronous dialog throughout the week. Students learn in community as they participate in a cohort experience that not only provides for a great learning environment, but also develops a network of friends who share common goals.

Students in the MACC program will decide, by the end of their first year, whether to pursue clinical hours to become either a Licensed Professional Clinical Counselor (LPCC) or a Licensed Marriage and Family Therapist (LMFT). During the second year of the program, students enroll in supervised practicum as clinical counseling trainees. Our practicum students are required to serve the community of San Diego by providing no/low-cost counseling at our on-site training clinic in Mission Valley before being placed in off-site practicum locations.

Upon graduation the student applies to the Board of Behavioral Sciences to become a registered intern and then continues to accrue the necessary hours of clinical experience in order to sit for the state licensing examination to become either an LPCC or an LMFT.

Program Learning Outcomes for Clinical Counseling

The core curriculum of the Master of Arts in Clinical Counseling program is to develop students with these key outcomes:

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

Admission Requirements

Point Loma Nazarene University assesses the Master of Arts in Clinical Counseling applicants on the basis of evidence submitted via application documentation. Applications will be processed upon receipt of all required materials. To be admitted into the Clinical Counseling program, an applicant must meet these requirements:

1. Submit a completed Point Loma Nazarene University online application form.
2. Have earned a bachelor's degree or graduate degree from an accredited institution, with a cumulative undergraduate or graduate grade point average (GPA) of 3.0 or higher on a 4.0 scale (*). All hours at the degree level from accredited institutions will be considered in calculating the cumulative GPA. Applicants must submit one official transcript from all colleges and universities attended for undergraduate and graduate work.

   Note: Official Transcript: a transcript with a registrar's seal from the institution granting credit sent directly to Point Loma Nazarene University, 3900 Lomaland Dr., San Diego, CA 92106

   If your University provides official electronic transcripts, please email to gradprocessing@pointloma.edu.

1. Submit a professional resume.
2. Submit a 500-600 word (**) Statement of Purpose addressing the following topics:
   - A personal statement on why you wish to participate in the MASOL program,
   - Your current philosophy of leadership,
   - Your relevant academic and professional experience, and
   - Your future career or life goals.

(*) Contact a graduate enrollment counselor regarding the exceptions process if you don't meet the minimum GPA requirement.

(**)The five-paragraph essay is to be formatted in APA style and should reflect your best writing. For help in writing the essay, see Statementofpurpose.com. Your paper will be graded on a 5-point scale, and you must receive a minimum 3.5 to meet the benchmark.

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 dramatic change in academic performance, may petition the academic department or school for a special review of their status. The academic department or school reviews the petition along with the student's application package and determines the merits and appropriateness of the request.

A copy of the petition must be filed with the Office of Graduate Admissions. In order to apply for 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. 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. The Graduate and Extended Studies Committee is the final authority for admissions under exception.

Applicants to the graduate program in Master of Arts in Clinical Counseling with a GPA below 3.0 in their most recent undergraduate degree may be admitted under exception according to the following criteria:

Applicants with a GPA between 2.7500 and 2.999 may be accepted if

One of the following:

A combined grade point average of 3.0 or higher for the most recent 30 units of study consisting of any of the following: graduate course work, u

- A minimum of six units of graduate course work completed with a 3.0 grade point average with no one course lower than a B- grade in
- A previously earned master's degree from an accredited university; OR
- Successful completion with an average of 3.75 GPA or greater in the three pre-requisite courses: General, Abnormal Psychology, and I

Note: Applicants must be reviewed and approved by the Program Director of the Department of Graduate Psychology.

Applicants with a GPA between 2.500 and 2.749 may be accepted if

Required:

Successful completion with an average of 3.5 GPA or greater in the three pre-requisite courses: General, Abnormal Psychology, and Human De

One of the following:

A combined grade point average of 3.0 or higher for the most recent 30 units of study consisting of any of the following: graduate course work, u

- A minimum of six units of graduate course work completed with a 3.0 grade point average with no one course lower than a B- grade in

Note: Applicants must be reviewed and approved by the Program Director, the College Dean of Natural and Social Sciences, and the Graduate

Applicants with a GPA between 2.00 and 2.499 may be accepted if

Required:

- Successful completion with an average of 3.75 GPA or greater in the three pre-requisite courses: General, Abnormal Psychology, and I
- A ten-page self-analysis that evaluates the student's life. Using core concepts from the aforementioned courses, the student will need to knowledge into practical application.

One of the following:

- A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate cour
- A minimum of six units of graduate course work completed with a 3.0 grade point average.

*Note: Applicants must be reviewed and approved by the Program Director, College Dean of Natural and Social Sciences, and the Graduate and

Academic support for students admitted under 3.0 GPA:

All exception students will be required to meet with the MACC Program Director at the completion of their first semester to review their performance. Additional remedial steps may be required.

Following the first semester, if an exception student's GPA drops below 3.0 they will meet with the MACC Program Director to discuss their performance and prepare a plan for improvement.

Graduation Requirements

1. Successful completion of all core requirements, an area of concentration, and the project or thesis,
2. A completed application for degree candidacy conveyed to the Office of Records,
3. All student accounts paid in full, and
4. All requirements completed within eight years from the time of initial enrollment.
5. A personal interview (in person or using video conferencing technology) with the student will take place at the end of the program to review the things that have been learned and how the student felt the program equipped him/her for servant leadership. The interviews are designed to ensure that the student has a clear understanding of the material covered in courses taken and to evaluate the effectiveness of the program.

Note: Student reviews will be in person (face-to-face) or use video conferencing technology. To comply with U.S. Department of Education and accreditation requirements, students are required to show a government issued photo I.D.

Program Eligibiliy

Point Loma Nazarene University assesses the Master of Arts in Clinical Counseling applicants on the basis of evidence submitted via online application documentation. Applications will be processed upon receipt of all required materials. To be admitted into the Clinical Counseling program, an applicant must meet these requirements:

- • Submit online application for admissions (includes $50 non-refundable application fee)
  o Fee waived if applicant is one of the following: PLNU alum, current or former military and theirdependents, PLNU employee

- • Submit official transcripts with proof of earned baccalaureate degree from a regionally accredited institution.
  - Send official transcripts to:
    Point Loma Nazarene University

    Office of Graduate Admissions

    3900 Lomaland Dr.

    San Diego, CA 92106

    Official electronic transcripts must be emailed to: gradprocessing@pointloma.edu

- o Specifically state how you would like to use your master's degree from PLNU to further your career in a 3-5 page essay. Make sure you clearly touch on the three points
  - ♣ Clarify what job setting you see yourself pursuing upon completing the MACC and pecify how this degree program will help you in that setting.
  - ♣ Describe how you will appraise, utilize, and integrate specific Biblical or ethical principles and /or counseling theories into your futureprofessional practice
  - ♣ State how your previous education and work experiences have uniquely prepared you for success in the MACC program.
- • Submit a resume/vita
- • Submit three professional references including name, title, phone, and email for each reference
- • Background check through LiveScan
- • Completion of the MMPI 2 personality assessment administered through the department
- • Interview with the Department of Graduate Psychology
- • Ensure undergraduate course prerequisites are met

Exceptions Policy: If you have below a 3.0 GPA in your baccalaureate degree you will need to speak with your enrollment counselor for more information on the exceptions materials needed for your particular program.

sprofessional practice.success in the MACC program.

Program Prerequisites

Prior to beginning this program, the following course requirements must completed (accompanying PLNU course numbering):

- General Psychology (PSY103)
- Abnormal Psychology (PSY321)
- Human Development (PSY308)

An official transcript from a regionally accredited institution is the required documentation.

Required Courses

- PSY 601 - Issues in Psychotherapy - Theology Integration *(3)*
- PSY 608 - Lifespan Development *(3)*
- PSY 609 - Multicultural Theories and Development *(3)*
- PSY 611 - Professional Ethics and Law *(3)*
- PSY 621 - Psychodiagnostics and Mental Disorder Treatment *(3)*
- PSY 625 - Counseling Theories and Faith Integration *(3)*
- PSY 626 - Counseling Theories and Faith Integration II *(3)*
- PSY 627 - Treatment of Children and Adolescents *(3)*
- PSY 628 - Abuse Assessment and Reporting *(3)*
- PSY 629 - Marriage and Family Therapy *(3)*
- PSY 630 - Treatment of Older Adults *(3)*
- PSY 633 - Career Development *(3)*
- PSY 645 - Group Counseling *(3)*
- PSY 650 - Psychological Testing and Assessment *(3)*
- PSY 658 - Crisis and Trauma Counseling *(3)*
- PSY 660 - Human Sexuality *(3)*
- PSY 665 - Psychopharmacology *(3)*
- PSY 675 - Treatment of Substance Use Disorders *3*
- PSY 690 - Research Methodology *3*

Practicum Courses

- PSY 695 - Supervised Practicum I *(2)*
- PSY 696 - Supervised Practicum II *(2)*
- PSY 697 - Supervised Practicum III *(2)*

TOTAL: 63 Program units

Adult Degree Completion Programs

Mission

The Bachelor degree completion programs exists 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 with a minimum cumulative GPA of at least 2.7 from an accredited institutio as evidenced by an official transcript sent directly from each college or university attended. (*)
2. Attain the minimum age of 23, OR minimum age of 21 with an associate's degree, OR minimum age of 21 with significant work experience.
3. Submit an application for admission.
4. Complete an interview with an admission's advisor.

1. The following 36 credit hours of general education core requirements: (**) are required for graduation and it is advised that they be completed prior to beginning
    a. Communication-6 semester hours (of which one course must be in English Composition)
    b. 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)
    c. Natural Science and Math-6 semester hours (at least one course must in Math)
    d. Social and Behavioral Sciences-6 semester hours
    e. Bible and Theology - 6 semester hours (at least one course must be taken from PLNU)
    f. An additional 6 semester hours must be earned in any of the above areas.

**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.

*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 where at least a grade of "C" has been earned will be accepted by transfer. Prospective students who do not meet the minimum GPA requirement can be accepted under exception. (See criteria for acceptance of students under GPA exception.

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 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 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 Graduate Admissions. 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. The department chair or dean is the final authority for admissions under exception.

Applicants to the adult degree completion program a GPA below 2.75 in their prior college work may be admitted under the exception according to the following criteria:

Applicants with a GPA between 2.500 and 2.749 may be accepted with the following;
• A combined grade point average of 3.0 or higher for the most recent 15 units of study consisting of undergraduate course work; or • Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and • An interview with the Adult Degree Completion Program Director. *Note: Applicants must be reviewed and approved by the Dean of the Extended Learning.
Applicants with a GPA between 2.00 and 2.449 may be accepted if
• A combined grade point average of 3.0 or higher for the most recent 15 units of study consisting of any undergraduate course work; or • Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and • A three page paper that explains what significant learning that has taken place since the applicant was last in school and why that has prepared the applicant for college work; and • An interview with the Adult Degree Completion Program Director. * Note: Applicants must be reviewed and approved by the Dean of the Extended Learning.
Applicants with a GPA lower than a 2.00
• A combined grade point average of 3.0 or higher for the most recent 15 units of study within the past two years consisting of any undergraduate course work; and • Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and • A three page paper that explains what significant learning that has taken place since the applicant was last in school and why that has prepared the applicant for college work; and • An interview with the Adult Degree Completion Program Director. * Note: Applicants must be reviewed and approved by the Dean of the Extended Learning.

All exceptions are conditional. A student receiving conditional admission must have at least a GPA of 3.0 at the completion of 9 credit hours in the program. If this condition is met, the student will be granted full standing admission in the program and will be subject to the standard program policies. If the condition is not met, the student will be academically disqualified. If the student wishes to continue in the program (e.g. because of extenuating circumstances), the student must submit a written request and an academic improvement plan to the Adult Degree Completion Program Director for consideration of whether the student should be allowed to continue under conditional status or be dismissed from the program. If such determination is made by the committee to allow further work under conditional status, then the student must have a 3.0 average after 18 hours in the program. If the student has less than a 3.0 after 18

hours in the program, the student is academically disqualified. Students interested in being reinstated may consult with the Vice Provost for Academic Administration.

Attendance Policy:

At Point Loma Nazarene University, we strongly encourage attendance at all scheduled classes. Regular attendance reduces the repetition required in course material and allows the class to run smoothly and progress together as well as increasing the morale of students and instructors alike.

Absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. Consequently, students who register late must monitor carefully their attendance during the remainder of the semester. Registered students who neither attend the first class session nor inform the faculty of their desire to remain in the class may, at the request of the instructor, be dropped from the class.

When the number of accumulated absences in a class, for any cause, exceeds 10% of the total number of class meetings, the faculty member should send an email to the student and the Director of Student Success warning of attendance jeopardy. In the online format, a specific amount of time withdrawn from the class discussion board, as determined by the course's instructor, will correlate to an absence. There are no exceptions to this policy except by previous written agreement with the instructor.

If more than 20% of the total number of class meetings is reported as missed and the student has been notified in writing, the faculty member or Vice Provost for Academic Administration (VPAA) may initiate the student's de-enrollment from the course without further advanced 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" and there will be no refund of tuition for that course.

Exceptions to the foregoing attendance regulations due to extenuating circumstances may be granted only by appeal to the Director of Student Success. Students are responsible to consult the syllabus of each course for specific applications of the above attendance policy.

Graduation Requirements:

Graduation Requirements:

In order for a student to receive the bachelor's degree in an adult degree completion program, the following requirements must be met:

1. A total of 120 semester hours must be earned with an overall 2.0 grade point average and all general core education requirements met. (***)
2. Complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of "C" in each course and an overall 3.0 grade point average for the major (program).
3. In addition to the program hours earned through the Adult Degree Completion program, additional semester hours must be earned to meet the degree completion requirements of 120 total semester hours. A maximum 24 hours can be earned through the following non-traditional methods:
    a. Testing (CLEP, Dantes)
    b. Credit for Prior Learning and Military Experience credit (CPL, ACE - see below)
4. Application for graduation must be made prior to the start of the final semester.
5. All bills paid with the student in good standing.

Notes:

- 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. See http://www.cael.org/pla.htm

for examples of how this is described. To receive CPL credit students would enroll in a CPL assessment course to learn the portfolio submission process.

- American Council on Education (ACE) provides guidance on workplace learning. See http://www.acenet.edu/higher-education/topics/Pages/Adult-Learners.aspx for more information.

Bachelors

Adult Degree Completion

Mission

The bachelor degree completion programs exists 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 units*
    a. with a minimum cumulative GPA of at least 2.75
    b. from an accredited institution
    c. as evidenced by an official transcript sent directly from each college or university attended. (*)
2. Attain the minimum age of 23, OR minimum age of 21 with an associate's degree, OR minimum age of 21 with significant work experience.
3. Submit an application for admission.
4. Complete an interview with an admissions advisor

NOTE: All students are expected to have some proficiency with computer technology (email, Internet and word processing).

*The following 36 credit units of general education core requirements: (*) are required for graduation and it is advised that they be completed prior to beginning a course of study

a. Communication-6 semester units (of which one course must be in English Composition)
b. Humanities/Fine Arts-6 semester units (at least one course must be from the following: literature, philosophy, art or music appreciation, art or music history, fine arts, or history)
c. Natural Science and Math-6 semester units (at least one course must in Math)
d. Social and Behavioral Sciences-6 semester units
e. Bible and Theology - 6 semester units (at least one course must be taken from PLNU)
f. An additional 6 semester units must be earned in any of the above areas.

**General education deficiencies may be completed after admittance, but at least 20 units must be completed prior to starting the program cohort. Three units 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.

*Prospective students who meet the other criteria but do not have the required semester units 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 (approved by CHEA and USDE) where at least a grade of "C" has been earned will be accepted by transfer. Prospective students who do not meet the minimum GPA requirement can be accepted under exception. (See criteria for acceptance of students under GPA exception.)

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 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 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 Graduate Admissions. 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. The department chair or dean is the final authority for admissions under exception.

Applicants to the adult degree completion program with a GPA below 2.75 in their prior college work may be admitted under the exception according to the following criteria:

Applicants with a GPA between 2.500 and 2.749 may be accepted with the following:
• A combined grade point average of 3.0 or higher for the most recent 15 units of study consisting of undergraduate course work; or • Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and • An interview with the adult degree completion program director *Note: Applicants must be reviewed and approved by the Dean of Extended Learning.

Applicants with a GPA between 2.00 and 2.449 may be accepted if
• A combined grade point average of 3.0 or higher for the most recent 15 units of study consisting of any undergraduate course work; or • Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and • A three page paper that explains what significant learning that has taken place since the applicant was last in school and why that has prepared the applicant for college work; and • An interview with the adult degree completion program director *Note: Applicants must be reviewed and approved by the Dean of Extended Learning.
Applicants with a GPA lower than a 2.00
• A combined grade point average of 3.0 or higher for the most recent 15 units of study within the past two years consisting of any undergraduate course work; and • Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and

- A three page paper that explains what significant learning that has taken place since the applicant was last in school and why that has prepared the applicant for college work; and
- An interview with the adult degree completion program director

*Note: Applicants must be reviewed and approved by the Dean of Extended Learning.

All exceptions are conditional. A student receiving conditional admission must have at least a GPA of 3.0 at the completion of 9 credit units in the program. If this condition is met, the student will be granted full standing admission in the program and will be subject to the standard program policies. If the condition is not met, the student will be academically disqualified. If the student wishes to continue in the program (e.g. because of extenuating circumstances), the student must submit a written request and an academic improvement plan to the adult degree completion program director for consideration of whether the student should be allowed to continue under conditional status or be dismissed from the program. If such determination is made by the committee to allow further work under conditional status, then the student must have a 3.0 average after 18 units in the program. If the student has less than a 3.0 after 18 units in the program, the student is academically disqualified. Students interested in being reinstated may consult with the Vice Provost for Academic Administration.

Graduation Requirements

In order for a student to receive the bachelor's degree in an adult degree completion program, the following requirements must be met:

1. A total of 120 semester units must be earned with an overall 2.0 grade point average and all general core education requirements met. (***)
2. Complete the required program units in the major (program) from Point Loma Nazarene University with a minimum grade of "C-" in each course and an overall 3.0 grade point average for the major (program).
3. In addition to the program units earned through the adult degree completion program, additional semester units must be earned to meet the degree completion requirements of 120 total semester units. A maximum 24 units can be earned through the following non-traditional methods:
    a. Testing (CLEP, Dantes)
    b. Prior Learning recommended for university academic credit by three American Council on Education or the Council on Adult and Experiential Learning (ACE, CAEL - see below) and Military Experience credit (ACE, CAEL - see below)
4. Application for graduation must be made prior to the start of the final semester. Application for graduation must be made prior to the start of the final semester. All program requirenents must be complete prior to participation in Commencement ceremonies. If no more than nine (9) units are lacking to complete the required 120 unit minimum, application to participate with a completion plan is possible.
5. All bills paid with the student in good standing.

Notes:

American Council on Education (ACE) provides guidance on workplace learning. See http://www.acenet.edu/higher-education/topics/Pages/Adult-Learners.aspx for more information.

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. See 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.

Child Development

Mission

The Bachelor of Arts degree program in Child Development is to provide working adult students the opportunity to complete a quality college degree via a schedule and format especially designed to meet their unique needs. This curriculum will help support student development toward a personal commitment to improving 1) the lives of individuals and families in their professional endeavors, 2) the lives of community members, and 3) their personal family life.

Program Learning Outcomes (PLO):

1. Identify and describe normative similarities and differences of intellectual, emotional, social and physical theories at each developmental stage from prenatal through adolescence.
2. Evaluate the effects of family systems on the development of children and adolescents.
3. Identify and discuss scientific research in understanding different philosophical views of growth and development both historic and current.
4. Assess research of theoretical and appropriate practical elements of parenting to facilitate decisions for a healthy environment for children and adolescents.
5. Evaluate the effects of society and culture upon the family microsystems, family types and the subsequent macrosystems with which they co-exist.
6. Identify career paths and professional areas of service within the child and adolescent profession.

Graduation Requirements

In order for a student to receive the bachelor's degree in an adult degree completion program, the following requirements must be met:

1. A total of 120 semester hours must be earned with an overall 2.0 grade point average and all general core education requirements met. (***)
2. Complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of "C" in each course and an overall 3.0 grade point average for the major (program).
3. In addition to the program hours earned through the adult degree completion program, additional semester hours must be earned to meet the degree completion requirements of 120 total semester hours. A maximum 24 hours can be earned through the following non-traditional methods:
    a. Testing (CLEP, Dantes)
    b. Prior Learning and Military Experience credit (PLC, ACE - see below)
4. Application for graduation must be made prior to the start of the final semester.
5. All bills paid with the student in good standing.

Notes:

- Prior Learning Credit (PLC) 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. See 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.
- American Council on Education (ACE) provides guidance on workplace learning. See http://www.acenet.edu/higher-education/topics/Pages/Adult-Learners.aspx for more information.

Child Development Core Courses

- CDV 310 - Early Childhood Curriculum and Learning Theory ***4***
- CDV 313 - Adolescent Development in the Family Context ***1***
- CDV 320 - Development of Children and Adolescents ***4***
- CDV 325 - Child and Adolescent Nutrition and Health ***4***
- CDV 350 - Parent Education and Family Development ***1***

- CDV 355 - Development of Special Needs Children *4*
- CDV 403 - Development of Infants and Toddlers *4*
- CDV 460 - Administration and Supervision in Early Childhood Education *4*
- CDV 475 - Internship in Child Development *1*
- CDV 485 - Child Development, Family Systems, and Social Change *4*
- CDV 495 - Capstone Professional Development *1*

RN to BSN - Adult Degree Completion

The RN to BSN degree program exists 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 ever changing needs in the marketplace. The curriculum is designed to build on the educational experience already achieved in preparing for the RN license. The program integrates Christian world view and is committed to continual improvement.

Program Learning Outcomes

Inquiring Faithfully - 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 nursing process.

- Initiates dialogue regarding current practice to improve healthcare
- Demonstrates the use of evidence-based practices as an advocate for self and others
- Promotes positive client outcomes using evidence-based data
- Provides holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community
- Engages in self-care practices that facilitate optimal care of clients

Caring 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.

- Demonstrates compassionate care to all people while mirroring Christ's love for all.
- Partners with the community to establish a trusting relationship
- Demonstrates ethics and values consistent with the practice of professional nursing

Communicating 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 conveying information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

- Engages in active listening to promote therapeutic relationships
- Demonstrates effective verbal and nonverbal communication skills to provide patient care
- Dialogs with members of the healthcare team, including the patient, to facilitate positive patient outcomes
- Advocates for patients/families and self
- Implements patient care while honoring the diversity of patients, families and communities.

Following Faithfully - Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work." The nursing student will integrate the ordinary work by complying with and adhering to regulatory and processional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of National Practice, SON handbook.) This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.

- Engages in a professional practice environment that promotes nursing excellence
- Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse

- Avails self of learning opportunities to cultivate the life-long learning process

Leading 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 of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.

- Provides graceful service through compassionate responses to others' needs
- Demonstrates the principles of a servant leader as a reflection of Christ's love
- Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner.

RN-BSN Admission Requirements

In addition to the university requirements for admission to Adult Degree Completion programs, each student applying to this program must have successfully completed at least 1 year of an ADN program. All students in this program must be licensed as a Registered Nurse in the state of California prior to the 3rd term of the program.

RN-BSN Graduation Requirements

Thirty-six (36) units in residence at PLNU are required to for this program, with a total number of 120 units required for graduation and completion of the Bachelor of Nursing Science degree. Additionally, there are core requirements listed for all Adult Degree Completion programs that need to be met in diverse areas to fulfill the liberal arts education model.

Nursing Requirements

- NRS 350 - Communicating and Following Faithfully *4*
- NRS 351 - Following Faithfully Practicum *1*
- NRS 360 - Inquiring Faithfully I: Nursing Research *2*
- NRS 420 - Caring Faithfully in the Community *4*
- NRS 421 - Caring Faithfully in the Community Practicum *1*
- NRS 430 - Leading Faithfully in Diverse Health Systems *4*
- NRS 431 - Leading Faithfully in Diverse Health Systems Practicum *1*
- NRS 440 - Capstone Inquiring Faithfully II: Evidence-Based Practice *4*
- WRT 300 - Professional Writing *3*
- BST 304 - Biblical Perspectives *4*
- SCL 302 - Group and Organizational Behavior *4*
- SCL 401 - Cultural Influences in the Work Place *4*

Bachelor of Arts - Adult Degree Completion

Computer Information Technology

Program Learning Outcomes for Computer Information Technology

Program Learning Outcomes for Computer Information Technology:

- Students will be able to identify and evaluate information technology infrastructure necessary to meet an organization's business needs.
- Students will be able to develop, plan and evaluate appropriate processes for managing information systems and information technology projects.
- Students will be able to design, develop, and evaluate software solutions to meet an organization's business needs.
- Students will be able to apply their technical knowledge to solve problems.
- Students will be able to speak about their work with precision, clarity and organization (Oral Communication)
- Students will be able to write about their work with precision, clarity and organization (Written Communication)
- Students will collaborate effectively in teams.
- Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand (Information Literacy).
- Students will be able to gather relevant information, examine information and form a conclusion based on that information (Critical Thinking).
- Students will be able to understand and create arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of formats (Quantitative Reasoning).

Graduates will be prepared for:

- careers that use information systems in business, industry, government and the non-profit sector ; and
- graduate study in fields related to information systems.

Program Prerequisite

For those students who do not have fundamental technology knowledge, CIT153 will be required and only if necessary. This will be offered online for students who need to take the course prior to enrolling in the program.

- CIT 153 - IT Fundamentals ***(3)***

Required Courses

- CIT 214 - Introduction to Hardware and Networking ***(4)***
- CIT 224 - Introduction to Operating Systems and Security ***(4)***
- CIT 261 - IT Fundamentals Exam Prep ***(1)*** *
- CIT 311 - A+ Exam Prep ***(1)*** *
- CIT 314 - Networking ***(4)***
- CIT 324 - Security and Information Assurance ***(4)***
- CIT 334 - Project Management ***(4)***
- CIT 354 - Database Design ***(4)***
- CIT 414 - Web Programming ***(4)***
- CIT 424 - Visual Programming ***(4)***
- CIT 434 - Management of Information Systems ***(4)***
- CIT 481 - Information Technology Project ***(1)***
- BST 304 - Biblical Perspectives ***4***

**Students who already have this certification will be allowed to substitute an alternative one unit class.*

Total Required units: 47

Elective Courses

- CIT 141 - Intermediate Excel ***(1)***
- CIT 321 - Network+ Exam Prep ***(1)***
- CIT 331 - Security+ Exam Prep ***(1)***
- CIT 341 - Project+ Exam Prep ***(1)***
- CIT 471 - Information Technology Practicum ***(1-4)***
- CIT 481 - Information Technology Project ***(1)***

Electives needed: 2 units

Program Total Units: 49

Criminal Justice

The focus of the Criminal Justice Major is to provide higher education in the context of a Christian worldview where students' minds are engaged and challenged and service in the criminal justice professions become an expression of faith. This is accomplished through a curriculum where a student's career is enhanced through integration of a focused educational program, a faith perspective and a professional life. The program integrates specialized knowledge and skills with concepts of grace, restorative justice, and cultural competency which support the Sociology and Social Work departmental mission to nurture servant scholars who critically evaluate social and cultural patterns and who constructively engage in society as agents of hope.

Program Learning Outcomes

Upon completion of this program, the student will be able to:

1. Demonstrate ability to apply theoretical and legal foundations of criminal justice.
2. Demonstrate knowledge of each of the components of the criminal justice system: the historical background, structure, function, and purpose.
3. Integrate and apply understanding of the social realities, discrimination, and the conflicts in the criminal justice system resulting from racial, socio-economic, and cultural inequities.
4. Apply foundational skills; demonstrate core competencies (such as ethical and professional behavior and critical thinking) in a professional internship setting.
5. Demonstrate written and oral communication skills needed to effectively engage in a career in criminal justice.

Graduation Requirements

In order for a student to receive the bachelor's degree in an adult degree completion program, the following requirements must be met:

1. A total of 120 semester hours must be earned with an overall 2.0 grade point average and all general core education requirements met. (***)
2. Complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of "C" in each course and an overall 3.0 grade point average for the major (program).
3. In addition to the program hours earned through the adult degree completion program, additional semester hours must be earned to meet the degree completion requirements of 120 total semester hours. A maximum 24 hours can be earned through the following non-traditional methods:
    a. Testing (CLEP, Dantes)
    b. Prior Learning and Military Experience credit (PLC, ACE - see below)

4. Application for graduation must be made prior to the start of the final semester.
5. All bills paid with the student in good standing.

Notes:

- Prior Learning Credit (PLC) 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. See 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.
- American Council on Education (ACE) provides guidance on workplace learning. See http://www.acenet.edu/higher-education/topics/Pages/Adult-Learners.aspx for more information.

Criminal Justice Core Courses

- BST 304 - Biblical Perspectives ***4***
- SCJ 300 - Justice In a Complex Society ***(3)***
- SCJ 310 - Criminology ***(3)***
- SCJ 320 - Criminal Law I ***(3)***
- SCJ 350 - Writing and Interviewing in the Criminal Justice Profession ***(3)***
- SCJ 395 - Research Methods for Criminal Justice ***(3)***
- SCJ 400 - Social and Community Relations ***(3)***
- SCJ 409 - Criminal Law II ***(3)***
- SCJ 410 - Constitutional Foundations ***(3)***
- SCJ 450 - Restorative Justice and Victimology ***(3)***
- SCJ 472 - Internship in Criminal Justice ***(3)***
- SCJ 476 - Seminar for Criminal Justice ***(3)***

Program Prerequisites

Prior to beginning the program, an Introduction to Sociology course must be taken. (SOC101 at PLNU)
A statistics course will need to be completed prior to registration for term 2 which includes the research course

Prior to the last term, a "Social Problems" course must be completed (SOC103 at PLNU) prior to registration for the Restorative Justice course in term 4.

Integrated Studies with an Emphasis in Education

Designed for working adults, the Integrated Studies with an Emphasis in Education major will allow candidates to concurrently work on an initial teaching credential while completing a Bachelor of Arts degree. This major, offered at Point Loma Nazarene University's Mission Valley and Bakersfield branch campuses, is an ideal major for aspiring teachers wanting to teach elementary grade levels. The Integrated Studies program:

- provides for approximately 100 hours of fieldwork in local public schools
- allows teacher candidates to complete coursework for their bachelor's degree and preliminary teaching credential in 4 terms.

Program Learning Outcomes

The Point Loma Nazarene University Institutional Learning Outcomes guide the development of each program learning outcome within the Integrated Studies Degree. Because this degree is housed in the School of Education, Student Learning Outcomes in each course are aligned within the overarching conceptual framework of "Equip, Transform and Empower."

Equip

Learning: Informed by our faith in Christ

1. Evaluate the educational, cultural, interpersonal, and social environments within the professional workplace from an ethical and Christian context

2. Demonstrate problem-solving and decision-making skills within the context of a diverse educational environment.

Transform

Growing: In a Christ-centered faith community

3. Distinguish how the role of a teacher-leader needs to continually adapt in relation to individual student needs,

Empower

Serving: In a context of Christian faith

4. Evaluate personal, interpersonal, social strengths and weaknesses, and incorporate personal style to effectively and ethically influence the workplace.

Required Courses

- EDU 302 - Foundations of Education and Learning Theory ***(3)***
- EDU 306 - Principles of Language Acquisition ***(3)***
- EDU 324 - Differentiated Mathematics Instruction for All Learners ***(3)***
- EDU 404 - Foundations of Special Education ***(3)***
- EDU 409 - Classroom Assessment and Research Practices ***(3)***
- EDU 410 - Methods of Teaching Reading and Writing
  OR
- EDU 420 - Literacy Instruction for Secondary Teachers ***(3)***
- EDU 422 - Interdisciplinary Approaches to Teaching in the Content Areas ***(3)***
  All candidates must pass the CBEST prior to enrollment in Clinical Practice I
- EDU 440 - Elementary Clinical Practice I ***(4)***
- EDU 4CP1 - Elementary Clinical Practice Seminar I ***(1)***
  All candidates must pass the CSET prior to enrollment in Clinical Practice II.
- EDU 460 - Elementary Clinical Practice II ***(4)***
- EDU 4CP2 - Elementary Clinical Practice Seminar II ***(1)***

Graduation Requirements

All candidates must complete all the requirements as outlined for Adult Degree Completion of a minimum of 120 units with all the major requirements completed at Point Loma Nazarene University.

In addition, to be eligible for a Multiple Subject Teacher Credential, candidates must take and pass Teacher Performance Assessments I-IV with a rating of three (3) or higher.

Organizational Management

Mission

The Bachelor of Arts degree program in Organizational Management exists to provide working adult students the opportunity to complete a quality college degree in a schedule and format particularly designed to meet their needs, responding to the unique and ever-changing needs in the marketplace. The curriculum is interdisciplinary and liberal arts in nature, with the major emphasis on general management and relationship development skills building. The program integrates a Christian world view and is committed to continual improvement.

Program Learning Outcomes:

The Point Loma Nazarene University Organizational Management graduate is prepared for expanded roles within his or her organization through enhanced abilities to:

1. Evaluate the political, interpersonal and social environments within the business or professional workplace from an ethical and Christian context.
2. Demonstrate problem-solving and decision-making skills within the context of a diverse cultural environment.
3. Distinguish how the role of a manager needs to continually adapt in relation to human capital, social influence, political structure, relational development and situational ethics.
4. Evaluate personal, interpersonal, social strengths and weaknesses, and incorporate personal style to effectively and ethically influence the workplace.

Graduation Requirements:

In order for a student to receive the bachelor's degree in an adult degree completion program, the following requirements must be met:

1. A total of 120 semester hours must be earned with an overall 2.0 grade point average and all general core education requirements met. (***)
2. Complete the required program hours in the major (program) from Point Loma Nazarene University with a minimum grade of "C" in each course and an overall 3.0 grade point average for the major (program).
3. In addition to the program hours earned through the adult degree completion program, additional semester hours must be earned to meet the degree completion requirements of 120 total semester hours. A maximum 24 hours can be earned through the following non-traditional methods:
    a. Testing (CLEP, Dantes)
    b. Prior Learning and Military Experience credit (PLC, ACE - see below)
4. Application for graduation must be made prior to the start of the final semester.
5. All bills paid with the student in good standing.

Notes:

- Prior Learning Credit (PLC) 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. See 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.
- American Council on Education (ACE) provides guidance on workplace learning. See http://www.acenet.edu/higher-education/topics/Pages/Adult-Learners.aspx for more information.

NOTE: The BA in Organizational Management is an approved program under PLNU's WASC Regional Accreditation. It is not an ACBSP approved program. For those interested in an ACBSP approved program, PLNU

offers, through the Fermanian School of Business, a BA in Business Administration and a BS in Business Administration with majors in various areas.

Admissions Requirements:

To be admitted to an adult degree completion program the student must:

1. Complete at least 40 semester units*
    a. with a minimum cumulative GPA of at least 2.75
    b. from an accredited institution
    c. as evidenced by an official transcript sent directly from each college or university attended. (*)
2. Attain the minimum age of 23, OR minimum age of 21 with an associate's degree, OR minimum age of 21 with significant work experience.
3. Submit an application for admission.
4. Complete an interview with an admissions advisor

*The following 36 credit units of general education core requirements: (*) are required for graduation and it is advised that they be completed prior to beginning a course of study

a. Communication-6 semester units (of which one course must be in English Composition)
b. Humanities/Fine Arts-6 semester units (at least one course must be from the following: literature, philosophy, art or music appreciation, art or music history, fine arts, or history)
c. Natural Science and Math-6 semester units (at least one course must in Math)
d. Social and Behavioral Sciences-6 semester units
e. Bible and Theology - 6 semester units (at least one course must be taken from PLNU)
f. An additional 6 semester units must be earned in any of the above areas.

**General education deficiencies may be completed after admittance, but at least 20 units must be completed prior to starting the program cohort. Three units 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.

*Prospective students who meet the other criteria but do not have the required semester units 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 where at least a grade of "C" has been earned will be accepted by transfer. Prospective students who do not meet the minimum GPA requirement can be accepted under exception. (See criteria for acceptance of students under GPA exception.)

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 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 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 Graduate Admissions. 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. The department chair or dean is the final authority for admissions under exception.

Applicants to the adult degree completion program with a GPA below 2.75 in their prior college work may be admitted under the exception according to the following criteria:

Applicants with a GPA between 2.500 and 2.749 may be accepted with the following:
• A combined grade point average of 3.0 or higher for the most recent 15 units of study consisting of undergraduate course work; or • Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and • An interview with the adult degree completion program director *Note: Applicants must be reviewed and approved by the Dean of Extended Learning.

Applicants with a GPA between 2.00 and 2.449 may be accepted if
• A combined grade point average of 3.0 or higher for the most recent 15 units of study consisting of any undergraduate course work; or • Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and • A three page paper that explains what significant learning that has taken place since the applicant was last in school and why that has prepared the applicant for college work; and • An interview with the adult degree completion program director * Note: Applicants must be reviewed and approved by the Dean of Extended Learning.
Applicants with a GPA lower than a 2.00
• A combined grade point average of 3.0 or higher for the most recent 15 units of study within the past two years consisting of any undergraduate course work; and • Successful completion of the Educational Strategies for Student Success course with a grade of a "B" or higher; and • A three page paper that explains what significant learning has taken place since the applicant was last in school and why that has prepared the applicant for college work; and • An interview with the adult degree completion program director. * Note: Applicants must be reviewed and approved by the Dean of Extended Learning.

All exceptions are conditional. A student receiving conditional admission must have at least a GPA of 3.0 at the completion of 9 credit hours in the program. If this condition is met, the student will be granted full standing admission in the program and will be subject to the standard program policies. If the condition is not met, the student will be academically disqualified. If the student wishes to continue in the program (e.g. because of extenuating circumstances), the student must submit a written request and an academic improvement plan to the adult degree completion program director for consideration of whether the student should be allowed to continue under conditional status or be dismissed from the program. If such determination is made by the committee to allow further work under conditional status, then the student must have a 3.0 average after 18 hours in the program. If the student has less than a 3.0 after 18 hours in the program, the student is academically disqualified. Students interested in being reinstated may consult with the Vice Provost for Academic Administration.

Management and Relational Development Required Courses

- MRD 300 - Business and Professional Writing *1*
- MRD 301 - Personal Leadership Development *4*
- SCL 302 - Group and Organizational Behavior *4*
- MRD 303 - Effective Interpersonal Relations *4*
- BST 304 - Biblical Perspectives *4*
- MRD 320 - Capstone Research - Planning *1*
- MRD 420 - Capstone Research - Interpretation and Evaluation *1*
- SCL 401 - Cultural Influences in the Work Place *4*
- MRD 402 - Resource Management *4*
- MRD 403 - Managing with Personal and Professional Ethics *4*
- MRD 404 - Principles of Management *4*
- MRD 424 - Capstone Research - Presentation and Reporting *1*

Fermanian School of Business

Mission Statement

To provide to the world business leaders with Christ-like character.

Dean and Associate Dean

Fermanian School of Business Dean: Daniel Bothe
Associate Dean of Graduate Business Education: Jamie M. Ressler, D.B.A.

Masters

Master of Business Administration

Program Description

The PLNU Master of Business Administration (MBA) degree provides a balance of qualitative and quantitative business knowledge and prepares the students with the wisdom to make critical decisions with purpose. The Fermanian School of Business offers the MBA in two (2) formats: an Evening MBA for experienced working professionals that can be completed in 24 to 28 months, and a Daytime MBA for recent college graduates designed to be completed in one year.

Program Learning Outcomes

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

- Demonstrate competency of the concepts, models and theories in the core business disciplines.
- Integrate learning across core business disciplines to identify key strategies and opportunities.
- Identify business issues and recommend solutions using analytical and critical thinking skills.
- Evaluate the impact of business decisions in a global context.
- Analyze the ethical impacts of executive-level decision making.
- Convey ideas and decisions clearly through effective communication.
- Demonstrate the ability to work collaboratively and function as an effective team member.

Graduation Requirements

1. A completed Application for Degree Candidacy (online or in the Office of Records, Point Loma campus).
2. Successful completion of all required curriculum with a minimum of 42 semester units of coursework.
3. 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. Any course in which a student receives a grade lower than a "C" must be repeated and the units will not be added to earned units.
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.

Program Prerequisite

All students must successfully complete the Excel Leveling Module, or equivalent, prior to their first semester in the program.

Course Prerequisites

Prerequisite Leveling Modules are required for BUS 615 Accounting for Decision Making, BUS 670 Financial Management, and BUS625 Marketing Research. All students must successfully pass the prerequisite leveling modules prior to beginning to respective courses.

Evening MBA Program

The Evening MBA is for experienced working professionals who want to take control of their career by acquiring four important drivers of influential leadership - deep qualitative and quantitative business knowledge, wisdom in the face of difficult business decisions, a powerful personal network, and inspiration to follow your purpose. The program is designed to be completed in 24 to 28 months. However, students may accelerate their program or extend it over a longer period of time to accommodate their schedules.

A collegial classroom environment supports depth of learning and builds strong relationships among faculty and peers. In the cohort model, students progress through the curriculum together, completing the 12 core business courses and two electives. Students may select from four concentrations, including Organizational Leadership, Innovation and Entrepreneurship, Project Management, and Healthcare Management.

The Fermanian School of Business Evening MBA program is committed to serving the experienced 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.

Program Eligibility for the Evening MBA

- A completed application for admission to the program
- Baccalaureate degree from a regionally accredited institution as evidenced by official transcripts from accredited institution
- Two (2) letters of recommendation
- Professional resume including detailed worked experience
- A personal essay that describes why the applicant desires to participate in the Evening 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 Associate Dean of Graduate Business Education
- Evidence of basic knowledge of common professional competencies through transcripts (from regionally accredited institutions with a 3.000 GPA or better), or completion of appropriate course prerequisites

Concentrations

- Organizational Leadership
- Innovation and Entrepreneurship
- Project Management
- Healthcare Management

Evening MBA Program Courses

Core Courses (3 units each)

- BUS 607 - Ethical, Legal and Social Environment of Business ***(3)***
- BUS 615 - Accounting for Decision Making ***(3)***
- BUS 625 - Marketing Research ***(3)***
- BUS 630 - Managerial Economics ***(3)***
- BUS 635 - International Business ***(3)***
- BUS 648 - Leading with Integrity ***(3)***
- BUS 650 - Operations Management ***(3)***
  OR BUS 650H - Operations Management for Healthcare Professionals ***(3)***
- BUS 655 - Marketing Management ***(3)***
- BUS 660 - Managerial Perspectives ***(3)***
- BUS 670 - Financial Management ***(3)***
- BUS 672 - Developing an Entrepreneurial Mindset ***(3)***
- BUS 695 - Strategic Management ***(3)***

Elective Courses (3 units each, except as noted)

Choose six (6) units of electives or one of the listed concentrations to complete the forty-two (42) unit program.

- BUS 610 - Organizational Behavior ***(3)***
- BUS 645 - Leadership ***(3)***
- BUS 667 - Project Management and Communications ***(3)***
  OR BUS 667H Project Management and Communications for Healthcare Professionals ***(3)***
- BUS 668 - Project Management Risk, Cost and Program Analysis ***(3)***
- BUS 673 - Value Creation and Negotiation Strategy ***(3)***
- BUS 676 - New Venture Creation ***(3)***
- BUS 687 - Financial Concepts for Healthcare Management ***(3)***
- BUS 690 - Special Studies in Business Administration ***(1-3)***

Concentrations (6 units)

Organizational Leadership

- BUS 610 - Organizational Behavior ***(3)***
- BUS 645 - Leadership ***(3)***

Innovation and Entrepreneurship

- BUS 673 - Value Creation and Negotiation Strategy ***(3)***
- BUS 676 - New Venture Creation ***(3)***

Project Management

- BUS 667 - Project Management and Communications ***(3)***
- BUS 668 - Project Management Risk, Cost and Program Analysis ***(3)***

Healthcare Management

- BUS 667H - Project Management & Communications for Healthcare Professionals ***(3)***
- BUS 687 - Financial Concepts for Healthcare Management ***(3)***

Total (required total Core/Electives): 42 units

Daytime MBA Program

The Daytime MBA program is for recent college graduates who want an accelerated opportunity to build four important drivers of initial career success - business knowledge, real world experience, personal network, and purpose. The Daytime MBA is a three semester program that is completed in one year.

The Daytime MBA program consists of 14 core courses (42 units) that have been selected to effectively prepare recent graduates to successfully launch their professional career. Included in these core courses is a 3-unit Field Experience where teams of students work with a company executive to analyze, strategize and solve a live business challenge.

The Fermanian School of Business Daytime MBA program is committed to serving all 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 the Daytime MBA Program

- A completed application for admission to the program
- A recently earned baccalaureate degree from a regionally accredited institution as evidenced by official transcripts from accredited institution(s)
- Two (2) letters of recommendation
- Resume
- A personal essay that describes why the applicant desires to participate in the Daytime 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 Associate Dean of Graduate Business Education
- Evidence of basic knowledge of common professional competencies through transcripts (from a regionally accredited institution with a 3.000 GPA or better), or completion of appropriate course prerequisites.

Core Courses

- BUS 607 - Ethical, Legal and Social Environment of Business ***(3)***
- BUS 615 - Accounting for Decision Making ***(3)***
- BUS 625 - Marketing Research ***(3)***
- BUS 630 - Managerial Economics ***(3)***
- BUS 635 - International Business ***(3)***
- BUS 648 - Leading with Integrity ***(3)***
- BUS 650 - Operations Management ***(3)***
- BUS 655 - Marketing Management ***(3)***
- BUS 660 - Managerial Perspectives ***(3)***
- BUS 665 - Leadership Communication ***(3)***
- BUS 670 - Financial Management ***(3)***
- BUS 672 - Developing an Entrepreneurial Mindset ***(3)***
- BUS 680 - Field Experience ***(3)***
- BUS 695 - Strategic Management ***(3)***

Total: 42 units

Certificate

Graduate Certificates in Business Administration

The Fermanian School of Business Graduate Certificates are only offered in conjunction with select corporate sponsors. A student completing the graduate certificate will earn graduate academic credit that, upon acceptance into the Evening MBA program, can be applied toward the graduate requirements of such program. All students must meet the program eligibility requirements to be accepted into the Evening MBA program. The following four (4) graduate certificates are offered:

- Organzational Leadership

- Innovation and Entrepreneurship
- Project Management
- Healthcare Management

Program Eligibility for Graduate Certificates

- A completed application for admissions to the certificate program
- Baccalaureate degree from a regionally accredited institution, as evidenced by official transcripts from that institution
- Resume

Certificate Completion Requirements

- Successful completion of all required courses.
- Achievement of a cumulative GPA of 3.0 or higher. Any course in which a student receives a grade lower than a "C" must be repeated and the units will not be added to the earned units.
- All requirements for the certificate program must be completed within a three year period from the time of initial enrollment in the program.

Organizational Leadership

Course Requirements:

- BUS 610 - Organizational Behavior ***(3)***
- BUS 645 - Leadership ***(3)***

Select two (2) of the following:

- BUS 648 - Leading with Integrity ***(3)***
- BUS 660 - Managerial Perspectives ***(3)***
- BUS 690 - Special Studies in Business Administration ***(1-3)***

Total: 12 units

Innovation and Entrepreneurship

Course Requirements:

- BUS 672 - Developing an Entrepreneurial Mindset ***(3)***
- BUS 673 - Value Creation and Negotiation Strategy ***(3)***
- BUS 676 - New Venture Creation ***(3)***

Select one (1) of the following:

- BUS 655 - Marketing Management ***(3)***
- BUS 660 - Managerial Perspectives ***(3)***
- BUS 670 - Financial Management ***(3)***
- BUS 690 - Special Studies in Business Administration ***(1-3)***

Total: 12 units

Project Management

Course Requirements:

- BUS 667 - Project Management and Communications ***(3)***
- BUS 668 - Project Management Risk, Cost and Program Analysis ***(3)***

Select two (2) of the following:

- BUS 650 - Operations Management ***(3)***
- BUS 660 - Managerial Perspectives ***(3)***
- BUS 690 - Special Studies in Business Administration ***(1-3)***

Total: 12 units

Healthcare Management

Course Requirements:

- BUS 667H - Project Management & Communications for Healthcare Professionals ***(3)***
- BUS 687 - Financial Concepts for Healthcare Management ***(3)***

Select two (2) of the following:

- BUS 650H - Operations Management For Healthcare Professionals ***(3)***
- BUS 660H - Managerial Perspectives for Healthcare Professionals ***(3)***
- BUS 690 - Special Studies in Business Administration ***(1-3)***

Total: 12 units

Note:

These graduate certificates are only offered by the Fermanian School of Business in conjunction with select corporate sponsors, including the selection of elective courses within a given certificate.

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 Center Directors

School of Education Dean: Deborah E. Erickson, Ed.D.
Associate Dean of Teaching Credentials: 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: TBD
Bakersfield Regional Center Director: Jill Hamilton-Bunch, Ph.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 Cross Disciplinary 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 six certificate programs that can be added to an existing preliminary or clear credential. These credential and certificate programs range from 12-15 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 sections - EDU, GED, GEL and SPE. 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 and Master of Arts in Education courses. GEL courses focus on Educational Leadership, while SPE denote Special Education courses..

Masters

Master of Arts in Teaching, Preliminary Teaching Credentials

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

- ***Multiple Subject*** teaching credential program is designed for candidates seeking to teach at the elementary grade levels or in 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 usually 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 Branch Campus;
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 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 ***(1)*** *

- EDU 653F - Fieldwork for Principles of Language Acquisition for Students with Moderate/Severe Disabilities ***(1)*** **

Total Common Courses Required for all Preliminary Credentials: 13 Units

Note(s):

*Course requires 20 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.

**Course requires 20 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 branch campus.

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

- Possess 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 20 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of literacy under the direction of a cooperating teacher.

**Course requires 20 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) consist of 15 hours of online coursework and 30 hours with a subject-specific mentor. 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 that are not listed in EDU 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)***

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;
- Possess 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 20 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 20 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive school setting.

**Course requires 20 clock hours of observation and participation specific to content area teaching strategies in a culturally diverse and inclusive school setting.

Traditional Candidates take:

- EDU 670M - Special Education Mild-Moderate Clinical Practice I ***(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 ***3***
- 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 SPE 653 and SPE 653F.

*Course requires 20 clock hours of observation and participation specific to learning theory in a culturally diverse and inclusive school setting.

**Course requires 20 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 670S - Special Education Moderate-Severe Clinical Practice I ***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 ***3***
- EDU 672S - Intern Moderate/Severe Clinical Practice I ***(4)***
- EDU 6CP1 - Clinical Practice Seminar I (TPA 3) ***(1)***

- EDU 676S - Intern Moderate/Severe Clinical Practice II ***(4)***
- EDU 6CP2 - Clinical Practice Seminar II (TPA 4) ***(1)***

Total: 12 Units

Total Moderate/Severe 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 and Single Subject Candidates

The courses listed below are the final thirteen (13) units to complete the M.A.T. degree, for a total of 46 semester units.

Core Course:

- GED 672 - Philosophy in Education ***(3)***

Curriculum Course:

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

Diversity Course:

Select one (1) course from the following:

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

Action Research:

- GED 689 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.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 - Master's Research and Design ***(3) AND***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.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 branch campus.
    - 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 branch campus.

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 Branch Campus 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 branch campus.

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 branch campus;
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 counselors for service to students in a changing world. Candidates have three 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, or
3. Candidates can complete the Master of Arts degree with a specialization in College Counseling and Student Development

The admissions requirements for the above 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 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 641 - Cultural Competence in a Pluralistic Society ***(3)***
- GED 662 - Counseling Theory and Techniques ***(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 of Learning ***(3)***
- GED 672 - Philosophy in Education ***(3)***
- GED 681 - Educational Measurement and Evaluation ***(3)***

- GED 689 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.5)***
  Nine (9) Electives 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)***
- GED 687M1 - Research, Field Studies and Practica in Counseling and Guidance ***(1)***
- GED 687M2 - Research, Field Studies and Practica in Counseling and Guidance ***(1)***
- GED 687M3 - Research, Field Studies and Practica in Counseling and Guidance ***(1)***

Master's Total: 36 Units

Master's and PPS Credential

- GED 601 - Foundations of Leadership and Educational Issues ***(3)***
- GED 641 - Cultural Competence in a Pluralistic Society ***(3)***
- GED 662 - Counseling Theory and Techniques ***(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 of Learning ***(3)***
- GED 672 - Philosophy in Education ***(3)***
- GED 675 - Family Systems ***(3)***
- GED 677 - Teaching Strategies for Special Populations ***(3) OR***
- Demonstration of competency in the area of Special Education ***(0-3)***
- GED 681 - Educational Measurement and Evaluation ***(3)***

Eight (8) units of Research, Field Studies & Practicum in Counseling and Guidance are required. This is broken into several segments. The initial hours must be completed and a grade entered prior to registering for additional segments.

- GED 687P - School Counseling Practica ***(1)***
- GED 687F1 - School Counseling Fieldwork ***(2)***
- GED 687F2 - School Counseling Fieldwork ***(2)***
- GED 687F3 - School Counseling Fieldwork ***(2)***
- GED 687S1 - School Counseling Seminar ***(1)***

Four (4) units Culminating Project

- GED 689 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.5)***

Total: 45-48 Units

Master's and College Counseling and Student Development

- GED 641 - Cultural Competence in a Pluralistic Society ***(3)***
- GED 662 - Counseling Theory and Techniques ***(3)***
- GED 663 - Individual and Group Counseling and Ethical Standards ***(3)***
- GED 664 - Counseling for Academic Achievement and Career Development ***(3)***
- GED 670 - Applied Psychology of Learning ***(3)***
- GED 672 - Philosophy in Education ***(3)***
- GED 674 - Emergent Adult Development Theory ***3***
- GED 676 - Higher Education Leadership in Student Development ***3***
- GED 681 - Educational Measurement and Evaluation ***(3)***
- GED 690 - Contemporary Issues in Higher Education ***(2)***

Five (5) units total of fieldwork required for a total of 200 hours.

- GED 671A, B, C, D, E - Research, Field Studies and Practicum in College Counseling and Student Development ***1***

Four (4) units of culminating research

- GED 689 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.5)***

Total Units: 36

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

- Engages in ongoing scholarly, professional, personal, and spiritual growth.
- Gains knowledge and skills in critical thinking, analysis, and synthesis.
- Works collaboratively and communicates effectively as a servant leader.

Transform

- Embraces the positive power of diversity through development as advocates for equity and access.
- Applies faith-based influence and beliefs within educational organizations.

Empower

- Engages in reflective educational practices that emulate Christian discipleship within an educational community focused on service and responsibility.
- Serves as research-based transformational leader within educational organizations.

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

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

- GEL 603 - Instructional Leadership ***(3)***
- GEL 603F - Fieldwork and Practicum for Instructional Leadership ***(1)***
- GEL 604 - Equitable and Socially Just School Communities ***(3)***
- GEL 604F - Fieldwork and Practicum for Equitable and Socially Just Communities ***(1)***
- GEL 605 - Organizational and Systems Leadership ***(3)***
- GEL 605F - Fieldwork and Practicum for Organizational and Systems Leadership ***(1)***
- GEL 606 - School Improvement Leadership ***(3)***
- GEL 606F - Fieldwork and Practicum for School Improvement Leadership ***(1)***
- GEL 607 - Professional Learning and Growth Leadership ***(3)***
- GEL 607F - Fieldwork and Practicum for Professional Learning and Growth Leadership ***(1)***
- GEL 608 - Ethical and Visionary Leadership ***(3)***
- GEL 608F - Fieldwork and Practicum for Ethical and Visionary Leadership ***(1)***

Credential Total: 24 Units

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

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 initial teacher preparation 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.

Other options for fulfilling the program elective requirements offer an in-depth emphasis/authorization 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

*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 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 and 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 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.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.

- 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 (15 units)

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.

- GEL 605 - Organizational and Systems Leadership ***(3)***
- GED 628 - Using Technology to Enhance Teaching and Learning ***(2)***
- GED 628P - Instructional Technology Project ***(1)***
- GED 668 - Advanced Practice for English Learners ***(3)***
- GED 675 - Family Systems ***(3)***
- GEL 604 - Equitable and Socially Just School Communities ***(3)***
  OR
- GED 641 - Cultural Competence in a Pluralistic Society ***(3)***

Instructional Design with Technology (12 units)

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 628P - Instructional Technology Project ***(1)***
- GED 630 - Assessment and Design of Hybrid and On-Line Learning ***(3)***
- GED 637 - Development and Implementation of Hybrid and On-line Learning ***(3)***

Management of Instructional Design for Professionals (15 units)

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.

- GEL 603 - Instructional Leadership ***(3)***
- GED 616 - Curriculum Development, Innovation, and Evaluation ***(3)***
- GED 628 - Using Technology to Enhance Teaching and Learning ***(2)***
- GED 628P - Instructional Technology Project ***(1)***
- GED 670 - Applied Psychology of Learning ***(3)***
- GEL 607 - Professional Learning and Growth Leadership ***(3)***
  OR
- GED 605 - Human Performance Technology ***(3)***

Reading and Literacy Added Authorization (8 units)

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 (15 units)

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.

- GEL 603 - Instructional Leadership ***(3)***
- GED 628 - Using Technology to Enhance Teaching and Learning ***(2)***
- GED 628P - Instructional Technology Project ***(1)***
- GED 677 - Teaching Strategies for Special Populations ***(3)***
- GED 683 - BTSA Induction/Reflective Coaching ***(1-6)***

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 seeking to transfer credit must make this request during the first semester of enrollment.

Candidates with their preliminary credential coursework from an accredited university may request to apply up to six (6) units of approved coursework. Candidates with the preliminary courework ***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 600 - Foundations of Education and Learning Theory ***(3)***
- EDU 601 - Language Acquisition and Diverse Populations ***(3)***
- EDU 603 - Classroom Assessment and Research Practices ***(3) AND*** Either
- EDU 610 - Methods of Teaching Reading and Writing ***(3)***
- One course in content specific pedagogy (EDU 622- EDU 629) ***(3)***

Master's Total: 36 Units

Special Education, Master of Arts

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 (Pending), Deaf-Blind (Pending) and Orthopedic Impairment (Pending). 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 Branch Campus;
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 and the Council for Exceptional Children's Professional Standards. 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.

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 ***(3)***

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):

- SPE 651 - Understanding Emotional and Behavioral Disorders ***(4)***
- SPE 652 - Methods of Teaching Students with Autism Spectrum Disorder ***(4)***
- SPE 653 - Methods of Teaching Students with Traumatic Brain Injury ***(4)***
- SPE 654 - Methods of Teaching Students with Other Health Impairments ***(4)***
- SPE 655 - Individualized Programs and Supports for Students with Deaf-Blindness ***(3)***
- SPE 657 - Adapted Physical Education Methods and Inclusive Strategies ***(4)***
- SPE 660 - Strategies for Teaching Students with Orthopedic Impairment ***(4)***
- SPE 661 - Early Childhood Special Education Curriculum and Services ***(4)***

Total Core Units: 12

- GED 659 - Independent Studies in Special Education ***(2)***
- GED 672 - Philosophy in Education ***(3)***
- GED 689 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***
- GED 689P2 - Culminating Research Project Support ***(.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 of Learning ***(3)***
- GED 675 - Family Systems ***(3)***

Total: 36 Units

Added Authorizations in Special Education

Complete the following two (2) courses and choose a specific area to fulfill the authorization

- GED 656 - Shared Leadership, Legislation, and Due Process ***(2)***
  Choose one:
- GED 650 - Universal Access: Equity for All Students ***(3)***
  OR
- GED 622 - Advanced Special Education Assessment and Analysis of Behavior ***(3)***

Adapted Physical Education Added Authorization

- SPE 657 - Adapted Physical Education Methods and Inclusive Strategies ***(4)***

Autism Spectrum Added Authorization

- SPE 652 - Methods of Teaching Students with Autism Spectrum Disorder ***(4)***

Deaf Blind Added Authorization

- SPE 655 - Individualized Programs and Supports for Students with Deaf-Blindness ***(3)***

Early Childhood Special Education Added Authorization

- SPE 661 - Early Childhood Special Education Curriculum and Services ***(4)***

Emotional and Behavior Disorders Added Authorization

- SPE 651 - Understanding Emotional and Behavioral Disorders ***(4)***

Orthopedic Impairments Added Authorization

- SPE 660 - Strategies for Teaching Students with Orthopedic Impairment ***(4)***

Other Health Impairment Added Authorization

- SPE 654 - Methods of Teaching Students with Other Health Impairments ***(4)***

Traumatic Brain Injury Added Authorization

- SPE 653 - Methods of Teaching Students with Traumatic Brain Injury ***(4)***

Credential

Preliminary Credentials

Four preliminary teaching are offered as part of the Master of Arts in Teaching credentials with emphases in Multiple Subject, Single Subject, Mild/Moderate Special Education, and Moderate to Severe Special Education.

*Completing these courses does not guarantee the CCTC will issue a credential.

Preliminary Teaching Credentials

The School of Education offers a specially designed 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 levvels 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 ofspecific 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.

This consists of 23 -29 units of coursework and 10 units of clinical practice (student teaching) culminating in a preliminary teaching credential (total: 33 - 39 units).

The candidate then has the option finish Phase II of the Master of Arts in Teaching degree.

1. Phase II usually 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.

- EDU 600 - Foundations of Education and Learning Theory ***(3)***
  Core Courses:

- EDU 600A - Orientation to Assessment ***(0)***
- EDU 602 - Foundations of Special Education (TPA 1) ***(3)***

  Choose one sequence of the following two (2):
- EDU 601 - Language Acquisition and Diverse Populations ***(3)***
- EDU 601F - Language Acquisition and Diverse Populations ***(1)***
- EDU 653 - Principles of Language Acquisition for Students with Moderate/Severe Disabilities ***(3)***
- EDU 653F - Fieldwork for Principles of Language Acquisition for Students with Moderate/Severe Disabilities ***(1)***
  Total: 13 units

  **Course requires 20 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.*
  ***Course requires 20 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.*

Program Eligibility for 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);

Completion Requirements

1. A completed Application process with a credential analyst;
2. Satisfactory completion of the prescribed course of study with a cumulative grade-point average of 3.000 or higher;
3. A recommendation from the program coordinator and director of the Branch Campus;
4. All accounts paid in full;
5. If opting for a Master of Arts in Teaching, all requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

Credential Requirements:

Preliminary Professional Administrative Services Credential

The Preliminary Administrative Services Credential program prepares school administrators to establish and sustain a vital learning community that supports powerful teaching and learning. The twenty-four (24) units of credential coursework are foundational to the thirty-six (36) unit Master of Arts degree in Education with a concentration in Educational Leadership. Candidates build their competence as an educational administrator on the evidence of prior knowledge, skills, and dispositions that they bring into the program. The program is aligned with the California Administrator Performance Expectations (CAPEs) and California Administrator Content Expectations (CACEs). On-site fieldwork is an important part of the program and is designed to complement and enhance coursework.

Admission Requirements

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 Learning Outcomes

Candidates in the Preliminary Professional Adminisitrative Services Credential who are learning leadership roles are empowered with:

Equip (Lead) - The tools to connect theory to practice and impact students learning in a P-20 environment.

Transform (Grow) - Individual support and guidance by an experienced site administrator/university supervisor to implement real world fieldwork activities on the job.

Empower (Serve) - Preparation for leadership to serve schools and institutions throughout our counties, state and the nation.

Credential Courses

- GEL 603 - Instructional Leadership ***(3)***
- GEL 603F - Fieldwork and Practicum for Instructional Leadership ***(1)***
- GEL 604 - Equitable and Socially Just School Communities ***(3)***
- GEL 604F - Fieldwork and Practicum for Equitable and Socially Just Communities ***(1)***
- GEL 605 - Organizational and Systems Leadership ***(3)***
- GEL 605F - Fieldwork and Practicum for Organizational and Systems Leadership ***(1)***
- GEL 606 - School Improvement Leadership ***(3)***
- GEL 606F - Fieldwork and Practicum for School Improvement Leadership ***(1)***
- GEL 607 - Professional Learning and Growth Leadership ***(3)***
- GEL 607F - Fieldwork and Practicum for Professional Learning and Growth Leadership ***(1)***
- GEL 608 - Ethical and Visionary Leadership ***(3)***
- GEL 608F - Fieldwork and Practicum for Ethical and Visionary Leadership ***(1)***

Credential Total: 24 units

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 Requirements

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 701A-D - Individualized Coaching and Induction Plan 1 ***A-D for 1 unit each***
- GED 702A-D - The California Professional Standards for Educational Leaders: Inquiry Modules 1 ***A-D for .5 unit each***
  Six (6) modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing adminstrators complete a site-basedinquiry in each of the six standards.
- GED 703A-D - Individualized Coaching and Induction Plan 2 ***A-D for 1 unit each***
- GED 704A-D - The California Professional Standards for Educational Leaders: Inquiry Modules 2 ***A-D for .5 units each***
  Six (6) modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing adminstrators complete a site-basedinquiry in each of the six standards.

Credential Total: 12 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)***

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 preliminary credential coursework and passage of RICA, 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 branch campus 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 - Master's Research and Design ***(3)***
- GED 689P1 - Culminating Research Project Support ***(.5)***

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 alternate Saturdays. Clinical Nurse Specialist options are available in the following areas:

- 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:

- ***Inquiring 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.
- ***Caring 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.
- ***Communicating 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.
- ***Following 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.
- ***Leading 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.

*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 or another member of the National Association of Credential Evaluation 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 or another member of the National Association of Credential Evaluation 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 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 Comprehensive Exams must be submitted within 1 year from when the exam was originally due. Failure to meet this requirement will result in dismissal from the program.
6. 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. The courses must be taken in order and outside transfer is not accepted. 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 695A - Comprehensive Exam A ***(.5)***
- GNSG 695B - Comprehensive Exam B ***(.5)***
- 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 master's 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 607 - Ethical, Legal and Social Environment of Business ***(3)***
- BUS 610 - Organizational Behavior ***(3)***
- BUS 645 - Leadership ***(3)***
- BUS 648 - Leading with Integrity ***(3)***
- BUS 650H - Operations Management For Healthcare Professionals ***(3)***
- BUS 660H - Managerial Perspectives for Healthcare Professionals ***(3)***
- BUS 667H - Project Management & Communications for Healthcare Professionals ***(3)***
- BUS 687H - Healthcare Financial Management for Healthcare Professionals ***(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 630 - Assessment and Design of Hybrid and On-Line Learning ***(3)***
- GED 637 - Development and Implementation of Hybrid and On-line Learning ***(3)***
- GED 641 - Cultural Competence in a Pluralistic Society ***(3)***
- GED 672 - Philosophy in Education ***(3)***
- GED 681 - Educational Measurement and Evaluation ***(3)***
- GEL 605 - Organizational and Systems Leadership ***(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 687H - Healthcare Financial Management for Healthcare Professionals ***(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 Health 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 alternate Saturdays. Clinical Nurse Specialist options are available in the following areas:

- 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:

- ***Inquiring 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.
- ***Caring 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.
- ***Communicating 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.
- ***Following 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.
- ***Leading 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.

*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 or another member of the National Association of Credential Evaluation 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
- 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 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)***

  Select one of the following courses:
- 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:
- 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 Health 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

Admin Services

Administrative Services Credential Courses

GED 701A-D - Individualized Coaching and Induction Plan 1

A-D for 1 unit each

This course includes the development of an Individualized Induction Plan, utilizing assessments of leadership competency as well as the rubrics from Moving Leadership into Every Day Work: Descriptions of Practice (WestEd, 2003). Twenty-five hours of individualized coaching based on the California Professional Standards for Educational Leaders (CPSELs) is provided to the candidate Credit/No Credit

GED 702A-D - The California Professional Standards for Educational Leaders: Inquiry Modules 1

A-D for .5 unit each

These .5 unit modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing administrataors complete a site based inquiry in each of the six standards.

1. Development and Implementation of a Shared Vision
2. Instructional Leadership
3. Management and Learning Environment
4. Family and Community Engagement
5. Ethics and Integrity
6. External Context Policy

Credit/No Credit

GED 703A-D - Individualized Coaching and Induction Plan 2

A-D for 1 unit each

This course includes the development of an Individualized Induction Plan, utilizing assessments of leadership competency as well as the rubrics from Moving Leadership into Every Day Work: Descriptions of Practice (WestEd, 2003). Twenty-five hours of individualized coaching based on the California Professional Standards for Educational Leaders (CPSELs) is provided to the candidate Credit/No Credit

GED 704A-D - The California Professional Standards for Educational Leaders: Inquiry Modules 2

A-D for .5 units each

These .5 unit modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing administrataors complete a site based inquiry in each of the six standards.

1. Development and Implementation of a Shared Vision
2. Instructional Leadership
3. Management and Learning Environment
4. Family and Community Engagement
5. Ethics and Integrity
6. External Context Policy

Certificate of Interpretation

BIO 495 - Special Topics - Naturalist Interpretation

3

Instruction includes topics specific to how to conduct research for information of a particular location and unique chararcteristics of that environment and ecosystem.

COM 260 - Advanced Public Speaking

3

Development of speaking skills for public and professional arenas, such as business, government, media, education and the ministry. Appropriate presentational technology is examined along with audience analysis and adaptation techniques. (This course will include interpretation presentations at the place of internship.)

HIS 320 - United States History 1800-1914

4

An analysis of the political leadership of Andrew Jackson and Abraham Lincoln; the ideas of liberalism, nationalism, expansion, and industrialization; the social impact of religious revivals, slavery, and feminism; and the cataclysmic impact of the Mexican, Civil, and Spanish-American wars as the nation hurtled toward world power status after World War I.

HIS 370 - California History

4

A comprehensive survey of California from prehistory through Spanish exploration, Mexican rule, and evolution as an American state since 1850. Emphasis is placed on comparing myth to reality, new directions in interpretation, and demonstrating how past social, economic, and political events have had an impact on the present.

INT 200 - Learning Methodology

(3)

The students will explore what the sciences of cognitive andeducational psychology tell us about the process of learning; students will learn how to understand andimprove their ability to hep others learn new concepts and information. The course will be focused on direct application to the interpretive process. Topics will include the major theories of learning, memory and motivation, our knowledge of how we learn various subjects, learning barriers, demographic differences and differences in individual versus group learning.

INT 201 - Formal Interpretive Communication

(3)

Formal Interpretive Communication teaches a variety of oral techniques used to connect the audiences with environmental, historical and natural subject matters. This course will equip students with the ability to communicate interesting and effective messaging to a captive audience. Among this and other concepts, techniques will be shared and developed for how to convey interesting and necessary information concisely through effective written program development. Students will learn how the role of the interpreter includes transforming standard information into an intriguing narrative that will spark meaningful conversation afterward.

INT 202 - Informal Interpretive Communication

(3)

This course teaches students how to interact with small non-captive audiences in groups of various settings. Students are taught the skills to adapt complex information into communicable formats as the situation permits. Amont the topics that will be covered are the appropriate methods of contextual interpretation, which includes active listening as well as effective, often spontaneous, speaking. Through practice, students will learn that interpretive communication in an informal setting takes patience, approachability, and knowledge, imparted to the audience in a compelling way.

INT 203 - Non-Personal Interpretive Communication

(3)

This is a fundamental course in multimedia natural resource interpretive creation. This course will help students stay informed on changing societal trends as well as understand the design elements for singe, exhibits, websites, flyers, posters, book covers, brochures, newletters, social media and multimedia slide presentations. It will utilize learning methodologies to effectively communicate messaging and attract attention using alternative delivery mediums. Students will learn the techniques needed to write engaging mataerial that is specifric to its interpretive medium and format, as well as the audience's needs and parameters, dictated by diverse backgrounds, age groups, and cultures. A bvackground is basic computer skills required.

INT 205 - Interpretive Design

(3)

Interpretive Design focuses on the process of creating influential presentations and displays that are message focused, factually accurate and leave lasting impressions with the ability to change and impact visitors. This course will provide an overview of historical preservation, wildlife, art, live plant, animal and building/room design.

INT 206 - Capstone Research/Field Experience

(3)

The capstone project is designed to show a comprehensive mastery and application of the concepts and practices presented in the program. The project is designed to meet the requirements and allow students to use their assignment for submission when applying for NAI Heritage Interpreter Certification. The capstone is broken into three sections: planing, interpretation, and presentation. Each section is designed to help the student with the next phase of the project.
The capstone requires experience within an organization that utlizes naturalist interpretation. This can be through full or part time employment or an internship/co-op/special field experience, an investigation of a special topic and/or development of a project, directed readings/study or a research project for an organization. In meeting this requirement, it will be important for students to be able to demonstrate they are getting an "integrated" field experience in natural resources and environmental education.

PSC 103 - Earth Science

4

An introductory survey of the disciplines of geology, oceanography, meteorology, and astonomy with discussion of philosophical and societal issues.

Prerequisite(s): Mth099 - Elementary Algebra

Child and Adolescent Development

For Adult Degree Completion Child and Adolescent Development program

CDV 310 - Early Childhood Curriculum and Learning Theory

4

This course examines early childhood education theories and philosophies. Practice of principles, curriculum, methods, material, and special needs of preschool and child children in first through third grade are discussed. Students gain experience in appropirate lesson plan writing with developmentally appropriate practices. Assessment of typical and non-typical learners as well as designing an emergent literacy plan is included. This course also focuses on meeting social/emotional needs of children and developing social/emotional competencies. A supervised field experience is required.

CDV 313 - Adolescent Development in the Family Context

1

This course focuses on the developmental changes and challenges of adolescents and their families as they deal with current societal issues, divorce, autonomy, peer relationships, sexuality, parent-adolescent communication, values, teen pregnancy, substance abuse, and adolescents as parents. These major issues affecting adolescents and their families are examined using data from a variety of theoretical, empirical, and clinical viewpoints. Fieldwork is required.

CDV 320 - Development of Children and Adolescents

4

This course is the study of physical, social, emotional, and intellectual growth in the development of the child, from

prenatal months to adolescent years. Through individual projects, students design a research project using the theoretical framework of a theorist studied in this course. Practical application is developed through field experience, journaling, and observations.

CDV 325 - Child and Adolescent Nutrition and Health

4

This is a comprehensive study of the effect of nutrition on the development of the child, pre-natal through adolescent. This study focuses on nutrition and related health problems. Practical application will be developed through dietary planning and creating lesson plans to teach important nutritional health concepts to different age children.

CDV 350 - Parent Education and Family Development

1

This course provides students with a comprehensive study of family development. Students will explore family education models including an understanding of diversity among families and childrearing practices. Students will strengthen their ability to meet needs of families by developing a parent education workshop and handbook.

CDV 355 - Development of Special Needs Children

4

This course is the study of developmental stages and strategies of guiding children and adolescents with special needs. A wide variety of childrens' exceptionalities including autism spectrum disorders, giftedness, physical challenges, learning disabilities, and behavior disorders will be covered. This course will examine the role of the adults incluencing the child's social, emotional, intellectual, and physical growth. Family system theories and educational methods, environments, and programs are explored as they relate to the special needs child's developmental stages. Observation, field experiences, and visitations to community educational facilities are required.

CDV 403 - Development of Infants and Toddlers

4

This is an interdisciplinary study of physical, social, emotional, and intellectual development from birth to two years old which will include: exploration of the impact of culture, atypical behavior and development, socialization techniques, interpersonal relationships of infant-todder and caregivers, suitable environments for health and safety, and legal requirements for infant-toddler care. This course also includes an in-depth study of attachment and focuses on recent research identifying the importance of intellectual development in the first two years of life. Classroom lecture and course readings are supplemented by required observation and field experience.

CDV 460 - Administration and Supervision in Early Childhood Education

4

This course is the application of basic principles in the guidance of young children, parent education, and staff development. This course focuses on the multidimensional roles of the early childhood program director/administrative styles, management tools and interpersonal skills that contribute to effective and NAYEC standards in this course. The California licensing requirements will be reviewed throughout the course. Visitations and observations of early childhood centers are requrired.

CDV 475 - Internship in Child Development

1

This practicum will provide the opportunity for career-related work experience in which students observe and actively participate using their acquired skills and knowledge. Students are under the supervision of a department faculty supervisor and a qualified on-site supervisor.

CDV 485 - Child Development, Family Systems, and Social Change

4

This course is the study of the development of the child as influenced by the family, school, and community. Emphasis is placed on analyzing the social influences on family systems, child care, schools, divorce, poverty, peer groups, mass media, diverse cultures, and community services on children's development. Visitation of centers and programs for children and adolescents required.

CDV 495 - Capstone Professional Development

1

In this capstone, the student will create a professional eportfolio including introduction, professional statements, personal assessments, achievements, community service, practical application, and work samples. Each student will present his or her personal eportfolio to a panel of interested parties for assessment. This capstone gives students the opportunity to develop a professional voice.

Core Courses for the Master of Science General Biology

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.

Counseling and Guidance

Counseling and Guidance Courses

GED 671A, B, C, D, E - Research, Field Studies and Practicum in College Counseling and Student Development

1

A total experience of two hundred (200) hours of observation and participation specific to student and emerging adult development and support services are broken down into one (1) unit increments of forty (40) hours each. Taken concurrently with GED674 and GED676 in settings that are culturally and linguistically diverse where effective and age-appropriate development strategies are modeled. Candidates are responsible for transportation to and from school/community site. Credit/No Credit

Concurrent: GED674, GED676

GED 674 - Emergent Adult Development Theory

3

This course examines major bodies or theory related to college-age student development and the contexts in which that development occurs. Provided is an overview of major concepts, theories and research related to the cognitive, linguistic, social, emotional and physical development of emerging adults. Wesleyan perspectives in adult development are introduced. Effective and age-appropriate development strategies that ensure engaged participation for diverse populations are taught and observed through fieldwork experiences offered concurrently. Letter

GED 676 - Higher Education Leadership in Student Development

3

Contemporary trends and issues in the administration of curricula, instructional programs, student development programs, and student support services are examined in relation to historical background, conceptual models and actual institutional settings. This course is intended to give students the competencies necessary to undertake various operational and leadership roles in higher education, non-profit and human services agencies. Students examine the major laws and principles regarding the historical and contemporary purposes, roles and functions of higher education institutions and support agencies in American society, supported with fieldwork experiences offered concurrently. Letter

Criminal Justice

SCJ 300 - Justice In a Complex Society

(3)

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 310 - Criminology

(3)

The study of crime and criminal behavior, the role of law, efforts at prevention and control.

Prerequisite(s): Introduction to Sociology or equivalent course

SCJ 320 - Criminal Law I

(3)

Foundation for understanding the historical development, philosophy of law and constitutional provisions, definitions, classifications of crine, and their application to the system of administration of justice; study of current events and future trands relating to law enforcement and concepts of law as a social force.

SCJ 350 - Writing and Interviewing in the Criminal Justice Profession

(3)

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 competency based-based course for report writing and interviewing skills/techniques.

SCJ 360 - Race and Ethnicity

(3)

An analysis of historical and current social factors relating to various ethnic, racial, and status groups. Focus is upon issues of discrimination and oppression.

SCJ 395 - Research Methods for Criminal Justice

(3)

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.

Prerequisite(s): Statistics

SCJ 400 - Social and Community Relations

(3)

Designed to promote capacity to respond to social and cultural realities of the professional work in diverse communities. Emphasizes an understanding of the ineraction between criminal justice professionals and the public at individual and institutional levels; ability to respond to diverse community demands and relationship(s) with standard process and procedures: such as responding to special-needs individuals, media inquiries, or community based policing.

SCJ 409 - Criminal Law II

(3)

A study of the role of the state in criminal law; causes, justifications/defenses against criminal liability. Use of case studies to develop and demonstrate understanding the operation of substantive legal rulings, their reliance on statutes and the Penal Code development of statutory analysis/interpretation in the context of real life. Explore underlying theoretical issues and examine crimes against persons, habitation, property and public order, and morals. Review of constitutional limits on criminal law.

Prerequisite(s): SCL320 or consenet of instructor

SCJ 410 - Constitutional Foundations

(3)

Examination of the federal constitutional provisions which impact the criminal justice system with an emphasis on the amendments in the Bill of Rights dealing with searches and seizures by law enforcement officers, the exclusionary rule, the privilege against self-incrimination, the rights to due process and the assistance of counsel, the death penalty, and constraints on the correctional system.

SCJ 450 - Restorative Justice and Victimology

(3)

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 472 - Internship in Criminal Justice

(3)

The field experience serves as a bridge between student status and professional status. It is a time of integration, of learning about the commonality of practice in spite of the diversity of settings and of problems or issues the entry-level workers faces. The Criminal Justice Internship/Practicum provides students the opportunity to increase their professional competence through direct supervised practice experience in an agency setting.

SCJ 476 - Seminar for Criminal Justice

(3)

This course provides opportunity to integrate material learned in other courses as well as opportunity to integrate academic learning with personal experiences. During the course, students will complete a major project. Includes on-line participation.

Electives for Master of Science General Biology

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 684 - Comprehensive Examination in General Biology

(0)

This exam is required for general biology students to complete their graduation requirements if the thesis option is not chosen. Credit/No Credit

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 repeated offering 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 607 - Ethical, Legal and Social Environment of Business

(3)

This course examines the ethical, legal and social environment of business. The complex interrelationships of political, social, cultural, environmental, technological, international, and diversity issues will be explored. Topics include business ethics, stakeholder theory, individual versus societal interests, labor and employment issues, public policy, government regulation of business, corporate social responsibility and sustainability.

BUS 610 - Organizational Behavior

(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 615 - Accounting for Decision Making

(3)

This course develops both financial and managerial accounting concepts required by managers to analyze and communicate financial and other information as it relates to effective decision making in the coordination of managerial and organizational activities. Topics include financial statement analysis, capital and financial budgeting, performance measurement, standard costing, variance analysis, and incremental analysis.

Prerequisite(s): Accounting Leveling Module

BUS 625 - Marketing Research

(3)

This course provides the skills and tools needed to understand and evaluate marketing research. Intended for managers

working with market data, identifying market research goals, budgeting of expenditures, and estimating the size of markets. Students will collect data, analyze it, draw inferences and apply it to marketing decisions.

Prerequisite(s): Quantitative Techniques/Statistics Leveling Module

BUS 630 - Managerial Economics

(3)

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

BUS 635 - International Business

(3)

This course examines the challenges and opportunities in international business. Through case studies and experiential learning, this course will explore how countries differ in culture, ethics, and business practices, and review the economic, political, legal, and social framework in which international business operates. Other topics include the study of the global monetary system and the climate for foreign investment, and the examination of the strategies and structures of international business.

BUS 645 - 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 648 - Leading with Integrity

(3)

This course is taught in an intensive seminar format that includes discussions with executives who have led with integrity. The course challenges the student to integrate their academic knowledge, core values, and experiences as it relates to leadership. It emphasizes the challenges executives face in balancing the needs of various stakeholders including customers, suppliers, community, employees and shareholders.

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 650H - Operations Management For Healthcare Professionals

(3)

This course focuses on the delivery of high quality products and services in competitive environments with an emphasis on the healthcare industry. 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 Management

(3)

This course provides an overview of marketing in a customer-driven firm, focusing on essential marketing skills needed by successful managers in all business functions. Topics include market segmentation, consumer decision making, estimating the economic value of customers to the firm, positioning the firm's offerings, effective marketing research, new product development and pricing strategies, communication with consumers and managing relationships with sales force and distibution partners. Students will participate in a marketing simulation to coordinate these different elements of the marketing mix to ensure that all marketing activities collectively forge a coherent strategy.

BUS 660 - Managerial Perspectives

(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.

BUS 660H - Managerial Perspectives for Healthcare Professionals

(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. Emphasis on the healthcare industry.

BUS 665 - Leadership Communication

(3)

This course examines the critical role of communication for a business leader in creating a culture that adds value to an organization. The impact of perspective, perception, expectation, and purpose of a leader and followers is explored, including method, message, and outcomes to build a narrative based upon a vision.

BUS 667 - Project Management and Communications

(3)

This course examines the concepts and applied techniques for cost-effective management of projects. Key topics of focus include developing a project plan and scheduling resources, work breakdown structures, and project networks. This course also examines the current philosophies of leadership as applied to project management and identifies various styles of communication and conflict resolutions essential to project team leadership. Through case studies and various exercises, the student will develop enhanced leadership, communication, conflict management, and negotiation skills essential to project management.

BUS 667H - Project Management & Communications for Healthcare Professionals

(3)

This course examines the concepts and applied techniques for cost-effective management of projects with an emphasis on the healthcare industry. Key topics of focus include developing a project plan and scheduling resources, work breakdown, structures, and project networks. This course also examines the current philosophies of leadership as applied to project management and identifies various styles of communication and conflict resolution essential to project team leadership. Through case studies and various exercises relevant to the healthcare industry, the student will develop enhanced leadership, communication, conflict managment, and negotiation skills essential to project management.

BUS 668 - Project Management Risk, Cost and Program Analysis

(3)

This course presents the art and science of project risk as well as continuity management and cost management. Managing the risk of a project as it relates to a three-part systematic process of identifying, analyzing, and responding is examined through case studies. Students learn the process of cost management, early cost estimation, detailed cost estimation, and cost control using the earned value method. Students study the issues of project procurement management and the different types of contracts. Students will understand the PMI® program management processes and use tools that automate and enforce processes for managing scope changes, risk, quality, issues, schedules, resources, releases, and costs.

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): Finance Leveling Module, and BUS 615

BUS 672 - Developing an Entrepreneurial Mindset

(3)

This course presents a framework of the entrepreneurship process and key components, including: the entrepreneur, environment, resources, concept, and organizational context. The course explores the practical application of the

development and presentation of concepts. Topics also include opportunity recognition, innovation, leveraging resources, market analysis, capitalization and start-up strategies. Students will engage in the local entrepreneurial eco-system and apply the entrepreneurial mindset to both corporate and start-up environments.

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, relevant to the broad spectrum of negotiation problems that are faced by entrepreneurs, managers and leaders. Students will learn to create value in critical areas such as finance, marketing, real estate, technology, consulting, and mergers and acquisitions. In addition to the analytical skills that are necessary to discover innovative solutions to problems, this course emphasizes the ability to utilize negotiation skills to ensure the acceptance and implementation of such solutions. Students will develop these skills experientially through simulations and role-playing.

BUS 676 - New Venture Creation

(3)

New discoveries, new technology, competition, and globalization compel both entrepreneurs and existing firms to foster innovation and agility. This course focuses on validating a business model hypothesis by testing it through product-market fit and the development of a minimum viable project (MVP) concept. It explores successful frameworks, strategies, funding techniques, business models, risks, and barriers to introducing break-through products and services. Topics include business model innovation, design-driven innovation, leadership, information technology, legal aspects, performance mearsurement, and change management.

Prerequisite(s): BUS672

BUS 680 - Field Experience

(3)

This course provides students the opportunity to complete a project-based field experience. The field experience requires students to apply various business theories, concepts and skills to real world business applications. Student-consulting teams will meet with business executives to determine needs, solve problems and present results. The experience provides students with opportunities to observe and evaluate the inner workings, management, and operations of organizations and businesses in various industries and sectors of the economy.

BUS 687 - Financial Concepts for Healthcare 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 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 695 - Strategic Management

(3)

The aim of this capstone 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.

KINES Core

KIN 600 - Foundations in Kinesiology

(3)

This course provides an overview of the theory and applications in Kinesiology with specific emphasis on the exercise and sport sciences. Leadership, professionalism, and engagement in these disciplines from a Christian approach will be emphasized. Students will engage with the concept of incorporating exercise as preventive medicine. The course will also include an exploration and overview of laboratory procedures in each discipline and facilities tour (i.e. EMG, ultrasound, metabolic cart, movement screening, exercise testing). Students will formulate an initial research or capstone project idea as part of the MS degree, interfacing with program faculty and the university library to initially form and develop their research question or capstone project.

KIN 605 - Research Methods

(3)

This course is an introduction to research methods to acquaint the student with analyzing the professional literature. The course will explore both quantitative and qualitative research methods, including descriptive and inferential statistics. Topics will include: 1) selected techniques and designs used in research, with special emphasis given to planning, conducting, and reporting of research; and 2) applied statistical analysis and interpretation of data from the field of exercise and sport science. Students will produce an original pilot research project proposal including preliminary statistical design.
**Students in the Sport Management concentration may substitute a BUS course for this core requirement (up to 6 units total may be substituted).*

KIN 610 - Evidence-Based Practice and Decision Making in Kinesiology

(3)

This course will enable students to practice the judicious use of current best evidence in making decisions about the care of individual patients and clients. Students will learn to integrate the best external evidence with their clinical expertise and patient concerns to: ask a focused question to satisfy the health needs of a specific patient; find the best

evidence by searching the literature; critically appraise the literature; apply the results in clinical practice; and evaluate the outcomes in patients. This course is offered online.

KIN 650 - Research Project Seminar in Kinesiology

(2)

This course provides students with guidance in the research process to deepen knowledge in an area of their professional interest. Students will complete and present an original research project including preliminary statistical design, data collection, data analysis, and presentation of results.

KIN 660 - Directed Readings

(1)

This course provides advanced study in the essential research of a specific discipline in Kinesiology. Fundamental skills in reading and evaluating research will be acquired, including examining research paradigms, critically appraising study design and findings, and determining the practical relevance of the results. This course may be repeated for up to 2 units of credit.

Prerequisite(s): KIN 605, KIN 610 or equivalent.

KIN 688 - Internship or Practicum in Kinesiology

(1-3)

The Internship or Practicum experience provides the student with practical knowledge and direct and relevant experience in their chosen discipline. Students may arrange the site(s) of internship or may inquire with their faculty advisor about opportunities in the San Diego region. Students can repeat KIN688 and are required to complete 3 units total. Students can repeat KIN 688 and are required to complete 3 units total.

Prerequisite(s): Consent of Instructor.

KIN 695 - Comprehensive Examination

(0)

The comprehensive examination tests mastery of applied and theoretical concepts appropriate for the Master of Science degree. Exams consist of a one-day written exam (4-6 hours). $150

Prerequisite(s): Consent of Instructor.

KIN 698 - Capstone Project

(3)

This course provides an extended experience for the student to produce a final project on a specific topic of professional interest. Under the direction of a faculty advisor and thesis committee, and after completing KIN 605 and 600, the student will conduct further data and will advance through the preparation and defense of a capstone project. This course aims to enable graduate students to gather and/or analyze data to advance their field and professional standing. The qualified student will have previously defended a project proposal successfully in KIN 605.

Prerequisite(s): *KIN 605 or equivalent, and consent of Program Director.*

KIN 699 - Thesis

(3)

This course provides an extended research experience for the student in a specific topic of professional interest. Under the direction of a faculty advisor and thesis committee, and after completing KIN600 and 605, the student will conduct further empirical research and will advance through the preparation and defense of a thesis or capstone project. Course Aim: This course aims to enable graduate students to conduct original research to advance their field and professional standing. The qualified student will have previously defended a thesis proposal successfully in KIN 605.

Prerequisite(s): *KIN 605 or equivalent, KIN 650, KIN 660 and consent of Program Director.*

KIN Ex Sc

KIN 626 - Sport and Exercise Nutrition for Peak Performance

(3)

Students in the fitness and sport performance professions will learn the science of nutrition, including cellular biology, digestion, and metabolism of macronutrients and micronutrients, as well as the practical applications of coaching individual clients in nutrition to enhance performance.

KIN 636 - Clinical Exercise Testing and Prescription

(3)

This course emphasizes advanced study of the theoretical basis for exercise testing and practical procedures involved with pre-exercise screening and exercise testing. The course prepares students to utilize scientific rationale to design, implement and supervise exercise programming for those with chronic diseases, conditions and/or physical dysfunctions beyond cardiovascular and pulmonary disease. Students will interpret information from screening and will apply this to appropriate exercise intervention protocols. Students will be prepared to pursue certification as an *ACSM Registered Clinical Exercise Physiologist*. *Note:* 600 hours of preceptor-supervised clinical experience are also required for ACSM certification.

KIN 638 - CLINICAL EXERCISE PHYSIOLOGY

3

This course provides a detailed analysis of the effects of exercise on the organ systems of the body. Lecture and laboratory experiences will be related to apparently healthy populations as well as those with obesity, diabetes and metabolic syndrome. Letter

KIN 646 - Clinical Exercise Physiology and Metabolism

(3)

This course provides an advanced understanding of the clinical effects and physiologic adaptations of the human body to exercise interventions. The effects of exercise on the organ systems of the body will be explored through lecture and laboratory experiences with an emphasis toward combatting obesity, diabetes, and metabolic syndrome. The clinical application of current research will occur in lab settings.

KIN Sp Man

KIN 611 - Managing Personnel, Facilities, and Events in Sports

(3)

This course will prepare sport professionals to plan athletic and fitness events, manage the personnel and facilities associated with these events and facilities, and design effective fitness and exercise programming. Students will be exposed to industry leading sport and fitness facilities and trends throughout the southern California region through periodical visits to these facilities. Contemporary issues in entrepreneurship in the sport and fitness industries will be addressed.

KIN 620 - Marketing, Promotion and Public Relations in Sport

(3)

Students will explore and develop promotional and marketing strategies involved in the spectrum of the sport and fitness industries. Students will be equipped for the high school, collegiate and professional sport settings as well as personal, group, and comprehensive fitness facilities that promote a holistic approach to wellness.

KIN 630 - Leadership in Sports

(3)

Both historical and contemporary aspects of leadership theory will be applied to various aspects of the sport industry, including post-secondary education, athletics administration, and the rapidly-growing business of sport.

KIN 640 - Finance and Economics of Sports

(3)

This course will provide students with an introduction and relevant application of the economic principles that influence athletic, sport and fitness organizations. Students will discuss and implement budgeting, financial statements, economic impact analysis and other related topics.

KIN SP PERF

KIN 615 - Biomechanical and Neurological Basis of Human Movement

(3)

Students will explore advanced concepts in biomechanics and motor control (neuromechanics). Topics will include muscle/tendon function and architecture, motion analysis, sensorimotor system architecture, reflex pathways and excitability, and postural control. A combination of lectures, group work, demonstrations, laboratory experiences and prescribed readings will be used within the course.

KIN 625 - Special Topics in Exercise and Sports Science

(3)

The topics of this course will alternate based on faculty expertise and student interest. Each topic will provide students with a unique opportunity to gain certification or advanced specialization in an area of their choosing. Topics may include: Applied Function and Corrective Exercise; Exercise as Preventive Medicine; Movement Interventions for Aging, Disease Prevention and Health promotion; and Electrocardiography and Interpretation.

KIN 635 - Advanced Practice in Movement Interventions, Strength Training and Corrective Exercise

(3)

This course will provide the fitness professional with in-depth expertise in various movement interventions to improve function, eliminate pain and enhance performance. Emphasis will be placed on designing individualized strength training and corrective exercise programs, and utilizing movement screening during functional interventions.

KIN 675 - Gross Anatomy of the Musculoskeletal System

(3)

This course provides students with an intensive four-week experience in anatomical cadaver dissection and the application of structure to kinesiological function. The primary purpose of this course is to provide clinicians with a solid anatomical basis for understanding normal and abnormal function of the musculoskeletal system. This information is essential for the development of effective treatment interventions.
There is an additional fee of $250 to supplement cadaver dissection associated with this course.

Prerequisite(s): *Human Anatomy and Physiology or consent of Instructor.*

Management and Relational Development

BST 304 - Biblical Perspectives

4

This course reflects PLNU's commitment, as a Christian liberal arts college, to nurturing an appreciation for Scripture as the basis for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and to integrate faith, learning, and living from a Wesleyan perspective.

MRD 300 - Business and Professional Writing

1

This course will focus on preparing students on how to analyze and produce typical office documents, such as letters, memoranda, presentations, proposals, and reports. Through individual projects, students will develop purpose-driven messages that reflect the needs of professional audiences. It is designed to help strengthen skills of effective business and professional communication in both oral and written modes. After successful completion of this course, students will be better prepared to communicate effectively in a variety of professional situations.

MRD 301 - Personal Leadership Development

4

The course will focus on strengthening the student's analytical tools, management insights, and interpersonal skills while preparing them to build effective teams, resolve strategic problems, and drive change through the organization. This course will help students to refine a set of personal leadership skills to solve problems independently and to lead with confidence while sharpening analytical skills, improving self-awareness, how and why they react, how they are perceived as leaders, and a fresh and informed perspective on what they need to change in order to accomplish their individual leadership objectives.

MRD 303 - Effective Interpersonal Relations

4

This course examines communication and interpersonal relations within a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercise reviewing nonverbal communication, constructive feedback, dealing with and anger and resolving conflict. Students will develop a plan for effective relationships.

MRD 320 - Capstone Research - Planning

1

The Capstone course is a research project designed by the student, approved and completed under the supervision and guidance of the professor. The purpose of the Capstone is to create an opportunity for the bachelor degree candidate to focus on a specific area unique to the student's industry and career path. The Capstone is broken into three sections: planning, interpretation, and presentation. Each section is designed to help the student with the next phase of the project.
This section focuses on planning and creating a research topic by identifying a problem or topic that is relevant, reviewing prior research, and determining the research purpose, questions or hypotheses. Students will discover how to determine the relevancy of a topic, how to research previous studies and how to formulate the research questions to ensure the findings are constructed of clean good data.

MRD 402 - Resource Management

4

This course examines the role of managers in relation to understanding and managing the resources under their control including fiscal resources, human resources, production resources, and marketing resources. This course focuses on a practical approach to understanding fiscal statements, forecasting, planning, budgets, inventory, employee retention, hiring, and understanding marketing efforts and the true cost of customers and lead generation. This course has a special ethical and biblical emphasis regarding stewardship and handling all resources with care and respect.

MRD 403 - Managing with Personal and Professional Ethics

4

In this culminating course students will formulate a philosophy of life, providing a foundation for such concerns as ethics in business, respect for human rights, and a responsible lifestyle in the contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion.

MRD 404 - Principles of Management

4

In this culminating course students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to profit and non-profit organizations are analyzed. The concept of negotiation is reviewed through readings and class activities with an analysis of the effect on productivity.

MRD 420 - Capstone Research - Interpretation and Evaluation

1

The Capstone course is a research project designed by the student, approved and completed under the supervision and guidance of the professor. The purpose of the Capstone is to create an opportunity for the bachelor degree candidate to focus on a specific area unique to the student's industry and career path. The Capstone is broken into three sections: planning, interpretation, and presentation. Each section is designed to help the student with the next phase of the project.
This course will focus both on cognitive skills (knowledge of the theories and strategies) and behavioral skills (enacting various strategies). The course also includes assessment tools whereby students can gain a greater understanding of their usual strategy along with its strengths and weaknesses. Critical thinking skills must be applied in the course. A mark of a leader is the ability to know when to go against prevailing thinking. So, while various 'lists' may be introduced during the course, students are expected to challenge those lists and ascertain what is valuable in them and what is not. The course is not designed to resolve all conflicts. Using real life case studies, this course explores the theories, practices and issues involved in managing conflict in interpersonal and intergroup settings. Also discussed are methods available to leaders to use conflict to advance their organization. Psychometric instrument used in this course: *Thomas-Kilmann Conflict Mode Instrument*.

MRD 424 - Capstone Research - Presentation and Reporting

1

This culminating course provides learners with an opportunity to explore a leadership topic of particular interest to the student and develop a researched paper on the topic. The paper must include the gathering of information on the topic and an analysis of how that information adds to the field of leadership studies. The instructor must approve topics and the instructor will monitor progress toward the completion of the topic.
This course will focus on the presentation of the work done by the students to the rest of the class and interested observers.

SCL 302 - Group and Organizational Behavior

4

This course focuses on human behavior in organizations, emphasizing theoretical concepts and practical methods for understanding, analyzing, and predicting individual, group, and organizational behavior. Topics include work motivation, group dynamics, decision making, and organizational culture. Students will be introduced to behavior in organizations on interpersonal, group and inter-group levels. Group process is examined on concept and experiential levels to enhance understanding of interpersonal and group processes. Theories of Social Psychology and Group Psychology are reviewed and applied to current situations in the business environment.

SCL 401 - Cultural Influences in the Work Place

4

This course examines the increasingly diverse workplace and the need to expand our understanding of cultural influences on values, behaviors and forms of communication. It is an opportunity to recognize our own cultural influences in the workplace, situations that result from cross-cultural miscommunication or misunderstanding, and developing strategies to ensure cross cultural competency. Rather than a course on political correctness, students will build their cultural competence through the application of Christian virtues that inform acceptance and love in a world of segregation and intolerance.

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 687H - Healthcare Financial Management for Healthcare Professionals

(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 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 Health 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 695A - Comprehensive Exam A

(.5)

In partial completion of the MSN requirements with a clinical nurse specialist focus or general track, the student will complete an oral exam demonstrating breadth and depth of scholarly thought, critical analysis and synthesis of complex healthcare topics for the Masters prepared nurse. Graded Credit/No Credit.

GNSG 695B - Comprehensive Exam B

(.5)

For final completion of the MSN requirements with a clinical nurse specialist or general track, the student will complete a written comprehensive exam demonstrating breadth and depth of scholarly thought, critical analysis and synthesis of complex healthcare topics for the Masters prepared nurse. Graded Credit/No Credit

School of Nursing -ADC

NRS 350 - Communicating and Following Faithfully

4

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 comminucation, decision making and management of groups are also investigated. This course prepares students for NRS360 and 370. Core competancy: Oral Communication, Information Literacy, Written Communication **BSN Essential: I, II, IV, VI , VII, VIII, IX

NRS 351 - Following Faithfully Practicum

1

This practicum will provide the opportunity for the student to apply the role of professional nurse in a variety of contexts. Credit/No Credit **BSN Essential: I, II, IV, VI , VII, VIII, IX

NRS 360 - Inquiring Faithfully I: Nursing Research

2

This course will focus on the analysis and critique of the science of nursing. This course introduces foundational concepts and inquiry techniques in research. Quantitative and qualitative methods are examined through individual and small group work in basic research utilization to identify best practices in health care. Core Competency: Written Communication, Critical Thinking, Quantitative Reasoning, Information Literacy **BSN Essential: II, III, IV, VI, VII, VIII, IX

Prerequisite(s): Student must have successfully completed a Statistics course.

NRS 420 - Caring Faithfully in the Community

4

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 BSN Essential: II, IV, V, VI, VII, VIII, IX

NRS 421 - Caring Faithfully in the Community Practicum

1

This practicum will provide the opportunity for the student to apply community health issues in a variety of contexts. An emphasis on critical synthesis from nursing and the social sciences as it relates to individuals will focus on healthcare conditions associated with patients, families and communities. Core Competency: Written Communication, Oral Communication, Critical Thinking Credit/No Credit **BSN Essential: II, IV, I, VI, VII, VIII, IX

NRS 430 - Leading Faithfully in Diverse Health Systems

4

This course explores nursing theory as it relates to trends and issues in healthcare management including analysis and synthesis of the professional nurse rold. Reflective practice will focus in leadership theories and styles within multiples healcare environments. Content includes nursing theory as it relates to leadership/management principles, career development, communcation, leading change, problem solving.decision making, coordinating client care, conflict management, interdisciplinary team approaches, cultural diversty, managing personal and organizational resources, legal, ethical and political influcnes on the professional nurse role. Core Competency: Written Communication, Critical Thinking, Information Literacy

NRS 431 - Leading Faithfully in Diverse Health Systems Practicum

1

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 BSN Essential: II, IV, V, VI, VII, VIII, IX

NRS 440 - Capstone Inquiring Faithfully II: Evidence-Based Practice

4

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 **BSN Essential: I, II, III, IV, VI, VII, VIII, IX

WRT 300 - Professional Writing

3

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.

Special Education Student Teaching/Intern

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

EDU 676S - Intern Moderate/Severe Clinical Practice II

(4)

This second Clinical Practice experience provides the Moderate/Sever 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.

SOL

SOL 601 - Assessing Leadership Skills

3

This course provides learners with the opportunity to explore leadership on both a theoretical and a practical level. This course provides extensive opportunity for self-assessment and discovery of leadership abilities, as well as communication, decision-making, and learning styles. It explores personality theories, key contributors and factors, including personal and professional experiences, values and attitudes. Course provides students with the opportunity to discover, discuss, and analyze their leadership style utilizing several inventories for identifying leadership competencies. Focus is on applying various instruments to assess effectiveness of personal, interpersonal and organizational leadership styles. Psychometric instruments used in this course: MBTI, Keirsey Temperament Sorter (KTSII), Change Style Inventory, and Rath StrengthsFinder.

CLOs:

1. Identify and analyze individual leadership styles, skills, and strengths according to various assessments. (PLO-3, ILO-3). (Evaluation)

2. Recognize and analyze emotional intelligence and its impact on an organization.(PLO-4, ILO-3). (Synthesis)

3. Analyze how various leadership styles influence one's approach to change and ability to deal with situations involving change. (PLO-2, ILO-3). (Analysis)

4. Examine how faith can impact one's approach to leadership. (PLO-4, ILO-1). (Synthesis)

SOL 602 - Concepts of Strategic Leadership

3

This course provides learners with a broad overview of leadership strategies and practices in a variety of organizational settings. Leadership theories, processes, and best practices are analyzed and applied with special emphasis on leadership stewardship. Students will be asked to identify and analyze the leadership behaviors of the profiles studied and will create their own leadership game plan that flows from their personal "core." Development of the leadership portfolio begins in this course.

SOL 603 - Organizational Systems and Behavior

3

This course examines the various factors that influence the culture of an organization and focuses on the importance of utilizing an understanding of systems to build a well-performing organization. Learners discern the importance of identifying strategic values and, as servant leaders, set realistic objectives for improving effectiveness as group members.

SOL 604 - Organizational Communication

3

This course examines the theoretical and empirical literature addressing the function of communication within the context of complex organizations. Particular emphasis is placed on the evaluation of the roles and responsibilities of leaders as communicators and agents of change, while focusing on a variety of communication problems typically experienced in organizations.

SOL 605 - Managing Conflict and Change

3

This course focuses both on cognitive skills (knowledge of the theories and strategies) and behavioral skills (enacting various strategies). The course also include assessment tools whereby students can gain a greater understanding of their usual strategy along with its strengths and weaknesses. Critical thinking skills must be applied in the course. A mark of a leader is the ability to know when to go against prevailing thinking. So, while various "lists" may be introduced during the course, students are expected to challenge those lists and ascertain what is valuable in them and what is not. The course is not designed to resolve all conflicts. Using real life case studies, this course explores the theories, practices and issues involved in managing conflict in interpersonal and intergroup settings. Also discussed are methods available to leaders to use conflict to advance their organization. *Psychometric instrument used in this course: Thomas-Kilmann Conflict Mode Instrument.*

SOL 606 - Human Resources, Ethics and the Law

3

This course provides learners with an overview of the strategic importance of effective human resource management within organizations. Key functions such as HR planning, job analysis, recruitment, selection, training/development, performance appraisal, compensation, and labor relations are examined. Learners acquire a greater understanding of and appreciation for the impact of values, ethical behavior, and diverse legal and regulatory requirements on the shaping of leadership style, HR practice, and organizational performance.

SOL 607 - Financial Reporting in Organizations

3

This course will prepare learners to read, develop, and write financial text for those in organizational leadership. Organizational leadership involves the allocation and distribution of resources as well as an ongoing knowledge of the financial impact of the local, regional and national economies. Offering an overview of inter-relations of money and markets, investment, and financial management, the course proceeds to develop concrete skills in regard to fiscal leadership. Designed as a graduate level focus on financial analysis, design and reporting from a leadership perspective, the course will provide learners with an opportunity to focus on organizational issues, which have a financial impact on the entity.

SOL 608 - Moral Leadership and the Christian Virtues

3

This course will engage learners into the tradition of Christian virtue ethics, studying how the Christian virtues of faith, hope and love purify, transform, and perfect the best practices of decision making in a leadership context. Study and discussions will be grounded in the Aristotelian, Augustinian, and Thomistic philosophical and theological thought and address moral realities, including participation in the ordering of personal goods, organizational goods, and societal goods into a common good. Research will focus on character formation from contemporary leadership practices and how the Christian virtues of faith, hope and love become visibly evident in the flourishing of the society, organization and persons within it.

SOL 609 - Leading and Building Teams

3

The course explores research, theories, and models of team performance, including the design and implementation of high-performance leadership in organizations. Assessments, simulations, and case studies are utilized by learners to gain further insight into personality styles, power and influence, trust building, risk taking, communication styles, motivational strategies, and team dynamics.

SOL 610 - Leading in Diverse Communities

3

This course examines the interactive impact of leaders on diverse communities. The course asks learners to identify the Christian leadership needed in communities (local, regional, national and international) and to explore the institutional influences of family, religion, education, government, and commerce.

SOL 620 - Practice of Leadership

3

This culminating course provides learners with an opportunity to explore a leadership topic of particular interest to the student and develop a researched paper on the topic. The paper must include the gathering of information on the topic and an analysis of how that information adds to the field of leadership studies. The instructor must approve topics and the instructor will monitor progress toward the completion of the topic.

SOL 621 - Developing a Strategic Plan

3

This culminating course surveys models and best practices for organizational strategic planning, including leaders' roles in the planning process and in implementing the plan at various operational levels. Various methods for analyzing and solving problems, as well as decision-making strategies, are examined for utilization as change in organizations' operations becomes necessary. Using the servant-leadership model, learners will discern how to serve others while staying focused on achieving results in line with the organization's values and integrity.

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.

School of Education - ADC

EDU 4CP1 - Elementary Clinical Practice Seminar I

(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.

Concurrent: EDU 440

EDU 4CP2 - Elementary Clinical Practice Seminar II

(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.

EDU 306 - Principles of Language Acquisition

(3)

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 socioeconomically diverse are introduced and applied through fieldwork experiences. This course requires 15 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from the school site. Task-stream registration required.

Prerequisite(s): EDU 302 - Foundations of Education and Learning Theory

EDU 324 - Differentiated Mathematics Instruction for All Learners

(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 fieldwork 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. This course requires 15 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from the school site. Task-stream registration required.

Pre or Corequisite(s): EDU 302 - Foundations of Education and Learning Theory, EDU 306 - Principles of Language Acquisition

EDU 404 - Foundations of Special Education

(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. Fifteen fieldwork hours are required when taken on the undergraduate campus. Task-stream registration required.

EDU 409 - Classroom Assessment and Research Practices

(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.

EDU 410 - Methods of Teaching Reading and Writing

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

Concurrent:

EDU610

EDU 420 - 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) Common Core 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.

EDU620

EDU 422 - 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 440 - Elementary Clinical Practice I

(4)

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

EDU 492 - Assessment 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.
Consent of Program required.

EDU 493 - 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.
Consent of Program required.

EDU 494 - 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.
Consent of Program required.

EDU 496 - 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.
Consent of Program required.

Computer Information Technology

CIT 141 - Intermediate Excel

(1)

This course is an independent study, self-
paced, competency based course designed for students who wish to develop a deeper knowledge of MS Excel function ality. 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 require ments 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 withi n assigned course time. Prerequisite(s): A working knowledge of MS Excel that includes the use of cell entry, formatt ing, and use of common functions.

CIT 153 - IT Fundamentals

(3)

This course is an independent study, self-
paced, competency based course designed for students who have little to no technical understanding of information te chnology, yet wish to begin the CIT program. The course will introduce basic technology topics, such as computer ha rdware, storage devices, computer peripherals, basic networking, setting up and maintaining a computer, installing an d configuring software and basic trouble shooting techniques. Students will gain practical knowledge of computer co ncepts through simulation lab activities. A faculty advisor provides support and accountability in completing the requ irements 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 withi n assigned course time. The course aligns with topics covered in CompTIA's IT Fundamentals certification exam. Ta ught online.

CIT 261 - IT Fundamentals Exam Prep

(1)

This course is an independent study, self-
paced, competency based course designed for students who wish to prepare for the CompTIA's IT Fundamentals certi fication exam. The course is intended for students who have already completed the CIT 153 -
IT Fundamentals course or have equivalent academic or work experience. Students will be required to complete a pre determined 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 completin g 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 withi n the assigned course time. Attempting the certification exam within the assigned course time is also required. Altho ugh 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 153 - IT Fundamental or equivalent academic or work experience

CIT 311 - A+ Exam Prep

(1)

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 (part 901 and 902). The course is intended for students who have already completed the CIT 211 - Introduction to Ha rdware and Networking and CIT 212 - Introduction to Operating Systems and Security courses. Students will be requi red to complete a predetermined number of practice certification exams, assess knowledge domain deficiencies, and f ocus 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 withi n the assigned course time. Attempting the certification exams within the assigned course time is also required. Altho ugh passing the certification exams are not required to pass this course, the results of the certification exams will be us ed to determine the final grade in the course. Students already holding a current certification for this course are not eli gible to take this course.

Prerequisite(s): CIT 214 - Introduction to Hardware and Networking and CIT 224 - Introduction to Operating Systems and Security

CIT 314 - Networking

(4)

This course is designed to provide an in-
depth understanding to a wide range of network architectures and configuration options. The course explores the conc epts of physical and virtual network design options and network administration requirements. The course will cover th e topics of wired and wireless networking, network optimization and management, virtual local area networks, networ k 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 Co mpTIA's Network+ certification exam.

Prerequisite(s): CIT 214 - Introduction to Hardware and Networking

CIT 321 - Network+ Exam Prep

(1)

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 314 - Networking course. 15
Students will be required to complete a predetermined number of practice certification exams, assess knowledge doma in deficiencies, and focus on acquiring the requisite knowledge domains to pass the certification exams. A faculty advi sor 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 withi n the assigned course time. Attempting the certification exam within the assigned course time is also required. Altho ugh 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 eligi ble to take this course.

Prerequisite(s): CIT 314 - Networking

CIT 324 - Security and Information Assurance

(4)

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 to pics covered in the CompTIA's Security+ certification exam.

Prerequisite(s): CIT 224 - Introduction to Operating Systems and Security

CIT 331 - Security+ Exam Prep

(1)

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 324 - Security and Information Assur ance course. Students will be required to complete a predetermined number of practice certification exams, assess kn owledge 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 co urse is self-
paced, a minimum amount of progress must be made each week and all course requirements must be completed withi n the assigned course time. Attempting the certification exam within the assigned course time is also required. Altho ugh 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 eligi ble to take this course.

Prerequisite(s): CIT 324 - Security and Information Assurance or equivalent academic or work experience

CIT 334 - Project Management

(4)

This course is designed to provide the fundamentals of project management with an emphasis on managing unique ch allenges of information technology (IT) projects. Students will be introduced to the IT project management process us ing industry accepted methodologies. Extensive case related work will be used to help students understand the importa nt aspects of time, performance, cost, and risk estimation in relation to the unique conditions often present in IT projec ts. Each of the critical phases of the IT project management process will be reviewed in detail using practical example s 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 Pr oject+ certification exam and the PMI's CAPM certification exam.

Prerequisite(s): CIT 214 - Introduction to Hardware and Networking and CIT 224 - Introduction to Operating Systems and Security

CIT 341 - Project+ Exam Prep

(1)

This course is an independent study, self-
paced, competency based course designed for students who wish to prepare for the CompTIA's Project+ certification e
xam. The course is intended for students who have already completed the CIT 334 - Project Management course. St
udents will be required to complete a predetermined 16
number of practice certification exams, assess knowledge domain deficiencies, and focus on acquiring the requisite kn
owledge 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 withi
n the assigned course time. Attempting the certification exam within the assigned course time is also required. Altho
ugh 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 eligi
ble to take this course

Prerequisite(s): CIT 334 - Project Management or equivalent academic or work experience

CIT 354 - Database Design

(4)

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 pr
esence. Hands-
on assignments using an industry standard DBMS, such as MS SQL, MySQL, or Oracle Server will receive significan
t coverage in the course. SQL and various vendor extensions to the language will be covered. In addition, some advan
ced topics such as stored procedures and triggers will be covered.

Prerequisite(s): CIT 214 - Introduction to Hardware and Networking and CIT 224
- Introduction to Operating Systems and Security

CIT 364 - Web Design and Scripting

(4)

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 153 - IT Fundamentals or equivalent academic or work experience.

CIT 414 - Web Programming

(4)

This course is designed to provide a practical approach to web development using either server side or client side scrip ting languages, such as PHP, ASP or JavaScript. This course teaches the core language and implementation of webpag e 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 protoc ols, such as XML, JSON and SOAP.

Prerequisite(s): : CIT 354 - Database Design

CIT 424 - Visual Programming

(4)

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 conc epts 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 My SQL or MS SQL will provide additional depth of knowledge. In addition the course will introduce object oriented pro gramming techniques and the use of complex data structures.

Prerequisite(s): CIT 354 - Database Design

CIT 434 - Management of Information Systems

(4)

This course is designed to provide in-depth review of modern information systems management strategies and approaches. Topics in the course include ma nagement of 14 operational strategy, server and network management practices, data reporting systems, social media management, bu siness and IT strategic alignment, and disaster recovery. A review of incident cases will provide students with an und erstanding of how the course concepts can be applied in real world situations.

Prerequisite(s): CIT 214 - Introduction to Hardware and Networking and CIT 224 - Introduction to Operating Systems and Security

CIT 471 - Information Technology Practicum

(1-4)

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. This course may be repeated to a total of four (4) units. Graded 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

Other Courses

CEL 100 - Educational Strategies for Student Success

3

This course focuses on providing information, techniques and strategies that engage and equip students who are focusing on completing their Bachelor's degree. Students will discover preferred learning styles while being equipped to identify and overcome personal learning barriers. Students will develop strategies in reading retention, note taking, listening, time management, and research. Through the course students will develop strategies that will promote self-management, effective study habits, goal assessment and attainment.

CIT 214 - Introduction to Hardware and Networking

(4)

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+ 901 certification exam.

Prerequisite(s): CIT 153 - IT Fundamentals or equivalent academic or work experience.

CIT 224 - Introduction to Operating Systems and Security

(4)

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+ 902 certification exam.

Prerequisite(s): CIT 153 - IT Fundamentals or equivalent academic or work experience.

CIT 481 - Information Technology Project

(1)

This course is a study of a selected problem or topic in Information Technology under the direction of a faculty adviso r. The faculty advisor and student propose the research topic and course deliverables. Approval by the program directo r or department chair is required. For up to two (2) units of credit Graded Credit/No Credit

Prerequisite(s): Student has completed at least 16 credit hours in CIT courses or related academic field and has permission from the faculty advisor.

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 302 - 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. Fifteen fieldwork hours are required. Candidates are responsible for transportation to and from the school site. Task-stream registration is required.

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.

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 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

(1)

This course requires 20-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 Common Core State Standards (CCSS)-based assessments based on student 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 Common Core Standards (K-8) and the Next Generation 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 20 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 Common Core 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 Common Core (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 20 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) Common Core 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 20 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 20 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 Common Core Standards (7-12) and the Next Generation 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 Common Core Standards (7-12) and the Next

Generation 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 EDU 433 or Mathematics 463 Secondary School Mathematics, (3). PLNU students who complete EDU433 or 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 Common Core Standards (7-12) and the Next Generation 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 EDU434. PLNU students who complete EDU434 are exempt from taking ED 624 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 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 Common Core Standards (7-12) and the Next Generation 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 EDU435, (3). PLNU students who complete EDU 435 are exempt from taking EDU 625 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 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. (Equivalent to EDU436, (3). PLNU students who complete EDU436 are exempt from taking EDU623 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 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 EDU437 and Art 455 Visual Arts in the Classroom II, (3). PLNU candidates who complete EDU437 or 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 EDU438 Methods of Teaching Secondary Physical Education, (3). PLNU candidates who complete EDU438 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 EDU439 or Music Education 454 Secondary School Music Methods, (3). PLNU candidates who complete EDU439 or Music Education 454 are exempt from taking EDU 629 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 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 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 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 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

3

This course is designed to support the intern candidate in her/his classroom and educational setting. The intern candidate will receive a minimum of 10 hours of direct support from a university intern coach, which includes instructional strategies for English Learners and sound pedagogy.
once

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

(1)

This course requires 20 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 20 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 670M - Special Education Mild-Moderate Clinical Practice I

(4)

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 Teaching Performance Assessment (TPA) required for credential completion. Graded Credit/No Credit.

Prerequisite(s): Approval to student teach 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 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 670S - Special Education Moderate-Severe Clinical Practice I

4

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 Teaching Performance Assessment (TPA) required for credential completion.

Prerequisite(s): Approval to student teach 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 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, 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, 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

EDU 691 - Special Studies in Education

.50 - 3

Special studies in Education designed to facilitate students delving more deeply into their area of specialization.

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 605 - Human Performance Technology

(3)

This course introduces and applies the literature, tools, and techniques of human performance technology. The performance technologist analyzes and solves human productivity and efficiency problems in the workplace. Students will examine major models of performance improvement, and adapt and apply them to simulated corporate productivity challenges, and to real opportunities in their own work experience. This highly participatory course is a natural complement to graduate courses in instructional design, educational and instructional technology.

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 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 628P - Instructional Technology Project

(1)

This technology project course provides candidates the opportunity to make appropriate and efficient use of software applications and related media using content learned in GED628. Using technology resources and guidance of the

instructor, candidates will access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. Credit/No Credit

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 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 agentry. 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

(3)

This course is designed for candidates who are clearing their preliminary Education Specialist credential through a university option. Candidates participate in reflective coaching with a site and university mentor and demonstrate advanced proficiency in content knowledge and pedagogy through an Individualized Learning Plan (ILP) 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.

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 Theory and Techniques

(3)

This course provides an overview of the school counseling profession in educational venues, 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 and ethical development constructs among emerging adults. 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 K-12 and college counselor in the areas of academic achievement and career development. Counseling candidates learn to eliminate barriers in the learning process in support of academic achievement and career development so that K-adult 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 candidates' 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 Langugage 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 of Learning

(3)

This course provides opportunity for the application of research and theory in the study of how learning occurs. Major attention devoted to the cognitive development of the learner, how knowledge and behavior are developed, conditions that promote learning, how to accommodate the needs of the diverse learners, and how to evaluate a variety of learning environments across the life span.

GED 671A - Research, Field Studies, and Practicum in College Counseling and Student Development

1

This course consists of forty (40) hours of fieldwork for College counseling and student developement provided in a diverse and inclusive community. Credit/No Credit

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 univeristy 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 langugage 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 across age spans and educational venues; 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 687M1 - Research, Field Studies and Practica in Counseling and Guidance

(1)

Designed for students seeking a master's degree without the addition of a credential.

GED 687M2 - Research, Field Studies and Practica in Counseling and Guidance

(1)

Additional hours and reporting for masters only students in Counseling and Guidance

Prerequisite(s): GED687M1

GED 687M3 - Research, Field Studies and Practica in Counseling and Guidance

(1)

This is the final unit requirement for masters degree only students in the Counseling and Guidance concentration. Credit/No credit

Prerequisite(s): GED687M2

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 - Master's Research and Design

(3)

This course is designed to explicitly support Master of Arts degree, 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 689P1 - Culminating Research Project Support

(.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 GED689P1 and GED689P2 are required the two terms immediately following the successful completion of GED689, and continuous enrollment is required each quad until the project is completed. This course is to be repeated for a total of 1 unit. Credit/No Credit

Prerequisite(s): GED 689

GED 689P2 - Culminating Research Project Support

(.5)

This is a continuation of the project support initiated in GED689P1.

Prerequisite(s): GED689P1

GED 690 - Contemporary Issues in Higher Education

(2)

This course explores issues in higher education particularly in the areas of college counseling and student development.

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 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.

GEL 603 - Instructional Leadership

(3)

This course addresses a candidate's knowledge of California's student academic content standards; appropriate and effective curriculum, instructional, and assessment practices; and the candidate's ability to analyze classroom instruction and provide focused, constructive feedback to teachers to improve teaching and learning for all students.

GEL 603F - Fieldwork and Practicum for Instructional Leadership

(1)

Application of coursework to directed experiences in school leadership. Graded Credit/No Credit.

Concurrent: Concurrent seminar may be required. Graded Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 604 - Equitable and Socially Just School Communities

(3)

This course provides an opportunity for the candidate to learn how to work effectively as a leader with the entire school community. Candidates will understand and address the diverse expectations, needs, aspirations, and goals of family and community groups and learn how to mobilize community resources in planning and decision-making for student achievement. The program offers the candidate an opportunity to examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes towards sexual orientation and individuals with disabilities so they will be effective leaders in a diverse setting and value individuals from different family structures, religions, races, cultures, socio-economic statuses, and ethnic backgrounds, and treat them with fairness and respect. Candidates will learn theories, practices, and application of restorative justice and social justice models.

GEL 604F - Fieldwork and Practicum for Equitable and Socially Just Communities

(1)

Application of coursework to directed experiences in school leadership. Graded Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 605 - Organizational and Systems Leadership

(3)

This course provides an opportunity for the candidate to learn how to implement California school laws, guidelines, and other relevant federal, state, and local requirements and regulations; develop and implement the school's budget; and understand and manage the complex interaction of all of the school's systems to promote teaching and learning.

GEL 605F - Fieldwork and Practicum for Organizational and Systems Leadership

(1)

Application of coursework to directed experiences in school leadership. Graded Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 606 - School Improvement Leadership

(3)

This course provides multiple opportunities for the candidate to learn, practice, and reflect on school improvement and enhanced student achievement for all. This course addresses the candidate's knowledge and strategic implementation of appropriate and effective school improvement, theories and strategies, his/her ability to build capacity, as well as his/her ability to communicate and lead others in continuous improvement and monitoring of these efforts based on school outcomes.
There is an opportunity for collaborating with others to identify student and school needs, developing a data-based school growth plan, and identifying and using available human, fiscal, and material resources to implement the school growth plan, using change strategies based on current, relevant theories and best practices in school improvement.

GEL 606F - Fieldwork and Practicum for School Improvement Leadership

(1)

Application of coursework to directed experiences in school leadership. Graded Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 607 - Professional Learning and Growth Leadership

(3)

Candidates will learn to model professional growth, framed around principles of adult learning, and identify and facilitate focused, developmentally appropriate professional growth opportunities to build individual and collective capacity. These capacities include collaborating with others to help achieve the school's vision through professional learning focused on improving teaching and learning. The program provides multiple opportunities for each candidate to learn, practice, and reflect on professional growth leadership.

GEL 607F - Fieldwork and Practicum for Professional Learning and Growth Leadership

(1)

Application of coursework to directed experiences in school leadership.

GEL 608 - Ethical and Visionary Leadership

(3)

This course provides an opportunity for the candidate to learn and develop and implement a school vision based in ethical, just, and moral practices to enhance learning for faculty, staff, and students. Leadership theories, problem and decision-making models and socially just practices will be explored through case studies and simulations. The candidate has multiple opportunities to model personal and professional ethics, integrity, justice, and fairness and receive feedback from faculty and peers; reflect on personal leadership beliefs and practices; develop mechanisms for sustaining personal motivation, commitment, energy and health and learn to balance professional and personal responsibilities.

GEL 608F - Fieldwork and Practicum for Ethical and Visionary Leadership

(1)

Application of coursework to directed experiences in school leadership. Graded Credit/No Credit.

Concurrent: Concurrent seminar may be required.

PSY 601 - Issues in Psychotherapy - Theology Integration

(3)

This foundational course clarifies key issues in human nature and prepares the student for developing a world-view that is consistent with their theological and spiritual orientation. Letter Grade.

Prerequisite(s):
PSY103 General Psychology

PSY321 Abnormal Psychology

PSY308 Human Development

PSY601 Issues in Psychotherapy - Theology Integration

PSY 608 - Lifespan Development

(3)

The study of developmental issues and life events from infancy to old age and the effect of age upon cognitive, affective, personality and moral development. Attention is given to cultural, gender, and spiritual influences on development. Letter Grade.

PSY 609 - Multicultural Theories and Development

(3)

The study of social and cultural foundations of the behavior of individuals, families, and diverse groups, including contextual factors effecting treatment (poverty, resilience, stress, divorce, family systems, etc.). Exploration of how therapeutic interventions impact culturally distinct populations. Letter Grade.

PSY 611 - Professional Ethics and Law

(3)

Professional ethics and laws that apply to the counseling profession are identified and discussed. These include ethical, legal, and biblical standards for conduct, professional organizations, licensure, and developing a plan for lifelong professional and personal development with integrity. Letter Grade.

PSY 621 - Psychodiagnostics and Mental Disorder Treatment

(3)

Principles of etiology, diagnosis, treatment, and prevention of mental disorders are explored through the lens of the Diagnostic and Statistical Manual of Mental Disorders (DSM5). Letter Grade.

PSY 625 - Counseling Theories and Faith Integration

(3)

Major counseling theories and techniques are examined and applied in the context of the helping relationship. Letter Grade.

PSY 626 - Counseling Theories and Faith Integration II

(3)

Continuing exploration of psychological therapies and techniques with emphasis on the adoption of a theoretical orientation for explaining the etiology and treatment of various mental disorders. Letter

PSY 627 - Treatment of Children and Adolescents

(3)

The components of effective child psychotherapy are examined. Emphasis is placed on the process of diagnosis, understanding the systemic nature of child pathology, and evidence based practices for treatment. Letter Grade.

PSY 628 - Abuse Assessment and Reporting

(3)

Examines legal, ethical, and clinical aspects of child and elder abuse reporting, such as mandatory methods of identifying victims, prevention and intervention, and treatment techniques. Letter Grade.

PSY 629 - Marriage and Family Therapy

(3)

This course is an overview of current family systems theories and intervention techniques. Emphasis is placed on clinical application with case presentations. Letter Grade.

PSY 630 - Treatment of Older Adults

(3)

A specialized course for students who wish to work with the rapidly expanding elderly segment of society. Focus is on the application of assessment and intervention techniques for older adults and their families. Letter Grade.

PSY 633 - Career Development

(3)

A close look at career development theory, with emphasis on gender, family, and social/cultural issues that impact career choices. Techniques and assessment instruments that facilitate lifelong career development will be utilized. Letter Grade.

PSY 645 - Group Counseling

(3)

Theories and techniques of group therapy are studied as well as basic and advanced group interventions. Students learn the stages of group dynamics, the curative factors of group therapy, and various types of group treatment. Letter Grade.

PSY 650 - Psychological Testing and Assessment

(3)

This course provides students with the knowledge and skills necessary to administer, score, and interpret several assessment instruments. Students will be familiar with validity, reliability, and psychometric statistics. Letter Grade.

PSY 658 - Crisis and Trauma Counseling

(3)

An investigation into the history and development of crisis intervention and trauma response. Develops required skills to effectively intervene and assist victims of tragedy or abuse. Letter Grade.

PSY 660 - Human Sexuality

(3)

This course is a study of human sexuality and intimacy. Other areas of emphasis include gender issues, sexual disorders, sexual orientation, and sexual abuse. Letter Grade.

PSY 665 - Psychopharmacology

(3)

Examination of commonly prescribed psychopharmacological medications, as well as the identification of their effects and side effects. Letter Grade.

PSY 675 - Treatment of Substance Use Disorders

3

This course emphasizes evidence-based assessment and intervention skills in the treatment of addictions and compulsive behaviors, as well as co-occurring disorders. All facets of alcohol and substance abuse/dependency will be examined. Letter

PSY 690 - Research Methodology

3

This course is an in depth examination of various experimental designs, statistical procedures, conclusions, and limitations of research parameters. Emphasis will be placed on the theoretical and practical applications of research methods of psychotherapy. Letter

PSY 695 - Supervised Practicum I

(2)

Supervised therapy experience in applied psychotherapeutic techniques at the Graduate Counseling Clinic or the PLNU Wellness Center. The 100-hour trainee practicum includes a minimum of 50 face to face contact hours (10 of which are group hours) and weekly individual and group supervision. CR/NC

Prerequisite(s): PSY608, PSY611, PSY680, PSY621, PSY645

PSY 696 - Supervised Practicum II

(2)

Supervised therapy experience that provides opportunity for a variety of counseling related activities in an off-campus setting. Off-campus and on-campus supervision will examine the student's ability to assess, diagnose, and treat individuals. The 300-hour practicum includes a minimum of 120 hours of direct, face-to-face service. CR/NC Grade.

Prerequisite(s): PSY696

PSY 697 - Supervised Practicum III

(2)

Supervised therapy experience that provides opportunity for a variety of counseling related activities in an off-campus setting. Off-campus and on-campus supervision will examine the student's ability to assess, diagnose, and treat individuals. The 300-hour practicum includes a minimum of 120 hours of direct, face-to-face service. CR/NC Grade.

Prerequisite(s): PSY696

SPE 651 - Understanding Emotional and Behavioral Disorders

(4)

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.

SPE 652 - Methods of Teaching Students with Autism Spectrum Disorder

(4)

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.

SPE 653 - Methods of Teaching Students with Traumatic Brain Injury

(4)

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.

SPE 654 - Methods of Teaching Students with Other Health Impairments

(4)

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.

SPE 655 - Individualized Programs and Supports for Students with Deaf-Blindness

(3)

This onnline course provides candidates the examination of 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 657 - Adapted Physical Education Methods and Inclusive Strategies

(4)

This online 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 660 - Strategies for Teaching Students with Orthopedic Impairment

(4)

This online 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 fieldwork experiences. Letter graded

Concurrent: GED660F
Corequisite(s): SPE660F

SPE 661 - Early Childhood Special Education Curriculum and Services

(4)

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. Fieldwork experience is required.

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

100-299	Lower-division courses open to adult degree completion students
300-399	Lower-division courses open to adult degree completion students
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

Officers and Administrative Staff

Office of the President

Bob Brower
President

Cathy L. Gallagher
Executive Director, Fermanian Business and Economic Institute

Jeffrey D. Carr, Sr.
Chief Diversity Officer

John Calhoun
Director, Center for Pastoral Leadership

Ron Benefiel
Lead Consultant for Mission Resources and Pastoral Relations

Academic Affairs

Kerry D. Fulcher
Provost and Chief Academic Officer

College Deans

Kathryn G. McConnell
Dean, College of Arts and Humanities

Holly M. Irwin
Dean, College of Natural and Social Sciences

David M. Phillips
Dean, College of Extended Learning

Vice Provosts

Margaret T. Bailey
Vice Provost for Program Development and Accreditation

Mark E. Pitts
Vice Provost for Academic Administration

External Relations

Joe E. Watkins
Vice President for External Relations

Michele L. Corbett
Director, Marketing and Creative Services

Jill Monroe
Director, Office of Public Affairs

David McCurry
Associate Vice President for University Advancement

Scott N. Shoemaker
Associate Vice President for Enrollment

Sheryl B. Smee
Director, Alumni Relations

Finance and Administrative Services

George R. Latter, Jr.
Vice President for Finance and Administrative Services

Cindy Chappell
Associate Vice President for Finance

Sonia Chin
Associate Vice President for Budget and Accounting

Jeffrey Herman
Associate Vice President for Human Resources

Corey Fling
Chief Information Officer

Bruce Kunkel
Director, Campus Facilities and Sustainability

Spiritual Development

Mary R. Paul
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
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, Executive Director
Center for International Development

James F. Gates, Director
Center for Justice and Reconciliation

Jo Clemmons, Director
Center for Teaching and Learning

TBD
Center for Pastoral Leadership

Susan D. Rogers, Academic Director
Michelle Groves, Site Director
Early Childhood Learning Center

Cathy L. Gallagher, Director
Fermanian Business and Economic Institute

Mary Margaret Rowe, Director
Health Promotion Center (School of Nursing)

Linda M. Beail, Director
Margaret Stevenson Center for Women's Studies

Mark H. Mann, Director
Wesleyan Center for 21st Century Studies

Board of Trustees

The Board of Trustees serves as the governing board of the University. Numbering 23 persons, the Board is composed 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
Olathe, Kansas

Mr. W. Thomas Battin *(1959)*
Ruidoso, New Mexico

Rev. Ira F. Brown
Prescott, Arizona

Dr. Bob Brower
San Diego, California

Mr. Larry Fry *(1980)*
Roswell, New Mexico

Mr. Jose Hernandez
Chandler, Arizona

Mrs. Mary Leland
Keller, Texas

Ms. Nancy Martine-Alonzo
Albuquerque, New Mexico

Leanne Mudge *(1990)*
San Clemente, California

Rev. John Nells
Winslow, Arizona

Daryl Nicholson *(1968)*
Porterville, California

Rev. Doug Pierce
Chandler, Arizona

Dr. Rick Power
Honolulu, Hawaii

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. Mendell Thompson *(1976)*
Glendora, California

Ms. Carol VanBuskirk *(1979)*
Saratoga, 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. Scott McGuckin *(1996)*
Vice President
Granite Bay, California

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. Carolyn Downey *(1961)*
La Jolla, California

Mr. Michael Gebhart *(2004)*
Rancho Murrieta, California

Dr. Daryl C. Nicholson *(1968)*
Porterville, California

Rev. Steve Scott *(1977)*
Stockton, California

Mr. Nate Spoelman *(2005)*
Rancho Santa Fe, California

Mr. Mendell L. Thompson *(1976)*
Glendora, California

Mr. Gilbert Wai
Hillsborough, 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

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

Leanne Mudge *(1990)*
President
San Clemente, California

Rodney Simms *(1988)*
Vice President
San Diego, California

Russ Martin *(1972)*
PastPresident
Centennial, Colorado

Patricia Potter *(1980)*
Secretary
Placentia, California

Ken Agee *(1971)*
Treasurer
Canyon Country, California

Sheryl Smee *(1978)*
Alumni Director
San Diego, California

Area Directors

Anaheim - Co-Directors:

Julie Orr *(1983)*
Anaheim, California

Matt Karahadian *(2010)*
Irvine, California

Arizona -

A.J. Pitkin *(2007)*
Tempe,Arizona

Central California

Renee Harris *(1979)*
Fresno, California

Hawaii

Will Campbell *(2009)*
Kaneohe, Hawaii

Los Angeles - Co-Directors

Josh Johnson (2006)
Santa Maria, California

Nihaara Sairsingh (2012)
Los Angeles, California

New Mexico

Faye Ingle *(1969)*
Albequerque, New Mexico

Nor Cal

Jake Duckworth (2000)
Palo Alta, California

Sacramento

Matt Roertson (1992)
Rocklin, California

So Cal - Co Directors***:***

Peter Gilon *(2011)*
Lakeside, California

Joy Toro *(1991)*
San Marcos, California

Directors at-Large

Dr. Tom Andrews *(1962)*
Azusa, California

Mel Peters *(1967)*
Pasadena, California

Sheila Holly *(1959)*
San Diego, California

Class Representative Co-Leaders

Austin Flanagan (2016*)*
San Diego, California

Ruth Torres (2016*)*
San Gabriel, California

ASB President

Harrison Wise 92017)
San Diego, California

Auxiliary Representatives

Ben Wagner *(2003)*
Business Alumni
Rancho Santa Fe, California

Joy Straub *(1982)*
Education Associates
Oceanside, California

Ed Potter *(1960)*
Friends of Forensics
Glendora, California

Marshela Salgado Solorio *(2001)*
Latino Alumni Associates
San Diego, California

TBA
Math and Computer Science

Lilia Davis *(2006)*
MOSAIC Alumni Associates
San Diego, California

Dana Ayer *(1963)*
MUSICALumni
San Diego, California
C0-Chair:
Bernardo Campos *(1993)*
MUSICALumni
San Diego, California

Debbie Holly *(1979)*
Nursing Alumni
San Diego, California

Nick Erze *(2010)*
Phi Delta Lambda
San Marcos, California
Co-Leader:
Jennifer Bolinger *(1978)*
Phi Delta Lamba
San Clemente, California

Jill Monroe *(2007)*
Political Science Alumni & Friends
San Diego, California

Katie Haeuser *(2003)*
Psychology Associates
San Diego, California

Rick Bravo *(1979)*
Research Associates
Portland, Oregon

Karl Sator *(2005)*
Rugby Associates
Villa Park, California

Jeanne Kall *(1964)*
Women's Auxiliary
Rowland Heights, California

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)

Laura L. Amstead, Ed.D.*, 2015*
Professor Emerita of Education

Kenneth B. Aring, Ph.D., *2006*
Professor Emeritus of Physics

Paul R. Bassett, M.F.A., J.D.*, 2015*
Professor Emeritus of Communication and Theatre

Philip Bowles, Ph.D., *2016*
Professor Emeritus of Literature, Journalism and Modern Languages

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

Darrel R. Falk, Ph.D., *2014*
Professor Emeritus of Biology

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

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

Ken Martin, Ph.D., *2016*
Professor Emeritus of Chemistry

Kathryn G. McConnell, Ph.D.*, 2015*
Professor Emerita of Spanish

Michael R. McConnell, Ph.D., *2014*
Professor Emeritus of Biology and Chemistry

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

Nancy K. Murray, Ph.D., *2016*
Professor Emerita of Family and Consumer Sciences

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. Puntenney, 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

Dale F. Shellhamer, Ph.D., *2012*
Professor Emeritus of Chemistry

Norman V. Shoemaker, D. Min., *2014*
Professor Emeritus of Christian Ministry

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

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

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.

Micki Abercrombie-Donahue, Ed.D. (*2011*)
Assistant Professor of Education
B.A., The Master's College;
M.A., Ed.D., Montana State University.

Mary K. Adams, M.S.N. (*2015*)
Associate Professor of Nursing

B.S.N., Loyola University;
M.S.N., Lewis University.

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.

Angelica L. C. Almonte, Ph.D. *(2012)*
Associate Professor of Nursing
B.S.N., University of Maryland;
M.S.N., Ph.D., University of San Diego.

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

Theodore J. Anderson, Ph.D. (*1986*)
Professor of Kinesiology
A.B., Point Loma College;
M.Ed., College of Idaho;
Ph.D., Texas A & M University.

Jerry L. Arvin, M.S. (*1994*)
Assistant Professor of Physical Education
B.S., Greenville College;
M.S., Butler University.

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*)
Lead Consultant for Mission Resources and Pastoral Relations
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., M.A., San Diego State University;
Ph.D., University of California, Santa Barbara.

Jeffrey L. Birdsell, Ph.D. (*2016*)
Assistant Professor of Communication
B.A., Point Loma Nazarene University;
M.A., San Diego State University;
Ph.D., The University of Texas at Austin.

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*)
Dean, Fermanian School of Business
Associate Professor of Finance
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., M.S., Cal Poly Sate University, San Luis Obispo;
Ph.D., Ohio University, Athens.

Max Butterfield, Ph.D. *(2013)*
Assistant Professor of Psychology
B.A., Calvin College;
M.S., Eastern Michigan University;
M.S., 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., 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., 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 and 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.

Mary Jo Clemmons, Ed.D. (*2011*)
Associate Professor of Faculty Development
B.M., University of Louisville;
M.A., Queens College;
Ed.D., Columbia University.

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