

2022-2023  
ADULT  
UNDERGRADUATE  
ACADEMIC CATALOG

POINT LOMA NAZARENE UNIVERSITY

# TABLE OF CONTENTS

Adult Undergraduate .....	3	COM - Communications .....	52
About the University .....	3	CIT - Computer Information Technology .....	52
Introduction to the University .....	3	SCJ - Criminal Justice .....	55
University Mission .....	3	BEC - Economics .....	56
University Facilities .....	5	EDT - Education .....	56
Accreditation, Affiliations and State Authorization .....	7	CEL - Extended Learning .....	62
Colleges, Schools and Departments .....	9	BFN - Finance .....	62
Adult Undergraduate Studies .....	9	HIS - History .....	63
Adult Degree Completion Programs .....	9	HUM - Humanities .....	63
Child Development, B.A. ....	20	INT - Interpretation .....	63
Computer Information Technology, B.A. ....	21	BLD - Leadership .....	63
Computer Information Technology: Cyber Security, B.A. ....	22	BMG - Management .....	64
Integrated Studies with an Emphasis in Education, B.A. ....	22	BMK - Marketing .....	64
RN to BSN .....	23	MAT - Mathematics .....	65
Online Undergraduate Studies .....	25	NRS - Nursing .....	65
Child Development, B.A. ....	26	NUT - Nutrition .....	66
Criminal Justice, B.A. ....	27	LDR - Organizational Leadership .....	66
Strategic Communication, B.A. ....	27	PSC - Physical Science .....	66
Strategic Communication Minor .....	28	SCL - Sociology .....	66
Fermanian School of Business .....	28	WRT - Writing .....	67
Adult Undergraduate Business .....	30	Admissions .....	67
Bachelor of Business Administration (BBA) with a Concentration in Management and Marketing .....	30	Financing a PLNU Education .....	70
Organizational Leadership, B.A. ....	32	State and Federal Policies .....	83
Management Minor .....	33	Office of Records .....	85
Marketing Minor .....	34	Personnel .....	85
Organizational Leadership Minor .....	34	Board of Trustees .....	85
Academic and General Policies .....	34	Foundation Board .....	86
Adult Undergraduate General Education .....	44	Alumni Board .....	87
Degree Program Information .....	45	Officers and Administrative Staff .....	87
Course Information .....	46	Office of Academic Affairs .....	89
BST - Bible .....	47	Faculty .....	89
BIO - Biology .....	47	Addenda and Errata .....	99
SCI - Biology .....	47	Index .....	100
SUS - Business - Sustainability .....	47		
BBU - Business Administration .....	47		
ETH - Business Ethics .....	48		
CDV - Child Development .....	48		
CMT - Communications .....	51		

# ADULT UNDERGRADUATE

Welcome to the Spring 2023 Adult Undergraduate Catalog. To navigate through the catalog, please use the navigation bar to the left.

## 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 (p. 3))

## Official Catalog

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

## About the University

- Introduction to the University (p. 3)
- University Mission (p. 3)
- University Facilities (p. 5)
- Accreditation, Affiliations and State Authorization (p. 7)

## Introduction to the University

Point Loma Nazarene University (PLNU) is a liberal arts institution affiliated with the Church of the Nazarene. Accredited by the WSCUC 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 the San Diego Bay and the shores of the Pacific Ocean with additional campus locations in San Diego, Mission Valley, and Bakersfield. PLNU currently enrolls nearly 4,200 students.

## 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 4,200 at all of its teaching locations with a faculty and staff of 662, and enjoys an oceanfront campus in San Diego and strategic additional campus locations 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 who desire higher education in a context of vital Christianity. 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

Discovering vocation, expanding horizons, deepening faith, and transforming communities.

## 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 truth is pursued, grace is foundational, 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 and adult 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 viewpoints 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.

## 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 and Professional 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.

## The University Seal

The university seal is used on all official documents. It consists of a shield picturing the symbols of **Venia** (Grace), **Veritas** (Truth) and **Sanctitas** (Holiness), themes that-in keeping with the heritage of Point

Loma Nazarene University-have been identified with the Wesleyan-holiness tradition.

## University Facilities

The campus, located on San Diego's picturesque Point Loma peninsula, is a 93-acre plot 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 site erected a number of wooden buildings, some of which have been renovated and are still in use as designated historical sites. Since 1995, many new classrooms and offices have been added to the historic buildings to provide a unique campus setting. Newer facilities include an expanded athletic complex, the Fermanian School of Business and Business Center, the Cooper Music Center with its 400-seat Crill Performance Hall, Ryan Library & Learning Center, Colt Hall, Nicholson Commons, Draper Hall, Smee Hall - School of Theology and Christian Ministry, Bond Academic Center, Sator Hall, Latter Hall, and the Prescott Prayer Chapel. 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

PLNU's additional location in the Mission Valley area is a 51,000 square-foot structure and houses offices and classrooms for the graduate and adult degree completion programs in clinical counseling, education, and business administration. This facility brings Point Loma's programs nearer to the heart of the city. The first floor houses Graduate Services, and the remainder of the facility features the Whitcomb Family Prayer Chapel, classrooms, graduate, and adult degree completion programs.

### Bakersfield

Located in the culturally diverse San Joaquin Valley, the university's additional location in Bakersfield 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.

### Balboa Regional Center

Located on Balboa Avenue between SR-163 and I-15, PLNU's Balboa Regional Center is a 70,000-square-foot campus for PLNU's graduate-level College of Health Sciences programs. With state-of-the-art classrooms, research facilities, simulation and skills laboratories, and Center for Human Performance fitness center, this integrated, interdisciplinary space is designed to prepare clinically experienced students to transform the well-being of their communities.

### Liberty Station Conference Center

Liberty Station Conference Center houses the PLNU School of Nursing and has classrooms used for other PLNU courses throughout the academic year. It also serves as an active hub and center for events, activities, seminars, education trainings, and many other events for both public and private groups, organizations and companies. The venue boasts over 7,700 square feet of conference center space, features a Main Hall and 8 breakout rooms ranging from 690 to 1,380 square feet, and is centrally located in Liberty Station, San Diego.



## Ryan Library

Ryan Library supports student learning in an environment that combines the traditional values of the liberal arts university with the digital infrastructure of the 21st century. Library faculty and staff are dedicated to serving the information needs of the PLNU community. In classroom settings and one-on-one consultations, librarians teach students how to formulate meaningful questions, create effective research strategies, and evaluate the quality and relevance of various information sources. 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. The library is home to a variety of comfortable learning spaces: rooms for group work and projects, clusters of soft seating, areas for quiet study, and more. In addition, Ryan Library is home to approximately 130,000 physical items, including books, periodicals, media materials, and specialized collections, as well as more than 190,000 e-books. The library also subscribes to numerous online research 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> (<http://www.pointloma.edu/library/>).

## 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 and Ryan Library, 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 writings by and about Jacobus 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 a small Peter Mitten sculpture, a Salvador Dali marble cross, sculptures by Scott Stearman and an original Norman Rockwell painting used as a 1931 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.

## 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 Workday Student. Workday Student may be accessed at <http://workday.pointloma.edu> or with the Workday app on a mobile device.

Graduate students have access to a variety of technology resources - at the various campus locations, as well as from their homes and offices. Wireless Internet access is available at each campus location allowing access to the Internet, as well as the following PLNU resources:

- Workday Student - <http://workday.pointloma.edu>
- PLNU Email - <http://gmail.pointloma.edu>
- Learning management system - <http://canvas.pointloma.edu>
- Library research materials - <https://www.pointloma.edu/library> (<https://www.pointloma.edu/library/>)
- Student resource materials - <http://www.pointloma.edu/experience/offices/student-services/graduate-student-resources> (<http://www.pointloma.edu/experience/offices/student-services/graduate-student-resources/>)
- ITS self-service knowledge base - <https://help.pointloma.edu>

## Help Center

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

- 619-849-2222
- [help@pointloma.edu](mailto:help@pointloma.edu)

## Classroom Technology

All classrooms at each of the additional locations 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 <http://www.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.

## Department of Public Safety

The Department of Public Safety exists to provide a safe living, learning, and working environment for university students and employees. The department operates 24 hours a day on the Point Loma campus and staffs the Liberty Station Conference Center, Mission Valley Regional Center, and Balboa Regional Center during business hours. It does not maintain a presence at the Bakersfield Regional Center. All Public Safety Officers are licensed by the California Bureau of Security and Investigative Services and are trained in first aid, CPR, and AED use.

The university encourages students to report crimes and suspicious activity to Public Safety or other campus officials as well as to local law

enforcement. PLNU maintains an emergency plan and all campuses participate in biannual emergency drills.

Additional resources regarding campus safety are available at the website maintained by the Department of Public Safety (<https://www.pointloma.edu/offices/public-safety/>). Students may also contact Public Safety at (619) 849-2525 for assistance 24 hours a day.

## Accreditation, Affiliations and State Authorization

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 (WSCUC), for which it periodically completes a self-study that addresses recognized standards and principles of excellence.

**WSCUC may be contacted at 1001 Marina Village Parkway, Suite 402, 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*<sup>1</sup>  
*Accreditation Council for Education in Nutrition and Dietetics (formerly CADE)*  
*Accreditation Review Commission on Education for the Physician Assistant*  
*California Board of Registered Nursing*  
*California Commission on Teacher Credentialing*  
*Commission on Accreditation of Athletic Training Education*  
*Commission on Collegiate Nursing Education*  
*Council for the Accreditation of Educator Preparation (formerly NCATE)*  
*Council on Social Work Education*  
*National Association of Schools of Music*

<sup>1</sup> Fermanian School of Business programs only.

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

*Academy of American Poets*  
*Academy of International Business*  
*Academy of Management*  
*Academy of Marketing Science*  
*Academy of Nutrition and Dietetics*  
*Accord Network*  
*Accreditation Council for Business Schools and Programs*  
*African Studies Association*  
*Alpha Psi Omega, National Theatre Honor Society*  
*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 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 Arts*  
*American Library Association*  
*American Marketing Association*  
*American Mathematical Society*  
*American Physical Society*  
*American Political Science Association*  
*American Psychiatric Nurses Association*  
*American Psychological Association*  
*American School Counselor Association*  
*American Scientific Affiliation*  
*American Sociological Association*  
*American Studies Association*  
*Asian American Journalists Association*  
*Association for Asian Studies*  
*Association for Christians in Student Development*  
*Association for Computing Machinery*  
*Association for Institutional Research*  
*Association for Psychological Science*  
*Association for Supervision and Curriculum Development*  
*Association for Women in Mathematics*  
*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 Christians in the Mathematical Sciences*  
*Association of College and Research Libraries*  
*Association of Departments of English*  
*Association of Governing Boards of Universities and Colleges*  
*Association of Independent California Colleges and Universities*  
*Association of Independent Liberal Arts Colleges for Teacher Education*  
*Association of Marian Helpers*  
*Association of National Advertisers*  
*Association of Pediatric Hematology/Oncology Nurses*  
*Association of Rehabilitation Nurses*  
*Association of the United States Army*  
*Association of Women's Health, Obstetric, and Neonatal Nurses*  
*Association of Writers & Writing Programs*  
*British Society for the History of Mathematics*  
*Broadcast Education Association*  
*Bronte Society*  
*California Academic and Research Libraries*  
*California Association for Bilingual Education*  
*California Association for Health, Physical Education, Recreation, and Dance*  
*California Association of Clinical Nurse Specialists*  
*California Association of Colleges of Nursing*  
*California Association of Family and Consumer Sciences*

*California Association of Professors of Education Administration*  
*California Association of Resource Specialists and Special Education Teachers*  
*California Association of Teachers of English*  
*California Chicano News Media Association*  
*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 Board*  
*College Music Society*  
*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 Accreditation*  
*Council for Advancement and Support of Education*  
*Council of Administrators of Family and Consumer Sciences*  
*Council of Independent Colleges*  
*Council on Undergraduate Research*  
*Credential Counselors and Analysts of California*  
*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 Association*  
*International Writing Centers Association*  
*Investigative Reporters and Editors*  
*Learning Disabilities Association*  
*Mathematical Association of America*  
*Midwest Modern Language Association*  
*Modern Language Association*  
*Music Teachers National Association*  
*NAFSA: Association of International Educators*  
*National Association for Business Economics*  
*National Association for Education of Young Children*  
*National Association for Music Education*  
*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 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 Scholars*  
*National Association of Schools of Music*  
*National Association of Social Workers*  
*National Association of Student Personnel Administrators*  
*National Athletic Trainers' Association*  
*National Career Development Association*  
*National Coalition Against Domestic Violence*  
*National Council of Teachers of English*  
*National Institute for Computer-Assisted Reporting*  
*National Parliamentary Debate Association*  
*National Register of Health Service Psychologists*  
*National Science Teachers Association*  
*National Society of Hispanic MBAs*  
*National Strength and Conditioning Association*  
*National Women's Studies Association*  
*North American Association of Christians in Social Work*  
*North American Christian Foreign Language Association*  
*Nurses Service Organization*  
*Nurses Christian Fellowship (Intervarsity)*  
*Pacific Sociological Association*  
*Phi Beta Kappa*  
*Phi Delta Kappa*  
*Phi Delta Lambda, Alpha Chapter of the Nazarene Honor Society*  
*Phi Kappa Phi*  
*Phi Upsilon Omicron, National Honor Society of Family and Consumer Sciences*  
*Psi Chi, The International Honor Society in Psychology*  
*Religion News 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*  
*Shape America*  
*Sigma Theta Tau, International Honor Society for Nursing (Zeta Mu Chapter)*  
*Sigma Xi*  
*Société des Professeurs français et francophones d'Amerique*  
*Society for Applied Anthropology*  
*Society for Christian Ethics*  
*Society for Cinema and Media Studies*  
*Society for Human Resource Management*  
*Society for Industrial and Applied Mathematics*  
*Society for the Study of Early Modern Women and Gender*  
*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*  
*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*



## State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University (PLNU) is approved to conduct activities regulated by that state or U.S. Territory. PLNU is not required to obtain state authorization in every state or U.S. Territory, and the University has opted at this time not to seek authorization in some states and U.S. Territories. In certain states, PLNU is unable to offer distance education courses or internship/field experience opportunities. Additionally, PLNU meets the criteria for an exemption from state authorization in certain states. A current list of authorizations and exemptions is available on the institutional website (<http://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures/>).

- Strategic Communication, B.A. (p. 27)
- Strategic Communication Minor (p. 28)

## 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 graduate and professional program curriculum, the various academic units propose changes through the Graduate and Extended Studies Committee (GESC), and then on to a general meeting of the faculty acting as a committee of the whole. The Provost provides general direction to these efforts with the assistance of the 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

- Office of Academic Affairs (p. 89)

### Adult Undergraduate Studies

College Information (p. 9)

- Adult Degree Completion Programs (p. 9)
  - Child Development, B.A. (p. 20)
  - Computer Information Technology, B.A. (p. 21)
  - Computer Information Technology: Cyber Security, B.A. (p. 22)
  - Integrated Studies with an Emphasis in Education Specialist, B.A. (<https://pointloma-public.courseleaf.com/aug-catalog/colleges-schools-departments/aus/adc/integrated-studies-emphasis-education-specialist-ba/>)
  - Integrated Studies with an Emphasis in Education, B.A. (p. 22)
  - RN to BSN (p. 23)
- Online Undergraduate Studies (p. 25)
  - Child Development, B.A. (p. 26)
  - Criminal Justice, B.A. (p. 27)
  - Public Administration, B.A. (<https://pointloma-public.courseleaf.com/aug-catalog/colleges-schools-departments/aus/ous/public-administration-ba/>)

### Fermanian School of Business

College Information (p. 28)

- Adult Undergraduate Business (p. 30)
  - Bachelor of Business Administration (BBA) with a Concentration in Management and Marketing (p. 30)
- Organizational Leadership, B.A. (p. 32)
- Management Minor (p. 33)
- Marketing Minor (p. 34)
- Organizational Leadership Minor (p. 34)

## Adult Undergraduate Studies

### Administration

Associate Dean: Nick Pertler, Ph.D.

Office: Mission Valley 104A

Telephone: (619) 563-2805

Email: [NicholasPertler@pointloma.edu](mailto:NicholasPertler@pointloma.edu) ([nicholaspertler@pointloma.edu](mailto:nicholaspertler@pointloma.edu))

Administrative Assistant: Ashley Montaña

### General Information

Adult Undergraduate Studies offers learning opportunities to non-traditional and adult students. Our programs are designed to help working adults further their education by completing a bachelor's degree in our Adult Degree Completion and Online Undergraduate Studies programs.

Our faculty are skilled experts and qualified professionals. Adult Degree Completion and Online Undergraduate Studies programs support our non-traditional and adult undergraduate students.

### Mission Statement

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.

## Adult Degree Completion Programs

### Mission Statement

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

## Admissions Requirements

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

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

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

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

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

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

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

## Admissions Under Exception

Applicants who do not meet the minimum standards for admissions, but who can demonstrate an exceptionally rich experiential background and/or have shown a change in academic performance, may petition the academic department or school for a special review of their status.

The academic department or school reviews the student's application package and determines the merits and appropriateness of the request.

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

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

- Child Development, B.A. (p. 20)
- Computer Information Technology, B.A. (p. 21)
- Computer Information Technology: Cyber Security, B.A. (p. 22)
- Integrated Studies with an Emphasis in Education Specialist, B.A. (<https://pointloma-public.courseleaf.com/aug-catalog/colleges-schools-departments/aus/adc/integrated-studies-emphasis-education-specialist-ba/>)
- Integrated Studies with an Emphasis in Education, B.A. (p. 22)
- RN to BSN (p. 23)

## Bible

### BST 1002 New Testament History and Religion (GE) (3 Units)

Within the context of Christian origins, an overview of the canonical literature of the New Testament with special attention to its literary history and theological themes.

Online.

## Extended Learning

### CEL 4090 Special Topics (1-4 Units)

Intensive study in a special topic under the direction of a faculty member. May be repeated for a total of eight (8) units.

**Prerequisite(s):** Consent of Program Director.

## Computer Information Technology

### CIT 1041 Intermediate Excel (1 Unit)

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

**Prerequisite(s):** A working knowledge of MS Excel that includes the use of cell entry, formatting, and use of common functions.

**CIT 1053 IT Fundamentals (3 Units)**

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

Online.

**CIT 2014 Introduction to Hardware and Networking (4 Units)**

This course is designed to introduce the fundamentals of hardware and networking concepts including hardware components, network protocols, mobile devices and hardware and networking troubleshooting. In addition, students will acquire hands-on experience by working with hardware and networking simulators. The course aligns with topics covered in CompTIA's A+ Core 1 certification exam.

**Prerequisite(s):** CIT 1053 or equivalent academic or work experience.

**CIT 2024 Introduction to Operating Systems and Security (4 Units)**

This course is designed to introduce the fundamentals of operating systems and security concepts including extensive topics in the Windows operating system, other operating systems, system security, software troubleshooting, and operational procedures. In addition, students will acquire hands-on experience by working with networking and security simulators. The course aligns with topics covered in CompTIA's A+ Core 2 certification exam.

**Prerequisite(s):** CIT 1053 or equivalent academic or work experience.

**CIT 2061 IT Fundamentals Exam Prep (1 Unit)**

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

**Prerequisite(s):** CIT 1053 or equivalent academic or work experience.

**CIT 3011 A+ Exam Prep (1 Unit)**

This course is an independent study, self-paced, competency based course designed for students who wish to prepare for the CompTIA's A+ certification exams (Core 1 and Core 2). The course is intended for students who have already completed the CIT 2014 and CIT 2024 courses, equivalent course(s) covering desktop hardware, networking, and operating systems. Students will be required to complete a predetermined number of practice certification exams, assess knowledge domain deficiencies, and focus on acquiring the requisite knowledge domains to pass the certification exams. A faculty advisor provides support and accountability in completing the requirements of the course. Although the course is self-paced, a minimum amount of progress must be made each week and all course requirements must be completed within the assigned course time. Attempting the certification exams within the assigned course time is also required. Although passing the certification exams are not required to pass this course, the results of the certification exams will be used to determine the final grade in the course. Students already holding a current certification for this course are not eligible to take this course.

**Prerequisite(s):** CIT 2014 and CIT 2024

Must earn a C or better, provide proof of A+ certification, or obtain authorization of the program director in order to continue in any further upper-division CIT courses beginning with the following semester.

**CIT 3014 Networking (4 Units)**

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

**Prerequisite(s):** CIT 2014

**CIT 3021 Network+ Exam Prep (1 Unit)**

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

**Prerequisite(s):** CIT 3014

**CIT 3024 Security and Information Assurance (4 Units)**

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

**Prerequisite(s):** CIT 2024

**CIT 3031 Security+ Exam Prep (1 Unit)**

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

**Prerequisite(s):** CIT 3024 or equivalent academic or work experience.

**CIT 3034 Project Management (4 Units)**

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

**Prerequisite(s):** CIT 2014 and CIT 2024

**CIT 3041 Project+ Exam Prep (1 Unit)**

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

**Prerequisite(s):** CIT 3034 or equivalent academic or work experience.

**CIT 3054 Database Design (4 Units)**

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

**Prerequisite(s):** CIT 2014 and CIT 2024

**CIT 3064 Web Design and Scripting (4 Units)**

This course is designed to provide in-depth, hands-on instruction in designing and scripting Web sites using HTML5 and CSS3 standards. Techniques in page layout and graphic design will be introduced. Assignments will focus on hands-on use of modern web development practices using integrated development environments. In addition, the course will introduce popular website development and content management tools such as WordPress to show alternative development approaches to HTML5 and CCS3. Letter grade.

**Prerequisite(s):** CIT 1053 or equivalent academic or work experience.

**CIT 3074 Cloud Computing (4 Units)**

This course is designed to provide students an in-depth introduction to cloud computing. The course introduces the concepts of cloud configuration and deployment, security, maintenance, management, and troubleshooting. Hands-on labs with cloud technologies such as Microsoft Azure and AWS will give students practical experience working with cloud technologies. This course aligns with topics covered in the CompTIA's Cloud+ certification exam.

**Prerequisite(s):** CIT 3011 or equivalent academic or work experience.



**CIT 3081 Cloud+ Exam Prep (1 Unit)**

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

**Prerequisite(s):** CIT 3074 or equivalent academic or work experience.

**CIT 4014 Web Programming (4 Units)**

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

**Prerequisite(s):** CIT 3054

**CIT 4024 Visual Programming (4 Units)**

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

**Prerequisite(s):** CIT 3054

**CIT 4034 Management of Information Systems (4 Units)**

This course is designed to provide in-depth review of modern information systems management strategies and approaches. Topics in the course include management of operational strategy, server and network management practices, data reporting systems, social media management, business and IT strategic alignment, and disaster recovery. A review of incident cases will provide students with an understanding of how the course concepts can be applied in real world situations.

**Prerequisite(s):** CIT 2014 and CIT 2024

**CIT 4062 Topics in Cyber Security (2 Units)**

This course is designed to build on the previous computer science and cyber security classes. The course will focus on applications of cyber security programs and process via case studies and research projects.

**Prerequisite(s):** CIT 3014 or equivalent; CIT 3024 or equivalent; and consent of instructor.

**CIT 4071 Information Technology Practicum (1-4 Units)**

This course is a supervised experience in which the student works with industry professionals to gain experience with managing information systems. The course may be taken for 1 to 4 units based on the number of engagement hours in the practicum.

May be repeated for up to four (4) units. Credit/No Credit.

**Prerequisite(s):** Student has completed at least 16 credit hours in CIT course or related academic field and permission from the faculty advisor.

**CIT 4081 Information Technology Project (1 Unit)**

This course is a study of a selected problem or topic in Information Technology under the direction of a faculty advisor. The faculty advisor and student propose the research topic and course deliverables.

May be repeated for up to two (2) units. Credit/No Credit.

**Prerequisite(s):** Approval by the program director or department chair is required. Student has completed at least 16 credit hours in CIT course or related academic field and permission from the faculty advisor.

## Education

**EDT 40CP1 Elementary Clinical Practice Seminar I (1 Unit)**

This seminar course supports the Clinical Practice I experience through classroom inquiry and reflection on the general education curriculum and California standards, including the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners, and learners with exceptionalities. Candidates explore school and community demographics and consider methods for teaching diverse populations. All candidates who are preparing for their first preliminary credential must enroll in EDT 40CP1 during their first clinical practice placement and EDT 40CP2 during the second placement.

**Corequisite(s):** EDT 4040, EDT 4050, EDT 4070M, EDT 4070S

**EDT 40CP2 Elementary Clinical Practice Seminar II (1 Unit)**

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

**Corequisite(s):** EDT 4055, EDT 4060, EDT 4074M, EDT 4074S

**EDT 4010 Methods of Teaching Reading and Writing (3 Units)**

This methodology course provides intensive instruction grounded in sound research to enable candidates to deliver a comprehensive program of systematic, explicit, and meaningfully-applied instruction in reading, writing, listening, and speaking. Opportunities for candidates to learn, understand, and effectively use materials, methods, and strategies to include culturally diverse literature for all learners are provided. Instruction is aligned to the state adopted framework. This course includes intentional practice of classroom management, active, and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through fieldwork experience. Technology for teaching and learning is integrated in the course. This course requires 20 hours of observation in the field.



**EDT 4017 (A,B,C,D) Teaching and Learning Capstone: Contemporary Issues in the Vocation of Education (0.5-2 Units)**

This course offers candidates the opportunity to develop knowledge, skills and dispositions related to contemporary issues and challenges in California's teaching/learning systems. Special attention will be given to those issues that impede or aid positive school, classroom and community cultures and students' general academic and social success. Utilizing an interdisciplinary focus grounded in Educational Learning/Teaching Theory and pedagogy, candidates explore personal and professional planning practices of self-assessment, mission or life purpose development. Must be taken four times.

**EDT 4021 General Methods for Secondary Teachers (3 Units)**

This methodology course explores current pedagogy and its research underpinnings with the goal of implementing specific strategies, techniques, and practice of the methods presented. Candidates will demonstrate mastery of specific competencies, including literacy and language development in detailed lesson plans to make content accessible to all learners through developmentally appropriate pedagogy, effective questioning techniques, and use of appropriate resources. Candidates' demonstration lessons provide opportunity for reflection on attempted practices. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through fieldwork experience. Technology for teaching and learning is integrated in the course. This course requires 20 hours of observation in the field.

**EDT 4022 Interdisciplinary Approaches to Teaching in the Content Areas (3 Units)**

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

**EDT 4032 Methods for Teaching Secondary Language Arts (3 Units)**

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of language arts. Candidates become familiar with a variety of specific methods to use in teaching literature, composition, and language. The topics explored include the following: trends in English curriculum development, the six-trait writing process, assessment, classroom application of various forms of technology, and professional organizations. Instruction is aligned to the state adopted English Language Arts California State Standards (7-12) and the California English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (Equivalent to Literature 5035 Methods of Teaching English.)

**EDT 4033 Methods of Teaching Secondary Mathematics (3 Units)**

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of mathematics content. Topics include: strategies and models for developing mathematical concepts, building skills for understanding and communicating mathematical ideas effectively, and techniques for teaching critical thinking and problem solving. Attention is also given to the following: methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, microteaching of a math lesson, selection of materials, inclusionary practices, classroom application of various forms of technology, and techniques for assessment. Instruction is aligned to the state-adopted Mathematics Standards (7-12) and the California English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (Equivalent to Mathematics 4063 Secondary School Mathematics)

**EDT 4034 Methods of Teaching Secondary Science (3 Units)**

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

**EDT 4035 Methods for Teaching Secondary Social Science (3 Units)**

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

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

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

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

This methods course introduces the study to the theory and practice of teaching visual arts in secondary schools. Content is designed to address content areas of the California Visual Arts Standards in middle and high schools. Topics include the following: instructional planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state and national content standards and assessments, research methods, professional organizations (National Association of Art Educators), and the inclusive classroom. Each candidate develops a unit of instruction suitable for a secondary level classroom. Each candidate is required to prepare a final portfolio of the work in the course. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (Equivalent to ART 4055)

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

This methods course introduces the philosophical bases, instructional techniques and procedures, and the various elements involved in teaching physical education at the secondary level. Topics include the following: classroom teaching methods, practical application, and the California State Framework in Physical Education. Each candidate is required to prepare a final portfolio of the work in the course. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

**EDT 4039 Content-Specific Pedagogy for Secondary Teachers (3 Units)**

This methodology course introduces candidates to a variety of assessments, instructional, and management strategies as related to secondary content subject matter. Candidates explore the delivery of instruction in the content areas in which they seek their credential with extensive research, practice, and reflection. Topics include the following: lesson planning and formative assessment. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (Equivalent to Music Education 4054 Secondary School Music Methods (3))

**EDT 4040 Elementary Clinical Practice I (4 Units)**

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university-assigned elementary classroom with a Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in the elementary classroom. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion. Credit/No Credit.

**Corequisite(s):** EDT 40CP1

**EDT 4050 Secondary Clinical Practice I (CalTPA Cycle 1) (4 Units)**

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university-assigned secondary classroom with a Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in the secondary classroom. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communications. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion. Credit/No Credit.

**Corequisite(s):** EDT 40CP1

**EDT 4053 Organization and Management for Success in the Moderate/ Severe Classroom (3 Units)**

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

**EDT 4054 Methods of Teaching Candidates with Moderate/Severe Disabilities (3 Units)**

This methodology course examines curriculum and instruction appropriate for individualized services including supplementary aids, services, and technology. Curricular issues addressed include modification of the curriculum within inclusive settings and natural environments, selecting appropriate curricula materials, developing and modifying appropriate curricula, and developing individual instructional plans based on formative assessment. This course requires 20 hours of observation in the field.

**EDT 4055 Secondary Clinical Practice II (CalTPA Cycle 2) (4 Units)**

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

**Prerequisite(s):** Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements

**Corequisite(s):** EDT 40CP2

**EDT 4060 Elementary Clinical Practice II (4 Units)**

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

**Prerequisite(s):** Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements

**Corequisite(s):** EDT 40CP2

**EDT 4061 Supportive Environments and Plans for Students with Exceptionalities (3 Units)**

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

**EDT 4062 Assessments and Case Management (3 Units)**

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

**EDT 4063 Self-Determination and Partnerships: Keys to Successful Transitions (3 Units)**

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

**EDT 4064 Multidisciplinary Collaboration and IEP Development (3 Units)**

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

**EDT 4065 Social Emotional, Communicative Strategies and Behavior Supports (3 Units)**

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

**EDT 4066 High Leverage Practices for Inclusive Environments (3 Units)**

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

**EDT 4070M Special Education Mild-Moderate Clinical Practice I (CalTPA Cycle 1) (4 Units)**

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

Credit/No Credit.

**Corequisite(s):** EDT 40CP1

**EDT 4070S Special Education Moderate-Severe Clinical Practice I (CalTPA Cycle 2) (4 Units)**

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

**Corequisite(s):** EDT 40CP1

**EDT 4074M Special Education Clinical Practice II (CalTPA Cycle 2) (4 Units)**

This Clinical Practice experience provides the Mild/Moderate Education Specialist candidate an opportunity to focus on instructional strategies appropriate for learners with disabilities. Student teachers are assigned to a different content area, grade level, or special education service area other than that in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies appropriate for learners with disabilities under the leadership of the Cooperating Teacher to learn to manage and deliver instruction. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. Throughout the Clinical Practice experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

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

**Corequisite(s):** EDT 40CP2

**EDT 4074S Moderate/Severe Clinical Practice II (CalTPA Cycle 2) (4 Units)**

This Clinical Practice experience provides the Moderate/Severe Education Specialist candidate an opportunity to focus on instructional strategies appropriate for learners with disabilities. Student teachers are assigned to a different content area, grade level, or special education service area other than that in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies appropriate for learners with disabilities under the leadership of the Cooperating Teacher to learn to manage and deliver instruction. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. Throughout the Clinical Practice experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

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

**Corequisite(s):** EDT 40CP2

## Mathematics

**MAT 1001 Elementary Algebra for Financial Mathematics (1 Unit)**

An introduction to algebra, including a study of the real number system, solutions of linear and quadratic equations, polynomials, factoring, systems of equations, graphing, inequalities, and radicals. The class also examines basic financial mathematics.

## Nursing

**NRS 3050 Communicating and Following Faithfully (4 Units)**

This course examines the role of the professional nurse and utilizes self-reflection to internalize the value of being faithful to those placed in trust. This course explores Christian nursing history, scholarly writing, research, theory, and the legal/ethical foundations for practice in the professional role. This course explores the role of the nurse within the context of Christian service and caring and will analyze major nursing concepts including therapeutic communication and health informatics. Current trends in nursing management and servant leadership for communication, decision making and management of groups are also investigated.

Core Competency: Oral Communication, Information Literacy, Written Communication.

**Prerequisite(s):** WRT 3000

**Corequisite(s):** NRS 3051

\*\*BSN Essential: I, II, IV, VI, VII, VIII, IX

**NRS 3051 Communicating and Following Faithfully Practicum (1 Unit)**

This practicum will provide the opportunity for the student to apply the role of professional nurse in a variety of contexts.

Credit/No Credit.

**Prerequisite(s):** WRT 3000

**Corequisite(s):** NRS 3050 (not required for RN-MSN program)

\*\*BSN Essential: I, II, IV, VI, VII, VIII, IX

**NRS 3060A Inquiring Faithfully I: Nursing Research (1 Unit)**

This online course will focus on the analysis and critique of the science of nursing.

Core Competency: Written Communication, Critical Thinking, Quantitative Reasoning, Information Literacy.

**Prerequisite(s):** WRT 3000

\*\*BSN Essential: II, III, IV, VI, VII, VIII, IX

**NRS 3060B Inquiring Faithfully I: Nursing Research (2 Units)**

This course is a continuation of NRS 3060A focusing on foundational concepts and inquiry techniques in nursing research. Quantitative and qualitative methods are examined through individual and small group work in basic research utilization to identify best practices in health care.

**Prerequisite(s):** NRS 3060A and student must have successfully completed a Statistics course.

**NRS 4020 Caring Faithfully in the Community (4 Units)**

This course introduces the role of the nurse within the context of Christian service and caring. Students will explore the environmental, multi-cultural, and global issues related to nursing in the community as a vocational calling. The focus is on the health of populations with emphasis on epidemiology, health promotion, health protection, disease prevention, health policy, health care delivery systems, and cultural competency.

Core Competency: Oral Communication, Written Communication, and Critical Thinking.

**Corequisite(s):** NRS 4021 (not required for RN-MSN program)

\*\*BSN Essential: II, IV, V, VI, VII, VIII, IX



**NRS 4021 Caring Faithfully in the Community Practicum (1 Unit)**

This practicum will provide the opportunity for the student to analyze community/public health issues in a variety of contexts. An emphasis on critical synthesis from nursing and the social sciences as it relates to population health will focus on healthcare conditions associated with patients, families and communities.

Core Competency: Written Communication, Oral Communication, Critical Thinking. Credit/No Credit.

**Corequisite(s):** NRS 4020

\*\*BSN Essential: II, IV, I, VI, VII, VIII, IX

**NRS 4030 Leading Faithfully in Diverse Health Systems (4 Units)**

This course explores nursing theory as it relates to trends and issues in healthcare management including analysis and synthesis of the professional nurse role. Reflective practice will focus in leadership theories and styles within multiple healthcare environments. Content includes nursing theory as it relates to leadership/management principles, career development, communication, leading change, problem solving, decision making, coordinating client care, conflict management, interdisciplinary team approaches, cultural diversity, managing personal and organizational resources, legal, ethical and political influences on the professional nurse role.

Core Competency: Written Communication, Oral Communication, Critical Thinking, Quantitative Reasoning, and Information Literacy.

**Corequisite(s):** NRS 4031

**NRS 4031 Leading Faithfully in Diverse Health Systems Practicum (1 Unit)**

This practicum will provide the opportunity for the student to apply leadership principles in a variety of contexts.

Core Competency: Written Communication, Critical Thinking, Information Literacy. Credit/No Credit.

**Corequisite(s):** NRS 4030

\*\*BSN Essential: II, IV, V, VI, VII, VIII, IX

**NRS 4040 Capstone Inquiring Faithfully II: Evidence-Based Practice (4 Units)**

This culminating course will provide the learner with the opportunity to apply evidence-based principles to the work place. A project will demonstrate successful completion of learning outcomes for the university and School of Nursing. This course will apply the process of Evidence-Based Practice (EBP) and theoretical foundations. The EBP content will center on the development of clinical practice questions and review of the literature. Students will gain knowledge and develop skills to determine the quality of research evidence. Research evidence will also be explored for the proposed application to improve clinical practice.

Core Competency: Written Communication, Oral Communication, Critical Thinking, Quantitative Reasoning, and Information Literacy.

\*\*BSN Essential: I, II, III, IV, VI, VII, VIII, IX

## Criminal Justice

**SCJ 3000 Justice in a Complex Society (4 Units)**

An introduction to and comparative examination of the components of the justice process dealing with delinquent and criminal behavior. Examines criminally deviant behavior in a complex society.

**SCJ 3010 Criminology and Community Policing (4 Units)**

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

**Prerequisite(s):** Introduction to Sociology or equivalent.

**SCJ 3050 (A,B,C,D) Writing and Interviewing in the Criminal Justice Profession (1 Unit)**

A series of four one-unit skills course segments designed to develop essential skills and competencies required for daily performance of duties in various criminal justice careers. Incorporates basic concepts for collecting and documenting evidence and procedures. A series of competency based-courses for report writing, interviewing, and communication skills. SCJ3050A focus is writing. SCJ3050B focus is evidentiary and motivational interviewing. SCJ3050C focus is internal communication. SCJ3050D focus is communication and interaction with media, courts, and community.

Must be taken for a total of four (4) units.

**SCJ 3095 Research Methods for Criminal Justice (4 Units)**

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

**SCJ 4009 Criminal Law (4 Units)**

Foundations for understanding the historical development, philosophy of law and constitutional provisions, social forces and application to the administration of justice; study of events and trends relating to law. Explore underlying theoretical issues and examine crimes against persons, habitation, property and public order, and morals.

**Prerequisite(s):** Consent of instructor.

**SCJ 4010 Constitutional Foundations (4 Units)**

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

**SCJ 4050 Restorative Justice (4 Units)**

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

**Prerequisite(s):** Social Problems or equivalent course, or consent of instructor.

**SCJ 4072 Internship in Criminal Justice (2 Units)**

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

**Concurrent:** SCJ 4076

**SCJ 4076 Seminar for Criminal Justice (2 Units)**

As part of a capstone experience, this course draws on material learned in other courses, provides opportunity to integrate academic learning with personal and professional internship experiences. To be completed concurrently with 2-unit SCJ 4072 Internship.

**Concurrent:** SCJ 4072

## Writing

**WRT 3000 Professional Writing (3 Units)**

This course is designed to help students improve and polish their professional writing skills within their chosen profession. Specially, students will learn to write professional reports, and compose professional routine and persuasive letters. Throughout this course, students will learn how to leverage their strengths and skills on paper, in person, and online.

Must be successfully completed in order to advance to Term 1/Quad 2 courses in the RN to BSN program.

## Minimum Requirements for a Bachelor's Degree

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

- Students must complete all requirements for the degree within seven (7) years of initial matriculation.
- Satisfactory completion of a minimum of 120 semester units (courses numbered 1000 and above) including 25% upper-division units (courses numbered 3000 and above) and a minimum cumulative grade point average of 2.000 and all general core education requirements met (see Adult Undergraduate General Education (<https://pointloma-public.courseleaf.com/aug-catalog/adult-undergraduate-general-education/>)).
- Completion of an approved program of study in a major area with a minimum grade point average of 2.000 in the Point Loma Nazarene University major (program). Specific accredited programs may impose higher standards.
- If a minor is declared, a minimum GPA of 2.000. Specific programs may impose higher standards.
- Completion of a minimum of 25% of degree units in-residence. (Minimum is 30 units in-residence for RN-BSN students with Advanced Standing and 33 units in-residence for students with appropriate transfer credit from an accredited BSN program.)
- A maximum of 25% of required degree units (30 units) can be earned through the following non-traditional methods:
  - Testing (AP, CLEP, Dantes)
  - Military Courses
    - A maximum of 30 Military course transfer units will be awarded at admission as evidenced on an official Joint Services Transcript.
    - Military students will be informed of the total Military course transfer units to be applied toward the degree prior to admission.
  - Prior Learning recommended for university academic credit by the American Council on Education (ACE)<sup>1</sup> or the Council on Adult and Experiential Learning (CAEL)<sup>2</sup>
- Application for graduation must be made prior to the start of the final semester.

- Fulfillment of all academic and institutional requirements and obligations.
- Payment in full of all financial obligations to the University.
- All requirements must be completed prior to participation in Commencement ceremonies. If no more than nine (9) non-major/program units and zero (0) major/program units are lacking to complete the required 120 unit minimum with a corresponding approved completion plan, then you may apply to participate in Commencement.

<sup>1</sup> American Council on Education (ACE) (<https://www.acenet.edu/Research-Insights/Pages/Student-Support/Post-Traditional-Learners.aspx>) provides guidance on workplace learning.

<sup>2</sup> Credit for Prior Learning (CPL) is not credit for "life experience." It is credit for prior learning and students must demonstrate through a portfolio that learning has taken place. The faculty will evaluate the portfolio to determine how much credit should be given for the learning accomplished. Refer to the Council on Adult and Experiential Learning (CAEL) (<http://www.cael.org/pla.htm>) for examples of how this is described. To receive PLC credit students would enroll in a PLC assessment course to learn the portfolio submission process.

### Final Clearance

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

## Child Development, B.A.

### Mission

The Bachelor of Arts degree program in Child and Adolescent 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
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.

## Program Prerequisites

Incoming students are required to have completed the following courses with a grade of C or better prior to acceptance into this program:

- College Composition - 3 units (WRI 1010 or WRI 1015 or WRI 1016 at PLNU)
- Nutrition - transferrable level (NUT 1000 at PLNU)

First semester students must pass CDV 3023 and WRT 3001 as the first courses - with a grade of a C or better in order to take any other CDV course or move forward in the program.

Code	Title	Units
<b>Required Courses</b>		
BST 3004 (B,C,J,L, Biblical Perspectives (GE)		4
CDV 3003	Early Childhood Curriculum and Learning Theory	3
CDV 3023	Development of Children and Adolescents	3
CDV 3033	Adolescent Development in the Family Context	3
CDV 3043	Child and Adolescent Nutrition and Health	3
CDV 3053	Development of Children with Exceptionalities	3
CDV 3063	Parent Education and Family Development	3
CDV 4013	Development of Infants and Toddlers	3
CDV 4063	Administration and Supervision in Early Childhood Education	3
CDV 4073	Internship in Child Development	1-4
CDV 4083	Child Development, Family Systems, and Social Change	3
CDV 4091	Developmental Curriculum, Experiences, and Practices for Young Children	3
CDV 4093	Capstone Professional Development	2
WRT 3001	Writing for Child Development Professionals <sup>1</sup>	1
<b>Total Units</b>		<b>38-41</b>

<sup>1</sup> WRT 3001 can be waived if a student takes WRT 1000 at PLNU. External courses would not be eligible to waive WRT 3001.

**Note(s):** Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

## Computer Information Technology, B.A.

### Program Learning Outcomes

- 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).
- Students will understand the professional, ethical, legal, security, and social issues and responsibilities that come with the implementation and use of information technology.

### Graduates will be prepared for:

- entry level careers in information technology in business, government, and the non-profit sector; and
- graduate study in information technology and related fields.

## Program Prerequisite

A passing grade in a college level computer concepts course, equivalent technology course, or sufficient technology work experience. Students who do not meet this requirement may take the CIT 1053 IT Fundamentals course to meet the program prerequisite. This course will be offered online for students who need to take the course prior to enrolling in the program.

- CIT 1053 - IT Fundamentals (3)

Code	Title	Units
<b>Required Courses</b>		
BST 3004 (B,C,J,L, Biblical Perspectives (GE)		4
CIT 2014	Introduction to Hardware and Networking	4
CIT 2024	Introduction to Operating Systems and Security	4
CIT 2061	IT Fundamentals Exam Prep <sup>1</sup>	1
CIT 3011	A+ Exam Prep <sup>1</sup>	1
CIT 3034	Project Management	4
CIT 3054	Database Design	4
CIT 3064	Web Design and Scripting	4
CIT 4014	Web Programming	4
CIT 4024	Visual Programming	4
CIT 4034	Management of Information Systems	4
CIT 4081	Information Technology Project	1
Choose two (2) courses from the following:		8
CIT 3014	Networking	
CIT 3024	Security and Information Assurance	
CIT 3074	Cloud Computing	
<b>Elective Courses</b>		
Choose two (2) units from the following:		2
CIT 1041	Intermediate Excel	

CIT 3021	Network+ Exam Prep
CIT 3031	Security+ Exam Prep
CIT 3041	Project+ Exam Prep
CIT 3081	Cloud+ Exam Prep
CIT 4071	Information Technology Practicum
<b>Total Units</b>	<b>49</b>

<sup>1</sup> Students who already have this certification will be allowed to substitute an alternative one unit class.

**Note(s):** Up to 13 units of approved coursework may be transferred into this major.

## Computer Information Technology: Cyber Security, B.A.

### Program Learning Outcomes

- 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).
- Students will understand the professional, ethical, legal, security, and social issues and responsibilities that come with the implementation and use of information technology.

#### **Graduates will be prepared for:**

- entry level careers in information technology in business, government, and the non-profit sector; and
- graduate study in information technology and related fields.

### Introductory Courses

Students need to have taken introductory courses in each of the following:

- A+ Preparation
- Cyber Security Analyst
- Ethical Hacking or Penetration Testing

- Linux/Unix
- Networking
- Security
- Windows

Code	Title	Units
<b>Required Courses</b>		
CIT 3011	A+ Exam Prep <sup>1</sup>	1
CIT 3031	Security+ Exam Prep <sup>1</sup>	1
CIT 3034	Project Management	4
CIT 3054	Database Design	4
CIT 3064	Web Design and Scripting	4
CIT 3074	Cloud Computing	4
CIT 4014	Web Programming	4
CIT 4024	Visual Programming	4
CIT 4034	Management of Information Systems	4
CIT 4062	Topics in Cyber Security	2
CIT 4081	Information Technology Project	1
BST 3004 (B,C,J,L,N)	Biblical Perspectives (GE)	4
<b>Total Units</b>		<b>37</b>

<sup>1</sup> Students who already have this certification will be allowed to substitute an alternative one-unit class:

- CIT 1041 - Intermediate Excel (1)
- CIT 3021 - Network+ Exam Prep (1)
- CIT 3031 - Security+ Exam Prep (1)
- CIT 3041 - Project+ Exam Prep (1)
- CIT 3081 - Cloud+ Exam Prep (1)
- CIT 4071 - Information Technology Practicum (1#4)

## Integrated Studies with an Emphasis in Education, B.A.

Designed for working adults, the Integrated Studies with an Emphasis in Education major allows 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 campuses, is ideal for aspiring teachers wanting to teach K-12 students.

### 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 by 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 by Growing: In a Christ-centered faith community**

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

**Empower by Serving: In a context of Christian faith**

1. Evaluate personal, interpersonal, social strengths and weaknesses, and incorporate personal style to effectively and ethically influence the workplace.
- Multiple Subject Candidates (p. 23)
  - Single Subject Candidates (p. 23)

**Multiple Subject Candidates**

Code	Title	Units
<b>Common Courses</b> <sup>1,2</sup>		
EDT 3002	Foundations of Education and Learning Theory	3
EDT 3006	Principles of Language Acquisition	3
EDT 4004	Foundations of Special Education	3
EDT 4009	Classroom Assessment and Research Practices	3
EDT 4017 (A,B,C,D)	Teaching and Learning Capstone: Contemporary Issues in the Vocation of Education	0.5-2
<b>Multiple Subject Courses</b>		
EDT 3024	Differentiated Mathematics Instruction for All Learners	3
EDT 4010	Methods of Teaching Reading and Writing	3
EDT 4022	Interdisciplinary Approaches to Teaching in the Content Areas	3
<b>Total Units</b>		<b>21.5-23</b>

- <sup>1</sup> These common courses are required for a preliminary credential in Multiple/Single Subject.
- <sup>2</sup> All candidates who earn any of these preliminary credentials will have an English Learner Authorization listed on their credentials.

**Single Subject Candidates**

Code	Title	Units
<b>Common Courses</b> <sup>1,2</sup>		
EDT 3002	Foundations of Education and Learning Theory	3
EDT 3006	Principles of Language Acquisition	3
EDT 4004	Foundations of Special Education	3
EDT 4009	Classroom Assessment and Research Practices	3
EDT 4017 (A,B,C,D)	Teaching and Learning Capstone: Contemporary Issues in the Vocation of Education	0.5-2
<b>Single Subject Courses</b>		
EDT 4020	Literacy Instruction for Secondary Teachers	3
EDT 4021	General Methods for Secondary Teachers	3
Choose one (1) content-specific pedagogy course from the following: 3		
EDT 4032	Methods for Teaching Secondary Language Arts	
EDT 4033	Methods of Teaching Secondary Mathematics	
EDT 4034	Methods of Teaching Secondary Science	
EDT 4035	Methods for Teaching Secondary Social Science	
EDT 4036	Methods for Teaching Secondary Foreign Language	
EDT 4037	Methods for Teaching Secondary Visual Arts	
EDT 4038	Methods for Teaching Secondary Physical Education	

EDT 4039	Content-Specific Pedagogy for Secondary Teachers
EDT 4022	Interdisciplinary Approaches to Teaching in the Content Areas

**Total Units** **21.5-23**

- <sup>1</sup> These common courses are required for a preliminary credential in Multiple/Single Subject.
- <sup>2</sup> All candidates who earn any of these preliminary credentials will have an English Learner Authorization listed on their credentials.

**Clinical Practice Requirements**

All candidates for an initial preliminary credential must complete eight (8) units of Clinical Practice (Student Teaching) along with the required seminars for a total of ten (10) additional units.

An additional four (4) units of Clinical Practice is required for each credential added to an initial credential.

**Graduation Requirements**

In order to earn or receive a baccalaureate degree in the Integrated Studies with an Emphasis in Education, credential, or certificate under the Adult Degree Completion Program, a student must satisfy all of the following:

- Complete all program requirements, with no course grade lower than "C" and minimum resident GPA of 2.000 for units completed in the Point Loma Nazarene University major program. If the minimum grade is not met, courses may be repeated prior to the last semester. Military-benefit students should inquire with Military Services for further information.
- Filing of an Application for Degree Candidacy.
- Satisfactory completion of all applicable academic and program requirements.
- Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee.

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

In addition, to be eligible for a credential, candidates must take and pass the California Teacher Performance Assessments (CalTPAs), as well as the required testing for the credential as required by the California Commission on Teacher Credentialing (CTC).

**RN to BSN**

The RN to BSN degree program exists to provide students the opportunity to complete a degree. The schedule format of the program is designed to meet needs of the working nurse while responding to the ever changing marketplace. The curriculum is designed to build on the educational experience already achieved in preparing for the RN role. 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

**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.

**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 professional 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

**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

#### Early Acceptance

Early Acceptance (EA) into the RN to BSN program allows students to apply to PLNU while they are in the first year of their Community College Nursing program. The student will go through the application process with PLNU to take WRT 3000 and SCL 3002 (upon successful completion of WRT 3000) before ADN graduation.

- Completion of at least two full semesters in ADN program or proof of admission into a regionally accredited LVN/ADN program
- 3.000 cumulative overall GPA for provisional admittance as EA RN-BSN
- To be granted full acceptance upon return, after ADN completion:
  - Complete EA course(s) with “C” or better
  - Maintain minimum 2.750 cumulative GPA for the remainder of ADN program

## Advanced Standing

The RN to BSN Advanced Standing Program (ASP) allows students who have completed a baccalaureate degree in another discipline to waive six units of coursework within the RN to BSN program. These six units are comprised of the following two courses: WRT 3000 and SCL 3002.

## Program Eligibility

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.

## Nursing Requirements

All 3000-level nursing courses need to be successfully completed with a C or better prior to registering for 4000-level courses.

Code	Title	Units
<b>Required Courses</b>		
BST 3004 (B,C,J,L, Biblical Perspectives (GE)		4
NRS 3050	Communicating and Following Faithfully	4
NRS 3051	Communicating and Following Faithfully Practicum	1
NRS 3055	Changing Minds, Changing Lives	1
NRS 3060A	Inquiring Faithfully I: Nursing Research	1
NRS 3060B	Inquiring Faithfully I: Nursing Research	2
NRS 4020	Caring Faithfully in the Community	4
NRS 4021	Caring Faithfully in the Community Practicum	1
NRS 4030	Leading Faithfully in Diverse Health Systems	4
NRS 4031	Leading Faithfully in Diverse Health Systems Practicum	1

NRS 4040	Capstone Inquiring Faithfully II: Evidence-Based Practice	4
SCL 3002	Group and Organizational Behavior	3
SCL 4001	Cultural Influences in the Work Place	3
WRT 3000	Professional Writing	3
<b>Total Units</b>		<b>36</b>

- Have a cumulative college coursework GPA of at least 2.000
- Coursework must be from an accredited institution that meets approved requirements
- Coursework must be evidenced by an official transcript sent directly from each institution<sup>1</sup> attended

## Graduation Requirements

Thirty-six (36) units in residence at PLNU, or thirty (30) units for RN to BSN ASP students, are required for completion of this program. Additionally, there are core requirements listed for all Adult Degree Completion programs that need to be met in diverse areas to fulfill the PLNU liberal arts education model (i.e. communication/writing, humanities, mathematics, natural, social, and behavior sciences).

In order to earn or receive a baccalaureate degree in the RN-BSN program, credential, or certificate under the Adult Degree Completion Program, a student must satisfy all of the following:

- Complete all program requirements, with no course grade lower than "C" and minimum resident GPA of 2.000 for units completed in the Point Loma Nazarene University major program. If the minimum grade is not met, courses may be repeated prior to the last semester. Military-benefit students should inquire with Military Services for further information.
- Filing of an Application for Degree Candidacy.
- Satisfactory completion of all applicable academic and program requirements.
- Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee.

A minimum total number of 120 units is required for completion of the Bachelor of Nursing Science degree.

## Online Undergraduate Studies

### Mission Statement

The Online Undergraduate Studies programs exist to provide working adult students the opportunity to complete a quality college degree in a schedule and format particularly designed to meet their unique needs, responding to the unique and ever-changing needs in the marketplace. The curriculum for each major is interdisciplinary and liberal arts in nature. All courses are shaped by dialogue with Christian Scripture and tradition.

### Admissions Requirements

To be admitted to an Online Undergraduate Studies program the student must submit an application for admission and meet the following requirements:

1. For students with less than 6 semester units of completed college coursework:
  - Submit an official high school transcript with a minimum cumulative GPA of at least 2.000 (or equivalent) from an accredited institution that meets approved requirements
  - Submit an official transcript sent directly from each institution<sup>1</sup> attended
2. For students with more than 6 semester units of college coursework:

<sup>1</sup> Students seeking to receive credit at the university from an institution outside the United States are required to have their foreign transcript evaluated by a service that is a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators, Inc. (AICE); a detailed or course-by-course report is required.

An admissions advisor will assist with the development of a written pre-admission educational plan. Only courses from an accredited institution with an earned passing grade will be accepted by transfer.

The following 42 credit hours of general education<sup>1</sup> core requirements are required for graduation and it is advised that they be completed prior to beginning upper-division coursework:

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

<sup>1</sup> Missing General Education courses may be completed throughout the program after admittance, but the following must be completed prior to starting upper-division coursework:

1. At least 20 units of General Education
2. All pre-requisite courses that are not included in the upper-division requirements of the major.

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.

- Child Development, B.A. (p. 26)
- Criminal Justice, B.A. (p. 27)
- Public Administration, B.A. (<https://pointloma-public.courseleaf.com/aug-catalog/colleges-schools-departments/aus/ous/public-administration-ba/>)
- Strategic Communication, B.A. (p. 27)
- Strategic Communication Minor (p. 28)

## Minimum Requirements for a Bachelor's Degree

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

- Students must complete all requirements for the degree within seven (7) years of initial matriculation.
- Satisfactory completion of a minimum of 120 semester units (courses numbered 1000 and above) including 25% upper-division units (courses numbered 3000 and above) and a minimum cumulative grade point average of 2.000 and all general core education requirements met (see Adult Undergraduate General Education (p. 44)).
- Completion of an approved program of study in a major area with a minimum grade point average of 2.000 in the Point Loma Nazarene University major (program). Specific accredited programs may impose higher standards.
- If a minor is declared, a minimum GPA of 2.000. Specific programs may impose higher standards.
- Completion of a minimum of 25% of degree units in-residence. (Minimum is 30 units in-residence for RN-BSN students with Advanced Standing and 33 units in-residence for students with appropriate transfer credit from an accredited BSN program.)
- A maximum of 25% of required degree units (30 units) can be earned through the following non-traditional methods:
  - Testing (AP, CLEP, Dantes)
  - Military Courses
    - A maximum of 30 Military course transfer units will be awarded at admission as evidenced on an official Joint Services Transcript.
    - Military students will be informed of the total Military course transfer units to be applied toward the degree prior to admission.
  - Prior Learning recommended for university academic credit by the American Council on Education (ACE)<sup>1</sup> or the Council on Adult and Experiential Learning (CAEL)<sup>2</sup>
- Application for graduation must be made prior to the start of the final semester.
- Fulfillment of all academic and institutional requirements and obligations.
- Payment in full of all financial obligations to the University.
- All requirements must be completed prior to participation in Commencement ceremonies. If no more than nine (9) non-major/program units and zero (0) major/program units are lacking to complete the required 120 unit minimum with a corresponding approved completion plan, then you may apply to participate in Commencement.

<sup>1</sup> American Council on Education (ACE) (<https://www.acenet.edu/Research-Insights/Pages/Student-Support/Post-Traditional-Learners.aspx>) provides guidance on workplace learning.

<sup>2</sup> Credit for Prior Learning (CPL) is not credit for "life experience." It is credit for prior learning and students must demonstrate through a portfolio that learning has taken place. The faculty will evaluate the portfolio to determine how much credit should be given for the learning accomplished. Refer to the Council on Adult and Experiential Learning (CAEL) (<http://www.cael.org/pla.htm>) for examples of how

this is described. To receive PLC credit, students would enroll in a PLC assessment course to learn the portfolio submission process.

## Final Clearance

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

## Child Development, B.A.

### Mission

The Bachelor of Arts degree program in Child and Adolescent 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

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.

### Program Prerequisites

Incoming students are required to have completed the following courses with a grade of C or better prior to acceptance into this program:

- College Composition - 3 units (WRI 1010 or WRI 1015 or WRI 1016 at PLNU)
- Nutrition - transferrable level (NUT 1000 at PLNU)

First semester students must pass CDV 3023 and WRT 3001 as the first courses - with a grade of a C or better in order to take any other CDV course or move forward in the program.

Code	Title	Units
<b>Required Courses</b>		
BST 3004 (B,C,J,L, Biblical Perspectives (GE)		4
CDV 3003	Early Childhood Curriculum and Learning Theory	3
CDV 3023	Development of Children and Adolescents	3

CDV 3033	Adolescent Development in the Family Context	3
CDV 3043	Child and Adolescent Nutrition and Health	3
CDV 3053	Development of Children with Exceptionalities	3
CDV 3063	Parent Education and Family Development	3
CDV 4013	Development of Infants and Toddlers	3
CDV 4063	Administration and Supervision in Early Childhood Education	3
CDV 4073	Internship in Child Development	1-4
CDV 4083	Child Development, Family Systems, and Social Change	3
CDV 4091	Developmental Curriculum, Experiences, and Practices for Young Children	3
CDV 4093	Capstone Professional Development	2
WRT 3001	Writing for Child Development Professionals <sup>1</sup>	1
<b>Total Units</b>		<b>38-41</b>

<sup>1</sup> WRT 3001 can be waived if a student takes WRT 1000 at PLNU. External courses are not eligible to waive WRT 3001.

**Note(s):** Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

## Criminal Justice, B.A.

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.

Code	Title	Units
<b>Core Courses</b>		
BST 3004 (B,C,J,L, Biblical Perspectives (GE)		4
SCJ 3003	Justice in a Complex Society	3
SCJ 3013	Criminology	3
SCJ 3053	Writing and Interviewing in the Criminal Justice Profession	3
SCJ 3093	Research Methods for Criminal Justice	3
SCJ 4003	Social and Community Policing	3
SCJ 4013	Criminal Law	3
SCJ 4023	Constitutional Foundations	3
SCJ 4053	Restorative Justice and Victimology	3
SCJ 4072	Internship in Criminal Justice	2
SCJ 4073	Seminar for Criminal Justice	3
<b>Elective Courses</b>		
Choose one (1) course from the following:		3
SCL 3005	Social Stratification	
SCL 3060	Race and Ethnicity	
SCL 3063	The Color of Law	
<b>Total Units</b>		<b>36</b>

## Strategic Communication, B.A.

### Program Learning Outcomes

*Students who complete the Strategic Communication program will be able to:*

1. Learn basic theory and application or performance skills about and within the discipline of communication.
2. Use communication competently in a variety of complex environmental and social contexts.
3. Participate in the disciplines of communication in the collective community around them.
4. Display communication competence both verbally and nonverbally in interpersonal, small group, organizational, and intercultural contexts.
5. Demonstrate skills in the theoretical and/or historical critique of media. This includes the integration of a Christian worldview and ethical framework for viewing, interpreting, and critiquing media messages.

Code	Title	Units
<b>Required Courses</b>		
BST 3004 (B,C,J,L, Biblical Perspectives (GE)		4
CMT 1010	Foundations in Communication (GE)	3
CMT 1090	Elements of Interpersonal Communication	3
CMT 2000	Media and Society	3
CMT 2020	Small Group Communication	3
CMT 2050	Communication and Culture	3
CMT 2065	Investigating Communication	3
CMT 3030	Persuasion	3
CMT 3040	Organizational Communication	3
CMT 3045	Communicating Leadership	3
CMT 3080	Strategic Communication	3
CMT 3090	Public Relations	3
CMT 4000	Digital Communication	3

CMT 4021	Communication Internship	3
CMT 4040	Advanced Strategic Communication	3
<b>Total Units</b>		<b>46</b>

## Strategic Communication Minor

Code	Title	Units
<b>Required Courses</b>		
CMT 3030	Persuasion	3
CMT 3040	Organizational Communication	3
CMT 3080	Strategic Communication	3
CMT 3090	Public Relations	3
CMT 4000	Digital Communication	3
CMT 4040	Advanced Strategic Communication	3
<b>Total Units</b>		<b>18</b>

## Fermanian School of Business

As members of a vital Christian community, we strive:

### Mission

To provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

### Vision

To enable students to fully discover their purpose so that they can transform society, organizations, and people.

### Values

- **Character:** We value practicing humility, serving others, and living with integrity.
- **Professionalism:** We value respect for self and others, preparedness, timeliness, and follow-through.
- **Excellence:** We value academic rigor, quality work, critical thinking, and continuous improvement.
- **Relationships:** We value each other, diverse perspectives, and collegiality.
- **Commitment:** We value dedication, perseverance, engagement, and loyalty.
- **Innovation:** We value creativity, adaptability, and an entrepreneurial mindset.

### Administration

Dean: Daniel Bothe, D.B.A.

Vice Dean: Jamie McIlwaine, D.B.A.

Associate Dean: Frank Marshall, D.B.A.

### Accreditation

Point Loma Nazarene University, through its Fermanian School of Business, is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer the following business degrees:

- Bachelor of Business Administration (BBA)
- Master of Business Administration (MBA)
- Adult Undergraduate Business (p. 30)
  - Bachelor of Business Administration (BBA) with a Concentration in Management and Marketing (p. 30)
  - Organizational Leadership, B.A. (p. 32)
  - Management Minor (p. 33)
  - Marketing Minor (p. 34)
  - Organizational Leadership Minor (p. 34)

## Accounting

### BAC 2001 Principles of Financial Accounting (4 Units)

The theory and practice of accounting applicable to measuring, recording, and reporting business transactions for external users. Topics include generally accepted accounting principles with introductions to business ethics, the accounting process, financial statement preparation, merchandising operations, short-term liquid assets, fixed assets, inventories, current and long-term liabilities, and owner's equity.

**Prerequisite(s):** All students must have a laptop computer.

### BAC 2002 Principles of Managerial Accounting (3 Units)

A study of accounting information systems used to assist decision makers through identifying, measuring, and processing relevant information and communicating the information through reports. Topics include cost concepts and allocations, cost volume profit analysis, budgeting, performance measurement and evaluation techniques, short run decision analysis, pricing decisions, and capital investment analysis.

**Prerequisite(s):** BAC 2001

## Business Administration

### BBU 1000 Introduction to Business and Systems (3 Units)

This course provides a foundation for making good business decisions from a Christian perspective, focusing on more than the bottom line. Topics include forms of business ownership, management, marketing, accounting, finance, and information systems. An emphasis is placed on career and calling within business.

### BBU 2001 Legal Environment of Business (3 Units)

This course provides a comprehensive overview of legal issues encountered in business. Topics include the legal system, contracts, torts, product liability, intellectual and property rights, cyber crime, fraud, organizational forms, corporate formation and finance, securities law, business ethics, and corporate governance.

### BBU 3010 Data-Driven Decision Making (3 Units)

This course explores how leaders can use data to inform the decision making process. Topics include identifying the right information, eliminating bias, understanding predictive analytics, data visualization, communicating uncertainty, and addressing challenges to your data. An emphasis is placed on basic methods of gathering, analyzing, and communicating data.



**BBU 3013 Business Communication (3 Units)**

With an emphasis on speaking and writing in the business field, this course is designed to help students improve and polish their professional communication skills in the workplace. In this course, students learn the skills needed to secure employment and communicate effectively in a professional business setting. Specifically, students learn to create an impressive resume, write and deliver various professional reports, effectively interview for employment, compose professional routine and persuasive letters, conduct informational interviews, and create professional portfolios. Students exit the course with the professional communication skills needed to stand out in the business world and in the job search process.

**BBU 4080 International Business (3 Units)**

This course provides an overview of business strategies, challenges and opportunities that exist in a global business environment. Students will explore the various economic, political, legal, social, and cultural contexts in which international businesses operate. In addition, students will develop a global business strategy, participate in a cross-cultural experience, and complete an in-depth research project on a specific country. Emphasis will be given to cross-cultural issues in management, marketing, and business ethics in an international setting.

**Prerequisite(s):** BMG 2012

**BBU 4089 Business Practicum (1-3 Units)**

This course requires on-the-job experience in the business field where students exercise decision-making skills, problem-solving skills, communication skills, and business knowledge acquired in the student's academic program. In addition, students create a professional portfolio including cover letter, resume, letters of recommendation, personal background, target industry information, work samples, and business practicum reports/evaluations.

Credit/No Credit.

**Prerequisite(s):** BBU 3013

**BBU 4090 Special Topics in Business Administration (1-3 Units)**

Study in a special topic under the direction of a faculty member.

May be repeated up to a total of six (6) units.

**Prerequisite(s):** Consent of Program Director or Dean.

## Finance

**BFN 3035 Business Finance (3 Units)**

This course provides an introduction to the principles that guide the financial management of a business enterprise, with an emphasis on decision making and value creation. Topics include financial analysis, time value of money, risk and return, security valuation, capital budgeting, cost of capital, forecasting and dividend policy.

**Prerequisite(s):** Completion of the following courses with a grade of C- or better: Business Math or Calculus, Statistics, Microeconomics, Financial Accounting, and Managerial Accounting.

## Leadership

**BLD 4012 Leadership Theory and Practice (3 Units)**

This course provides an overview of a wide variety of leadership theories, concepts, and practices. Topics include the historical examination of leadership models, contributions of leaders to a modern society, and practical application of leadership. Emphasis is placed upon personal leadership development, including the analysis of leadership styles utilizing self-assessments.

**Prerequisite(s):** BMG 2012

**BLD 4020 Cultural Influences and Diversity in the Workplace (3 Units)**

This course examines cultural influences and differences, in addition to issues of diversity, equity, and inclusion. Students will learn how to develop increased awareness and appreciation for diverse backgrounds in order to foster collaborative relationships and environments. Emphasis is placed on developing cultural intelligence and strategies to lead diverse teams.

**Prerequisite(s):** BLD 4012

**BLD 4030 Organizational Leadership Communication (3 Units)**

This course explores the principles of communication and interpersonal relations in organizations. Topics include intentional listening, non-verbal communication, constructive feedback, and conflict resolution. An emphasis is placed on utilizing communication theories and strategies to effectively communicate between individuals, across groups, and within organizations.

**Prerequisite(s):** BLD 4012

**BLD 4040 Leading Teams in Organizations (3 Units)**

This course is a study of leadership and group dynamics to cultivate and promote teamwork in traditional and virtual settings. Topics include understanding and managing the internal dynamics of teams, examining dysfunctional dynamics and processes, and facilitating the creation of teams. Emphasis is placed on developing leadership knowledge and skills to build thriving teams in contemporary organizations.

**Prerequisite(s):** BLD 4012

**BLD 4050 Leading Organizational Change (3 Units)**

This course examines the emotional, theoretical, and practical issues of leading organizations through change. Topics include the nature of change, responses and resistance to change, ownership of change, and creating a culture of change. Emphasis is placed on understanding change theories and strategies to lead people through change.

**Prerequisite(s):** BLD 4012

**BLD 4060 Leading Innovation (3 Units)**

This course provides an understanding of the critical role of leaders in fostering a creative work environment to support innovation. Topics include developing innovative solutions, building an innovative culture, becoming a learning organization, and developing innovation capacity and capability. An emphasis is placed on driving organizational innovation.

**Prerequisite(s):** BLD 4012 or consent of instructor.

**BLD 4070 Leading Through Organizational Crisis (3 Units)**

This course explores how leadership is utilized in crisis. Students will examine practical challenges to avert, respond, recover, and mitigate crises while managing internal and external factors. An emphasis is placed on situational awareness, overseeing transition, and dealing with conflict in order to create stronger and more resilient organizations post-crisis.

**Prerequisite(s):** BLD 4012

**BLD 4090 Special Topics in Organizational Leadership (1-3 Units)**

Study in a special topic under the direction of a faculty member.

May be repeated up to a total of six (6) units.

**Prerequisite(s):** Consent of Program Director or Dean.

## Management

**BMG 2012 Principles of Management (3 Units)**

A study of the manager's role in the organization, including the tasks of planning, organizing, leading, and controlling. Topics include an introduction to change and innovation, corporate culture, global business, ethics, corporate social responsibility, organizational structure, decision-making, human resources and leadership.

**BMG 3020 Organizational Behavior (3 Units)**

This course is a study of human behavior in social organizations, with a focus on the environment, structure, and human behavior at the individual, group, and organizational level. Emphasis is on acquiring skills and analytical concepts to improve organizational relationships and effectiveness.

**Prerequisite(s):** BMG 2012

**BMG 3074 Human Resources Management (3 Units)**

This course provides an overview of the human resources function in organizations, and related elements and activities. Topics include talent acquisition, compensation, performance appraisal, employment law, training and development, labor relations, and industrial organizational psychology.

**Prerequisite(s):** BMG 2012

**BMG 4084 Operations Management (3 Units)**

This course provides an analysis of the information support systems which aid the manager in the decision-making process. Topics include supply chain, project and operations management, allocation of resources, planning, and financial analysis.

**Pre or Corequisite(s):** BLD 4012, BMG 3020, BMG 3074

**BMG 4088 Strategic Management (3 Units)**

This course serves as a capstone experience for business students. It seeks to integrate the diverse areas of business study through formal instruction, a competitive business simulation, case analysis and in-depth analysis of current problems facing businesses. Consideration is also given to the policy development process, corporate social responsibility, and the highest purposes of business.

**Prerequisite(s):** BFN 3035

## Marketing

**BMK 3032 Principles of Marketing (3 Units)**

A study of the role of marketing in the organization, in society, and in a global economy. Topics include market analysis, consumer and business marketing, product planning, pricing, distribution, promotion, and ethical issues. Special emphasis will be given to marketing strategy formulation.

**BMK 3033 Consumer and Organizational Buying Behavior (3 Units)**

A study of how individuals process information and make purchase decisions. Topics include internal influences such as consumer psychology and personality, and external influences such as social environment and situational influences. A qualitative research study will provide special emphasis on understanding buying behavior to develop a marketing strategy.

**Prerequisite(s):** BMK 3032

**BMK 3036 Integrated Marketing and Sales Communications (3 Units)**

A study of the marketing and sales communication functions. Topics include creative strategy and content, advertising media strategy and selection, public relations, sales promotions, personal selling theory, and ethics in marketing communication. Special emphasis will be given to developing an integrated marketing communications plan and a corresponding sales presentation to a client.

**Prerequisite(s):** BMK 3032

**BMK 3050 Digital Marketing Essentials (3 Units)**

A study of digital marketing theory, issues, strategies, practical uses and channels. Topics include the various digital elements of marketing variables, e-consumer behavior, website development design and implementation, analytics measurement, search engine marketing, mobile marketing and social media platforms to develop customer relationships.

**Prerequisite(s):** BMK 3032

**BMK 4050 Digital Marketing Content (3 Units)**

A study of digital marketing content issues relevant to marketers. Topics include content development and campaign execution for digital marketing channels, driving online traffic, generating leads and converting leads into customers.

**Prerequisite(s):** BMK 3032 and BMK 3050

## Business Ethics

**ETH 3001 Foundations of Ethics (1 Unit)**

This course provides an introduction to foundational theories and problems in moral philosophy. Emphasis will be given to the study of major Western ethical theories and important moral philosophers.

**ETH 4001 Applications of Ethics (1 Unit)**

This course explores a process for ethical decision making in order to develop a stakeholder approach to leadership. Focus will be given to creating a framework for evaluating ethical choices and applying that framework to ethical dilemmas in organizations.

**Prerequisite(s):** ETH 3001

**ETH 4011 Organizational Ethics (2 Units)**

This course provides an introduction to foundational theories and problems in moral philosophy and explores a process for ethical decision making in order to develop a stakeholder approach to leadership in organizations. Emphasis will be given to the study of major Western ethical theories and important moral philosophers, and to creating a framework for evaluating ethical choices and applying that framework to ethical dilemmas in organizations.

**ETH 4050 Leading with Integrity (1 Unit)**

This course studies how organizations are positively impacted by leaders with integrity that base their actions and decisions on character. Students will explore how character-grounded ethical decision making relates to leadership through the examination of a broad spectrum of leaders that have addressed moral issues in the execution of their duties.

## Business Sustainability

**SUS 4075 Sustainability in Action (3 Units)**

This course explores the principles and practices of sustainability in the home, in organizations, in local communities, and as national and world citizens. Topics include current environmental challenges, a critique of current cultural and societal practices as they impact the environment, the biblical foundation for creation care, and, in particular, practical steps that can be taken as individuals and in association with others that improve our care for creation.

## Adult Undergraduate Business

### Bachelor of Business Administration (BBA) with a Concentration in Management and Marketing

The Bachelor of Business Administration (BBA) with a Concentration in Management and Marketing provides students who attain an Associate of Science in Business Administration degree or complete equivalent coursework with a means to complete a quality four-year bachelor's degree in business. Students who complete the BBA will be prepared to lead organizations through core knowledge in management and marketing, and skilled business practices including critical analysis, communication, problem solving and ethical values.

The BBA with a Concentration in Management and Marketing is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

## Program Learning Outcomes

*Students who complete the Bachelor of Business Administration with a Concentration in Management and Marketing will be able to:*

- Exhibit general knowledge of theories and practices in the core areas of business.
- Critically analyze and apply business knowledge to solve complex business situations.
- Demonstrate effective business communication through both written and verbal means.
- Formulate decisions informed by ethical values.
- Collaborate effectively in teams.
- Exhibit an in-depth knowledge of management theory.
- Propose organizational improvements using management knowledge and concepts.
- Exhibit an in-depth knowledge of marketing theory and concepts.
- Evaluate an integrated marketing communication plan using marketing knowledge and concepts.

## Admissions Requirements

To be admitted to the first 60 semester units of the Bachelor of Business Administration (BBA) with a Concentration in Management and Marketing program, the following admission requirements must be met:

1. For all students with less than 24 semester units of completed college coursework, possess an official high school diploma:
  - with a minimum cumulative GPA of at least 2.500
  - from an accredited institution that meets approved requirements
  - as evidenced by an official transcript sent direction from each institution attended.
2. Students transferring into the BBA program may have some of their requirements met by classes taken at other institutions. Any previous college coursework transferred into the BBA program must:
  - have a combined coursework minimum cumulative GPA of at least 2.500
  - be from an accredited institution that meets approved requirements
  - be evidenced by an official transcript sent directly from each institution attended<sup>1</sup>.
3. Submit an application for admission.
4. Complete an interview with the Associate Dean.

For those students only completing their second 60 semester units of the Bachelor of Business Administration (BBA)<sup>2</sup> with a Concentration in Management and Marketing program at PLNU, the following admission requirements must be met:

1. Complete an Associates degree in Business Administration containing 60 units of business core and general education or equivalent coursework that meets approved requirements (first 60 semester units):
  - with a minimum cumulative GPA of at least 2.500
  - from an accredited institution that meets approved requirements
  - as evidenced by an official transcript sent directly from each institution attended<sup>3</sup>.

2. Submit an application for admission.
3. Complete an interview with the Associate Dean.

<sup>1</sup> Only courses from a regionally accredited institution will be considered for transfer.

<sup>2</sup> A total of 21 units of the required first 60 units may be completed after admittance to the second 60 semester units of the BBA.

<sup>3</sup> Only courses from a regionally accredited institution will be considered for transfer.

**Note(s):** All students are expected to have some proficiency with computer technology (email, Internet, spreadsheets and word processing) and own their own personal notebook computer for the duration of their enrollment in the program.

## First 60 Semester Units

The first 60 semester units of the Bachelor of Business Administration (BBA) with a Concentration in Management and Marketing may be satisfied with the completion of an Associates degree in Business Administration containing 60 units of business core and general education or equivalent coursework that meets approved requirements. The approved requirements include the following business core and general education coursework:

### Business Core

The following 25 credit units of business core requirements are required for graduation:

1. Introduction to Business or Information Systems - 3 semester units
2. Economics - 6 semester units (of which one course must be in macroeconomics and one course must be in microeconomics)
3. Accounting - 7 semester units (of which one course must be in financial accounting and one course must be in managerial accounting)
4. Business Law - 3 semester units
5. Math - 6 semester units (of which one course must be college algebra or higher and one course must be statistics)

### General Education

The following 36 credit units of general education core requirements are required for graduation:

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

## Second 60 Semester Units

Students may begin the second 60 semester units of coursework as long as 39 units of the required first 60 semester units are complete. The following outlines the courses required for the second 60 semester units.

Code	Title	Units
<b>Core Courses</b>		
BBU 3013	Business Communication	3
BBU 4080	International Business	3
BBU 4089	Business Practicum	3
BFN 3035	Business Finance	3
BMG 2012	Principles of Management	3
BMG 4088 and BMG 4088L	Strategic Management and Strategic Management Lab	3
BMK 3032	Principles of Marketing	3
<b>Management Courses</b>		
BLD 4012	Leadership Theory and Practice	3
BMG 3020	Organizational Behavior	3
BMG 3074	Human Resources Management	3
BMG 4084	Operations Management	3
<b>Marketing Courses</b>		
BMK 3033	Consumer and Organizational Buying Behavior	3
BMK 3036	Integrated Marketing and Sales Communications	3
BMK 3050	Digital Marketing Essentials	3
BMK 4050	Digital Marketing Content	3
<b>Other Courses</b>		
BBU 3010	Data-Driven Decision Making	3
BLD 4060	Leading Innovation	3
BST 3004 (B,C,J,L)	Biblical Perspectives (GE)	4
SUS 4075	Sustainability in Action	3
Choose one (1) of the following:		2
ETH 3001 and ETH 4001	Foundations of Ethics and Applications of Ethics	
ETH 4011	Organizational Ethics	
<b>Total Units</b>		<b>60</b>

## Graduation Requirements

In order for a student to earn and receive the Bachelor of Business Administration (BBA) with a Concentration in Management and Marketing, all of the following requirements must be met:

1. A total of 120 semester units must be earned with an overall 2.000 grade point average and all general education requirements met.
2. Completion of an Associates degree in Business Administration, containing 60 semester units of business core and general education or equivalent coursework that meets approved requirements (first 60 semester units). For certain community colleges, students in the PLNU BBA Program at the same location in which they completed their Associates degree coursework will be required to have their Associates degree conferred before graduating with their PLNU BBA degree.
3. Completion of the required second 60 semester units in the Bachelor of Business Administration (BBA) with a Concentration in Management and Marketing from Point Loma Nazarene University with a minimum grade of "C" in each course and an overall 2.750

grade point average for all units in residency. Students may repeat courses in which they earn a grade lower than C a maximum of two times.

4. Application for graduation must be made prior to the start of the final semester. All program requirements must be complete prior to participation in Commencement ceremonies. All candidates must complete all program courses to participate unless all of the following are met.
  - There are no more than six (6) units lacking to complete the required 120 unit minimum, and
  - There is an approved plan to complete remaining units in the immediately following term.
5. Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee.

## Organizational Leadership, B.A.

The Bachelor of Arts in Organizational Leadership (BAOL) provides students the opportunity to learn how to become effective leaders across organizations and industries. Students who complete the BAOL will be prepared to lead organizations through core knowledge in leadership and management, innovation, organizational change, crisis management, communication, cultural influences and diversity, and leading teams.

## Program Learning Outcomes

*The Point Loma Nazarene University Bachelor of Arts in Organizational Leadership graduate is prepared to:*

1. Identify leadership theories and practices to address issues in various contexts and organizations.
2. Demonstrate greater self-awareness of strengths, abilities, and limitations in group and organizational settings.
3. Demonstrate communication skills needed to engage collaboratively with professionals in a variety of disciplines and industries.
4. Identify how effective leaders continually adapt to change, manage relationships, and utilize ethical principles within the context of diverse cultural environments.
5. Apply leadership knowledge and skills to influence positive change in organizations.

## Admissions Requirements

To be admitted to the BAOL, the student must submit an application for admission and meet the following requirements:

1. For students with less than six (6) semester units of completed college coursework:
  - Submit an official high school transcript with a minimum cumulative GPA of at least 2.000 (or equivalent) from an accredited institution that meets approved requirements.
  - Submit an official transcript sent directly from each institution<sup>1</sup> attended.
2. For students with more than six (6) semester units of completed college coursework:
  - Have a cumulative college coursework GPA of at least 2.000.
  - Coursework must be from an accredited institution that meets approved requirements.
  - Coursework must be evidenced by an official transcript sent directly from each institution<sup>1</sup> attended.



<sup>1</sup> Students seeking to receive credit at the university from an institution outside the United States are required to have their foreign transcript evaluated by a service that is a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators, Inc. (AICE); a detailed or course-by-course report is required.

An admissions advisor will assist with the development of a written pre-admission educational plan. Only courses from an accredited institution with an earned passing grade will be accepted by transfer.

The following 36 credit hours of general education<sup>1</sup> core requirements are required for graduation and it is advised that they be completed prior to beginning upper-division coursework:

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

<sup>1</sup> Missing General Education courses may be completed throughout the program after admittance, but the following must be completed prior to starting upper-division coursework:

1. At least 20 units of General Education
2. All prerequisite courses that are not included in the upper-division requirements of the major.

Code	Title	Units
<b>Required Courses</b>		
BBU 3010	Data-Driven Decision Making	3
BLD 4012	Leadership Theory and Practice	3
BLD 4020	Cultural Influences and Diversity in the Workplace	3
BLD 4030	Organizational Leadership Communication	3
BLD 4040	Leading Teams in Organizations	3
BLD 4050	Leading Organizational Change	3
BLD 4060	Leading Innovation	3
BLD 4070	Leading Through Organizational Crisis	3
BMG 2012	Principles of Management	3
BMG 3020	Organizational Behavior	3
BMG 3074	Human Resources Management	3
BMG 4084	Operations Management	3
BMK 3032	Principles of Marketing	3
BST 3004 (B,C,J,L,N)	Biblical Perspectives (GE)	4
ETH 4011	Organizational Ethics	2
SUS 4075	Sustainability in Action	3
<b>Total Units</b>		<b>48</b>

## Graduation Requirements

In order for a student to earn and receive the BAOL, all of the following requirements must be met:

1. A total of 120 semester hours must be earned with an overall 2.000 grade point average and all general education requirements met (See Admission Requirements).
2. Complete all program requirements, with a minimum resident GPA of 2.000 for units completed in the Point Loma Nazarene University major program.
3. In addition to the units earned through the BAOL, additional semester units must be earned to meet the degree completion requirements of 120 total semester units. A maximum of 24 units can be earned through the following non-traditional methods:
  - a. Testing (AP, CLEP, Dantes)
  - b. Military Courses
    - i. A maximum of six (6) Military course transfer units can be awarded at admission as evidenced on an official Joint Services Transcript.
    - ii. Students may petition to have up to an additional eighteen (18) units of Military course credit upon the completion of two semesters at PLNU.
  - c. Prior Learning recommended for university academic credit by the 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. If no more than nine (9) units are lacking to complete the required 120 unit minimum, application to participate in Commencement 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 <https://www.acenet.edu/Research-Insights/Pages/Student-Support/Post-Traditional-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 CPL credit students would enroll in a CPL assessment course to learn the portfolio submission process.

**Note:** The B.A. in Organizational Leadership is an approved program under PLNU's WASC Regional Accreditation, WSCUC. Since it is not a business degree, it is not an Accreditation Council for Business Schools and Programs (ACBSP) approved program.

## Management Minor

The minor in Management consists of six (6) required courses. All courses required for the minor must be completed with a grade point average of 2.000 or above.



Code	Title	Units
<b>Required Courses</b>		
BBU 3010	Data-Driven Decision Making	3
BLD 4012	Leadership Theory and Practice	3
BMG 2012	Principles of Management	3
BMG 3020	Organizational Behavior	3
BMG 3074	Human Resources Management	3
BMG 4084	Operations Management	3
<b>Total Units</b>		<b>18</b>

## Marketing Minor

The minor in Marketing consists of six (6) required courses. All courses required for the minor must be completed with a grade point average of 2.000 or above.

Code	Title	Units
<b>Required Courses</b>		
BBU 3010	Data-Driven Decision Making	3
BMK 3032	Principles of Marketing	3
BMK 3033	Consumer and Organizational Buying Behavior	3
BMK 3036	Integrated Marketing and Sales Communications	3
BMK 3050	Digital Marketing Essentials	3
BMK 4050	Digital Marketing Content	3
<b>Total Units</b>		<b>18</b>

## Organizational Leadership Minor

The minor in Leadership consists of six (6) required courses. All courses required for the minor must be completed with a grade point average of 2.000 or above.

Code	Title	Units
<b>Required Courses</b>		
BMG 2012	Principles of Management	3
BMG 3020	Organizational Behavior	3
BLD 4012	Leadership Theory and Practice	3
Choose three (3) courses from the following:		9
BLD 4020	Cultural Influences and Diversity in the Workplace	
BLD 4030	Organizational Leadership Communication	
BLD 4040	Leading Teams in Organizations	
BLD 4050	Leading Organizational Change	
BLD 4060	Leading Innovation	
BLD 4070	Leading Through Organizational Crisis	
<b>Total Units</b>		<b>18</b>

## Academic and General Policies

### 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 who opt for a subsequent catalog, however, must notify their Success Coach or Program Director and meet all requirements in that catalog. Students whose enrollment is not continuous (i.e., not enrolled for more than three full semesters) 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.

## Maximum and Minimum Course Loads

The maximum course load is 18 units. Overloads may be carried with the written approval of the Dean of the College of Extended Learning on the recommendation of the academic unit leader. This must be filed with the Office of Records prior to the applicable registration period. If a student has failed a PLNU course or is on academic probation the academic unit leader, in consultation with One Stop: Financial, can limit the number of units in a given term. For financial aid purposes, a full-time course load for undergraduate students is twelve units per semester; a three-quarter course load is nine units; and a half-time course load is six units. For further information regarding financial aid, students should contact their One Stop: Financial representative.

## Transcripts

A complete and official transcript of coursework is available in the Office of Records. There is a nominal fee for an official transcript. Please contact the Office of Records for more information. 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 in Workday (<http://workday.pointloma.edu/>). The university reserves the right to cancel any class with insufficient enrollment and make necessary changes in its schedule and programs.

## Course Numbering System

Course Number	Classification	Level
1000-2999	Lower-division courses open to undergraduate students	
3000-3999	Upper-division courses open to undergraduate students	

## Prerequisite/Co-Requisite

Some courses listed in this 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.

## 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.

## State Authorization: Online Course Enrollment and Physical Location

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct educational activities regulated by that state. In certain states and U.S. Territories outside California, Point Loma Nazarene University is not authorized to enroll online students. Students not residing in California are required to update their physical locations, and must also report whether they plan to travel or move during an online course. The definition of physical location and the policy on monitoring physical location are noted below.

### Definition of Physical Location

The physical location of each student enrolled at the University is defined as physical location, not state of residency. Physical locations are reported and monitored during the Admissions process, Registration process, and online course enrollment.

### Policy on Monitoring Physical Location

Students must disclose their physical locations to the Office of Records prior to program and online course enrollment, and disclose any changes in their physical locations to PLNU during enrollment.

## Add/Drop Policy

**Adding a Class.** The deadline for students to register for courses is prior to the first day of class. Exceptions to this deadline will only be considered if students have extenuating circumstances beyond their control with the approval of the school dean/department chair and the Dean of the College of Extended Learning. Documentation 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 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.

## 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 for First Offense

The following response procedure must be used by faculty or administrators who discover a violation of academic honesty in current or previous courses.

1. *Fact-Finding:* The instructor or administrator should attempt to speak or otherwise communicate informally with the student as the first step.
2. *Internal Communications:* The instructor must inform in writing the academic unit leader and dean (who oversees the instructor and course in which the violation occurred) about the violation. The dean must then contact the Vice Provost for Academic Administration and inquire whether the student engaged in any prior incidents of academic dishonesty. If so, the instructor and academic unit leader should follow the process outlined below under *Repeat Offense(s)*. Otherwise, continue to follow the first offense response procedure.
3. *Notice of Decision to Student:* Once the violation is discovered, the instructor will send a written communication to the student regarding the incident and the consequences. Instructors can give students a lower grade (including an "F") on a specific assignment or a lower grade (including an "F") in the course as a consequence of a violation of academic honesty. The written communication should inform the student of the right to appeal and provide a link to the appeal procedure from the appropriate catalog. The communication should also inform the student that (i) a repeated violation of academic honesty may result in probation, suspension, administrative withdrawal or expulsion from the university, and/or (ii) depending on the gravity of the offense, a first violation of academic honesty may also result in probation, suspension, administrative withdrawal or expulsion from the university, in the discretion of the Vice Provost for Academic Administration (see No. 5 below). In cases of academic identity fraud, the violation(s) could be interpreted as a criminal offense and could result in criminal charges as well as administrative withdrawal from Point Loma Nazarene University.
4. *Notice to PLNU Administration:* The instructor must send in writing a report of the incident to the academic unit leader, dean, and the Vice Provost for Academic Administration. The report should include a description of the violation, the evidence of the violation, and the action taken. The official record of the incident and any appeals is maintained by the Office of the Vice Provost of Academic Administration.
5. *Further Action:* Upon receiving notice from the instructor of a violation of academic honesty, the Vice Provost for Academic Administration may, at their discretion, based on the gravity of the offense and its surrounding circumstances, determine to impose additional consequences on the student, including without limitation probation, suspension, administrative withdrawal or expulsion from the university. If the Vice Provost for Academic Administration takes such further action, they shall notify the student in writing within two (2) business days of receiving the instructor's decision.

## Appeal Procedure

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

Appeals must address at least one of the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the student conduct process (e.g., substantiated bias, material deviation from established policy or procedures).
- The discovery of new evidence which is demonstrated to have been unknown or unavailable after reasonable diligence during the underlying student conduct process that could substantially impact the original finding or consequence. A summary of this new evidence, explanation of how and why it was unknown or unavailable before, and its potential impact must be included in the appeal.
- Why the resulting sanction(s) are unfair or arbitrary. Note that the appeal must be in regard to the stated standards and not due to professional judgment.

The written letter of appeal must specifically address at least one of the grounds for appeal noted above.

Note that some violations may be considered ineligible for appeal, in the discretion of the Vice Provost for Academic Administration. Such violations could include without limitation those that involve or impact the health, safety, or security of any member of the PLNU community.

1. *Written Appeal to School or College Dean:* The student should present an appeal of the penalty in writing within ten (10) business days of receiving the instructor's or Vice Provost for Academic Administration's decision, whichever is later, including all documents and evidence supporting the appeal, to the Vice Provost for Academic Administration who will send the appeal to any two uninvolved school or college deans. The deans will review the appeal and send a written ruling to the student, instructor, and Vice Provost for Academic Administration. The Provost will make a final decision in cases where there is a split vote. The appeal decision reached by the deans is final.

## Response Procedure for Repeated Offense(s)

The following response procedure, after completing Items 1 and 2 from the First Offense Response Procedure as noted above, must be used by faculty or administrators who discover a repeated offense of a violation of academic honesty in current or previous courses.

1. *Initial Notice to Student:* If a prior offense of academic dishonesty has been noted, the school or college dean must notify the student in writing that such prior offense(s) will be included and evaluated by the dean when considering the consequence that should be imposed with respect to the current offense.
2. *Evaluation:* The school or college dean must consult with the instructor about the current incident of academic dishonesty and the instructor's recommendations regarding the consequences for the current violation. The school or college dean may also, at their discretion, consult with the Vice Provost of Academic Administration or others in order to evaluate the current incident and any prior offenses of academic dishonesty committed by the student. Depending upon the gravity of the incident or pattern of incidents of academic honesty violations and the circumstances surrounding the current and prior offenses of academic dishonesty, such consequences may include, without limitation, probation, suspension administrative withdrawal or expulsion from the university. In cases of academic identity fraud, the violation(s) could be interpreted as

a criminal offense and could result in criminal charges as well as administrative withdrawal from Point Loma Nazarene University.

3. *Notice of Decision to Student:* The school or college dean will communicate their decision and the consequences in writing to the student. The written communication should inform the student of the right to appeal and provide a link to the appeal procedure from the appropriate catalog.

### Appeal Procedure

The following appeal procedure must be used by a student who wishes to appeal consequences associated with a finding of a repeated offense(s) of academic dishonesty.

Appeals must address at least one of the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the student conduct process (e.g., substantiated bias, material deviation from established policy or procedures).
- The discovery of new evidence which is demonstrated to have been unknown or unavailable after reasonable diligence during the underlying student conduct process that could substantially impact the original finding or consequence. A summary of this new evidence, explanation of how and why it was unknown or unavailable before, and its potential impact must be included in the appeal.
- Why the resulting sanction(s) are unfair or arbitrary. Note that the appeal must be in regard to the stated standards and not due to professional judgment.

Note that some violations may be considered ineligible for appeal, in the discretion of the Vice Provost for Academic Administration. Such violations could include without limitation those that involve or impact the health, safety, or security of any member of the PLNU community.

1. *Written Appeal to Neutral Dean:* The student should submit to the Vice Provost for Academic Administration a written appeal of the dean's decision including all document and evidence supporting the appeal within ten (10) business days of receiving the dean's decision. The Vice Provost for Academic Administration will select a neutral academic dean to review the appeal. This dean will send a written notice of the decision on the appeal to the student, instructor, original dean, and Vice Provost for Academic Administration.
2. *Administrative Committee:* If the student isn't satisfied with the dean's decision from Step 1 above, the student may submit a further written appeal including all documents and evidence supporting the appeal, to the Vice Provost for Academic Administration within ten (10) business days of receiving the dean's decision on the appeal. The Vice Provost for Academic Administration will distribute the appeal to an administrative committee comprising an uninvolved dean, a member of the Graduate and Extended Studies Committee appointed by the Provost, and the Vice Provost for Academic Administration or designee. The appeal decision reached by this committee is final.

## Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to appropriate academic behavioral standards may be subject to discipline. Although faculty members communicate general student expectations in their syllabi and disruptive student conduct is already

addressed in the Undergraduate Student Handbook, the purpose of this policy is to clarify what constitutes disruptive behavior in the academic setting and what actions faculty and relevant administrative offices may take in response to such disruptive student behavior.

"Disruption," as applied to the academic setting, means classroom, instructor or classmate-related student behavior that a reasonable faculty member would view as interfering with or deviating from normal classroom, class-related, or other faculty-student activity (advising, co-curricular involvement, etc.). Faculty members are encouraged to communicate positive behavior expectations at the first class session and to include them in course syllabi. Examples of disruptive classroom or class-related behavior include, but are not limited to:

- Persistent speaking without being recognized or interrupting the instructor or other speakers
- Lack of respect for the instructor(s) and/or students
- Overt inattentiveness (e.g., sleeping)
- Inordinate or inappropriate demands for instructor or classroom time or attention
- Unauthorized use of cell phone or computer
- Behavior that distracts the class from the subject matter or discussion
- Behavior that is inconsistent with the mission of the University
- Unwanted contact with a classmate or instructor in person or online, via social media (including posts) or other means
- Inappropriate public displays of affection
- Refusal to comply with reasonable instructor direction
- Invasion of personal space, physical threats, harassing behavior or personal insults
- Any violation of the Community Living, Responsibilities, and Personal Conduct policies as outlined in the Graduate and Professional Studies Student Handbook (<https://pointloma-public.courseleaf.com/handbooks/grad-handbook/>) as these apply to the context of the academic learning environment (see below).

The above types of behavior are prohibited in the classroom, course-related off-campus activities and class-related interactions between students and instructors or academic administrators. Incidents which involve both academic and non-academic behavior may result in responses coordinated by the Vice Provost for Academic Administration (VPAA) and the Vice Provost for Graduate and Professional Studies or the Assistant Dean of the College of Extended Learning.

Civil and polite expression of disagreement with the course instructor, during times when the instructor permits discussion, is not in itself disruptive behavior and is not prohibited.

All students, including students with disabilities, are required to comply with this Academic Behavior Policy and related policies in their respective Student Handbooks, Catalogs and/or faculty syllabi. Students with disabilities, however, may be entitled to receive academic adjustments, modifications or auxiliary aids and services as described under the "Academic Accommodations (p. 39)" section.

### Response Procedure

The following response procedure is recommended to faculty who witness or experience disruptive behavior, either in the classroom or in contact with an enrolled student outside the classroom. Depending



on its severity, disruptive behavior could result in any of the following responses:

1. Notice to Student: Verbal and/or written request to stop behavior and warning of potential consequences.
2. Further Action:
  - Immediate exclusion from the current class period/activity (particularly if the student is noncompliant to the instructor's reasonable direction).
  - Report emailed to Vice Provost for Academic Administration which may further result in the:
  - Student meeting with the academic unit leader and the VPAA to develop and sign classroom behavior and growth plan detailing appropriate behaviors and consequences for failure to comply. Any resulting sanctions for noncompliance will be communicated by the Vice Provost for Academic Administration in consultation with the academic unit leader and appropriate dean.
3. Depending on the frequency and severity of the student behavior, consequences as determined by the Vice Provost for Academic Administration in consultation with the academic unit leader and appropriate dean may also include without limitation permanent exclusion from a specific class, suspension, expulsion or administrative withdrawal from the university.

If events occur in classes or off-campus activities after university business hours, faculty should call Department of Public Safety and ask to speak to the highest-ranking officer who will notify administrative personnel.

## Appeal Procedure

The following appeal procedure must be used by a student who wishes to appeal consequences associated with an academic behavior sanction.

Appeals must address at least one of the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the student conduct process (e.g., substantiated bias, material deviation from established policy or procedures).
- The discovery of new evidence which is demonstrated to have been unknown or unavailable after reasonable diligence during the underlying student conduct process, that could substantially impact the original finding or consequence. A summary of this new evidence, explanation of how and why it was unknown or unavailable before, and its potential impact must be included in the appeal.
- Why the resulting sanction(s) are unfair or arbitrary. Note that the appeal must be in regard to the stated standards and not due to professional judgment.

The written letter of appeal must specifically address at least one of the grounds for appeal noted above.

Note that some violations may be considered ineligible for appeal, in the discretion of the Vice Provost for Academic Administration. Such violations could include without limitation those that involve or impact the health, safety, or security of any member of the PLNU community.

### First Offense Procedure

1. *Written Appeal to School or College Dean:* The adult undergraduate student may request a university ombudsperson during the appeal process by contacting the Vice Provost for Academic Administration within two (2) business days of receiving the Vice Provost for Academic Administration's decision. The Vice Provost will work to

identify an appropriate university ombudsperson. The student should present an appeal of the penalty in writing within ten (10) business days of receiving the Vice Provost for Academic Administration's decision, including all documents and evidence supporting the appeal, to the Vice Provost for Academic Administration who will send the appeal to any two (2) uninvolved school or college deans. The deans will review the appeal and send a written ruling to the student, instructor, academic unit leader, and Vice Provost for Academic Administration. The Provost will make a final decision in cases where there is a split vote. The appeal decision reached by the deans is final.

### Repeated Offense(s) Procedure

1. *Written Appeal to Neutral Dean:* The adult undergraduate student may request a university ombudsperson during the appeal process by contacting the Vice Provost for Academic Administration within two (2) business days of receiving the Vice Provost for Academic Administration's decision. The Vice Provost for Academic Administration will work to identify an appropriate university ombudsperson. The student must submit to the Vice Provost for Academic Administration a written appeal of the decision including all documents and evidence supporting the appeal within ten (10) business days of receiving the decision. The Vice Provost for Academic Administration will select a neutral academic dean to review the appeal. This dean will send a written notice of the decision on the appeal to the student, instructor, academic unit leader, original dean, and Vice Provost for Academic Administration.
2. *Administrative Committee:* If the student isn't satisfied with the neutral dean's decision from Step 1, the student may submit a further written appeal including all documents and evidence supporting the appeal, to the Vice Provost for Academic Administration within ten (10) business days of receiving the dean's decision on the appeal. The Vice Provost for Academic Administration will distribute the appeal to an administrative committee comprising two uninvolved deans, a member of the Graduate and Extended Studies Committee appointed by the Provost, and the Vice Provost for Academic Administration or designee. The appeal decision reached by this committee is final.

## Ombudsperson - Student Advocacy

A student may request the assistance of a university ombudsperson to assist and advise them while they are involved in an academic appeals process. The role of a university ombudsperson is to listen to a student's concerns and serve as a student resource throughout the appeal process. An ombudsperson provides a safe place for students to discuss issues. The ombudsperson can explain academic policies, procedures, rules, and processes. They are able to review drafts of letters and/or appeal documents for clarification and effectiveness. They are not able to give legal advice. A request for the assistance of a university ombudsperson may be directed to the Vice Provost for Academic Administration.

## 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. For the 2022-2023 academic year, if absences exceed twenty (20) percent of the total number of class meetings but are due to university excused health issues, an exception will be granted. 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 Graduate and Professional Studies. 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.

## Compliance with COVID-19 Surveillance Testing

PLNU is not currently requiring all of its students to be vaccinated against COVID-19. Students who have not submitted proof of their fully COVID-19 vaccinated status via the QuickBase app are required to participate in testing surveillance. Students who are non-compliant with testing requirements may not attend class or a PLNU campus.

If a student is non-compliant for the testing requirement, the following action will take place:

- The student will be placed on Interim Suspension and not allowed to come to class or campus, except for COVID-19 testing. The student will not be allowed to join classes and/or activities remotely.
- To be removed from Interim Suspension and allowed to return to class and/or activities, the student must submit results of COVID-19 testing to the Wellness Center conducted during the week of Interim Suspension.
- If a student calls out sick, they can participate remotely for one class period. However, the student must provide a letter from a healthcare provider or a COVID-19 test result indicating they are ill in order to participate remotely for a second class period.
- If a student is absent 20% or more from class due to Interim Suspension they will be dropped from all courses for the quad or

semester. Billing will be subject to the refund policy as stated in the Adult Undergraduate Catalog (p. 70).

## Academic Accommodations

Pursuant to Section 504 of the Rehabilitation Act and other applicable laws, PLNU prohibits discrimination and harassment against a qualified individual with a disability. While all students are expected to meet the minimum standards for completion of each course as established by the instructor, students with disabilities may request academic adjustments, modifications or auxiliary aids/services. The PLNU Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533), is the point of contact for disability issues for all PLNU undergraduate and graduate students, including students enrolled at the Mission Valley Campus and College of Extended Learning students enrolled in PLNU courses at Community College satellite campuses. Current and prospective students seeking accommodation must follow the reasonable accommodation procedures which may be found on the EAC website (<https://www.pointloma.edu/offices/educational-access-center/>).

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that EAC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

## 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.

## 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.

### [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.

### [P] Pass

The grade utilized for designated courses which are graded on a Pass/No Credit basis. Courses graded by this designation 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 within two weeks of the end of the course. If the work is not completed, the grade earned will be entered according to completed work for computation into the grade-point average. 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 fieldwork courses, that extend longer than a term 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 term 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 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 IP, W, CR, and NC are received are not included in determining the grade-point average. See individual programs and course descriptions for any additional grade requirements.

### Repeated Courses

Students may repeat courses in which they earned a grade lower than a C. Students may repeat courses up to two (2) times in which they earned a grade lower than a C unless fewer allowable repetitions are specified within the parameters of the program in the catalog. Written permission from the program director is required to take the course beyond three (3) attempts. Any repeated grade appears on the transcript, but the highest grade is used for grade-point calculation. Only the units associated with the highest grade will be calculated into the total units earned toward graduation. 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 that may be used if a student believes the syllabus was not followed in the grade calculation or that grading was done in a capricious or 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 from the Vice Provost for Academic Administration and must be submitted within eight (8) weeks of the grade being published. Appeals submitted after this deadline will not be considered.

Once an appeal has been made, there are up to four stages available in the process. The procedures are considered complete at each stage, unless the student requests the next stage to the Vice Provost for Academic Administration in writing within ten (10) days of completion of the previous stage. To submit an appeal, follow the procedures as outlined below.

- Stage 1: Consult with Instructor of Course
  - As a first step, it is the responsibility of the student to express concern over a course grade first to the faculty member teaching the course. This informal step may be done verbally or in writing and must be completed within eight (8) weeks of the grade being published. This level of interchange is likely to resolve the matter in most cases. If, however, the concern is not resolved, the student may submit the Course Grade Appeal Form.
- Stage 2: Appeal to Academic Unit Leader
  - Should the faculty member and the student not reach agreement on the grade, the student has ten (10) business days to request the Course Grade Appeal Form from the Vice Provost for Academic Administration, write up the grade concern, and formally submit the Course Grade Appeal Form with a clear rationale to the academic unit leader. It is the student's responsibility to make the case that the grading was not in conformity with the course expectations as provided in the syllabus or was done in a capricious or arbitrary manner. The appeal should include (a) a description of the outcome of the informal process from Stage 1 and (b) all supporting documents and evidence. The best type of evidence includes documented items such as a course syllabus, assignment descriptions, formal evaluations from a class, the University catalog, or any other forms of written records pertaining to the course that were available to both the student and instructor. The Course Grade Appeal Form may be obtained from the Vice Provost for Academic Administration.
  - It is the faculty member's responsibility to provide a copy of the relevant grades, a syllabus, and a description of how the course grade was computed.
  - The academic unit leader may request additional materials from the student and/or faculty member. The academic unit leader, in the role of mediator, will meet with the student and the faculty member in an attempt to settle the dispute.
  - In the event that the concern is in a class with the academic unit leader as instructor, a senior faculty member, selected by the Provost (or designee), with experience as an academic unit leader from a related discipline may fulfill this role.
  - A summary of the outcome of this meeting will be provided in writing to the student and faculty member with a copy to the Vice Provost for Academic Administration.
- Stage 3: Appeal to the Dean

- If stage two does not resolve the dispute, the student has ten (10) business days to inform the Vice Provost for Academic Administration and submit the appeal to the dean responsible for the academic unit in which the course is offered (if this dean is not a different individual than the academic unit leader, stage 3 is omitted). All documentation will be forwarded by the academic unit leader to the dean. The dean will discuss the dispute with the student, the academic unit leader, and the faculty member and make a recommendation as to a resolution which will be communicated to both the student and faculty member in writing.
- Stage 4: Appeal to the Vice Provost
  - If either the student or faculty member does not accept the recommendation from the previous stages, the student or faculty member may appeal by informing the Vice Provost for Academic Administration within ten (10) business days. The dean will forward the matter to the Vice Provost for Academic Administration who will thoroughly review the matter. The Vice Provost may involve the Graduate and Extended Studies Committee or other individuals with specialized expertise to review and make recommendations to the Vice Provost. The Vice Provost will make the decision and the decision will be provided to the student, the faculty member, and the dean in writing. The decision of the Vice Provost is final.  
In the rare event that the decision is to recommend a grade change and the faculty member rejects the recommendation, the Provost will have the grade changed to reflect the recommendation.

## Earned Grades Policy

In addition to completing a course's academic requirements, PLNU's Earned Grades Policy requires that a student's account be substantially paid in full to receive final course grades in a given term. Please review the complete Earned Grades Policy here ([https://drive.google.com/a/pointloma.edu/file/d/1gpvHTMzRo6mCu8kRkM\\_336VGLAbCOty9/view?usp=sharing](https://drive.google.com/a/pointloma.edu/file/d/1gpvHTMzRo6mCu8kRkM_336VGLAbCOty9/view?usp=sharing)).

## Major and Minor Requirements

To view requirements for majors, minors, and certificates, see the Degree Program Information (p. 45) page.

## 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. Adult degree completion 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, academic unit leader, and the respective dean. Independent study fees may apply depending on circumstances.

## Prior Learning Credit

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 of 24 units can be evaluated for credit through the following non-traditional methods:

- Testing (CLEP<sup>1</sup>, DSST<sup>1</sup>)
- Prior Learning for university academic credit as evaluated by the American Council on Education (ACE) or the Council on Adult and Experiential Learning (CAEL) or the Military Experience credit

American Council on Education (ACE) provides guidance on workplace learning. See <https://www.acenet.edu/Research-Insights/Pages/Student-Support/Post-Traditional-Learners.aspx> (<https://www.acenet.edu/Research-Insights/Pages/Student-Support/Post-Traditional-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. The student is responsible for any costs accrued for completing the evaluation.

<sup>1</sup> CLEP and DSST scores must be presented on original official documents from the issuing entity and are subject to the time limitations that each may place on score availability. (CLEP keeps scores for 20 years, after which time, testing would need to be re-done.)

## Transfer Credit

Transfer credit is defined as undergraduate credit earned at other accredited institutions. Students in adult degree completion programs must transfer in a minimum of forty (40) units. At least 36 units must be taken in residence, with the exception of RN-BSN students with Advanced Standing (minimum 30 units in-residence), or students who have appropriate transfer credit from an accredited BSN program (minimum 33 units in-residence). PLNU will not accept transfer credit from Career or Technical Schools without a thorough evaluation process. Transfer credit from Foreign Institutions will not be accepted without proper transcript evaluation from an accredited Foreign Transcript evaluation service. For transfer coursework to be considered, it must be presented on an original official transcript directly from the issuing institution.

## Academic Standing

### Normal Academic Progress

The academic progress of all students is reviewed by the Associate Dean for Academic Affairs. 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. The Adult Undergraduate programs require a GPA of 2.000 for the major course of study. Specific programs may impose higher standards.

### 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, advisors, program directors, and other support staff. Policies concerning students on academic probation are administered by the Dean of the College of Extended Learning.

*Note: Students who receive federal, state, or veteran's 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 veteran's 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 Dean of the College of Extended Learning and may be required to repeat courses in which they received a low grade. (\*Note: A session GPA of 2.750 will be used for students in the Bachelor of Business Administration program.)

## 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 Graduate and Professional Services, considering all factors. These students are under the strict supervision of the Office of the Vice Provost for Graduate and Professional Services.

## Academic Disqualification

Students whose cumulative GPAs fall below the minimum requirements 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 Dean of the College of Extended Learning describing the reason for the disqualification, the student's eligibility or ineligibility to apply for readmission and the route to readmission if eligible.

## 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 course is still in progress, students must also 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 Center for Student Success to begin the process for withdrawal. 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 the above procedures for dropping/withdrawing are not followed.

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

## Leaves of Absence

For more information regarding Leaves of Absence, please refer to the Graduate and Professional Studies Student Handbook (<https://pointloma-public.courseleaf.com/handbooks/grad-handbook/>).

## Readmission

Students who have been admitted to the university, have attended classes, and have subsequently withdrawn formally or failed to register for more than one semester (or two sequential Quads) but less than one year must contact their program academic advisor or the Office of Student Success to determine next steps for re-entry. Students who have not been enrolled for three full semesters from the last date of attendance must submit a new application through the Office of Graduate and Professional Studies Admissions. The new application will use the student's prior residential GPA as the readmission GPA. Should the residential GPA not meet satisfactory academic progress, student would be considered for admission under probation and would be required to have an academic improvement plan in place prior to 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. Also upon return, students are subject to availability of course offerings and course sequencing. Students previously admitted under exception will retain their exception status.

## Administrative Withdrawal

Students who have not attended or enrolled in a course for one semester, are not currently completing coursework and have not officially withdrawn, will be placed in an inactive status. Students who have been inactive for one year 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.

## Curricular Exceptions

Occasionally, an exception to the requirements in this catalog may be appropriate. The program director will make a recommendation to the appropriate dean. 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 in the Office of Records.

A curricular exception is a course substitution of one PLNU course substituting for another PLNU course.

## Application for Graduation

A student who intends to graduate must complete an Application for Degree Candidacy obtained from their Student Services Counselor. The form must be filed with the Office of Records no less than 60 days prior to the anticipated degree posting date. All work taken toward a degree must



be completed in full with passing grades recorded prior to the anticipated degree posting date. Degrees are conferred three (3) times per year at the close of each academic term. If all program requirements for the semester of application are not completed, the student must reapply for graduation. Degrees are posted in the semester of final registration and/or completion of final requirements.

Commencement convocation is held two times a year, at the close of the fall and spring terms. 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 nine (9) units may be permitted to participate in the following commencement. The diploma is available to graduates approximately 10 weeks after satisfactory completion of all work for the degree after the closest degree confirmation date.

All candidates must complete all program courses to participate in Commencement unless all of the following are met:

- There are no more than nine (9) non-program units lacking to complete the required units for the degree; and
- There is an approved plan to complete the remaining units in the immediately following term

## Graduation Honors

Graduation with Latin Honors. The university recognizes academic excellence with the following honors designation based exclusively on the residential grade-point average (GPA earned in residence at PLNU):

- **Summa cum Laude (highest honors), 3.900 and above**
- **Magna cum Laude (high honors), 3.700 to 3.899**
- **Cum Laude (honors), 3.500 to 3.699**

Final honors are designated on diplomas. To be considered for honors a student must have a minimum cumulative grade-point average of 3.500, including all transfer work. The specific level of honors noted above is only based on PLNU residential units.

The university announces ceremonial (unofficial) honors during the commencement ceremony using these calculations based on the GPAs and a minimum of 36 residential units earned by the conclusion of the preceding semester. Official honors are calculated and posted with the degree.

## Academic Honors

### Dean's List

Each semester, beginning in Fall 2021, the Vice Provost for Academic Administration recognizes honor students who have achieved a session grade-point average of 3.500 or higher in at least 9 units of work during the previous semester. The Dean's List is provided to students via email in the following semester.

## Education Records (FERPA) and Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Point Loma Nazarene University ("PLNU") receives a request for access. A student should submit to the Office of Records, a

written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask PLNU to amend a record should write the Office of Records, clearly identify the part of the record the student wants changed, and specify why it is inaccurate, misleading, or otherwise in violation of the student's privacy under FERPA.

If PLNU decides not to amend the record as requested, PLNU will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before PLNU discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Under FERPA, PLNU may disclose education records without a student's prior written consent to school officials with legitimate educational interests. A school official includes persons employed by PLNU in an administrative, supervisory, academic, research, or support staff position (including security personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of PLNU who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent, or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for PLNU.

Upon request, PLNU also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. PLNU will make a reasonable attempt to notify a student of these disclosures, unless the request or disclosure is initiated by the student.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by PLNU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue  
SW Washington, DC 20202

FERPA also permits PLNU to disclose directory information without student consent. Accordingly, PLNU may, but is not required to, release directory information. PLNU has defined directory information as name, address (including electronic mail), photo, telephone number, date and place of birth, major field of study, dates of attendance, enrollment status, degrees, honors 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 Director of Records, as public information to individuals who demonstrate a valid need for the information.

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA requires PLNU to record such disclosures. Eligible students have a right to inspect and review the record of disclosures.

In addition to the above, FERPA permits postsecondary institutions to disclose PII from the education records without obtaining prior written consent of the student in the following circumstances:

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to specific requirements.
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities. Such disclosures may be made in connection with an audit or evaluation of federal or California supported education programs, or for the enforcement of, or compliance with, federal legal requirements that relate to those programs.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, PLNU in order to:
  - develop, validate, or administer predictive tests;
  - administer student aid programs; or
  - improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to all FERPA requirements.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to FERPA's requirements. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding, subject to FERPA's requirements, if PLNU determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of PLNU's rules or policies with respect to the allegation made against him or her.
- To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if PLNU determines the student committed a disciplinary violation and the student is under the age of 21.

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. Students

should email their request to [photo-optout@pointloma.edu](mailto:photo-optout@pointloma.edu) and include their full name and student ID number. 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.

Questions relative to FERPA policies should be referred to the Office of the Registrar.

## Teach-Out Policy

For more information regarding Teach-Out Policy, please refer to PLNU's Teach-Out Policy and Procedures (<https://drive.google.com/file/d/1kLvKbxAgb8m2m9OZR3cXafVfnzabBAf4/view/?usp=sharing>).

## Official Catalog

As the online catalog is considered to be the official document relative to academic program offerings and charges, any print-outs of pages taken from the online version are, by definition, unofficial. Also, PLNU reserves the right to amend this catalog at any time without prior notice. This catalog, along with the policies herein, supersedes and control over all previous catalogs, except as otherwise expressly provided herein regarding graduation requirements.

## Adult Undergraduate General Education

**Note: Foundational Explorations (FE) is PLNU's designation for Traditional Undergraduate General Education requirements.**

## Mission Statement

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

## General Education Learning Outcomes (GELO)

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

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

GELO 1a. Written: Students will be able to effectively express ideas and information to others through written communication.

GELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication.

GELO 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

GELO 1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

GELO 1e. Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

*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.**

GELO 2a. Students will develop an understanding of self that fosters personal well-being.

GELO 2b. Students will understand and appreciate diverse forms of artistic expression.

GELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

*Context #3: Serving, In a Context of Christian Faith*

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

GELO 3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

<sup>1</sup> ILO - Institutional Learning Objective

## Committee

Adult Undergraduate General Education is approved and sustained by the faculty under direction of the Associate Dean of Foundational Explorations and a faculty committee. The committee directs an on-going cycle of review and improvement based on established goals and objectives.

## Prerequisites

Students are required to demonstrate basic competence in mathematics, which can be satisfied via the PLNU Mathematics Placement Test, previous coursework, or prerequisite class.

## Requirements

The specific general education requirements, as established by the faculty, represent a broad-based experience in ideas, skills, and experiences. The following selection of courses is designed to guide the student toward a liberalizing educational experience in the arts and sciences while allowing for substantial choice in the development of that education.

The following 42 units of general education core requirements are required for graduation and it is advised that they be completed prior to beginning upper division-coursework:

1. Communication & Writing - 6 units (of which one course must be in English Composition)
2. Humanities & Fine Arts - 6 units (at least one course must be from the following: literature, philosophy, art or music appreciation, art or music history, fine arts, or history)
3. Natural Science & Math - 6 units (at least one course must be in Math and one course in Natural Science)
4. Social & Behavioral Sciences - 6 units
5. Bible, Theology & Ethics - 6 units (BST 3004 (B,C,J,L,N)) must be taken from PLNU

6. Additional General Education Courses - 0 units required

7. An additional 12 units must be earned in any of the above six areas.

Code	Title	Units
<b>Bible, Theology &amp; Ethics</b>		
Choose two (2) courses from the following:		6
BST 1001	Old Testament History and Religion (GE)	
BST 1002	New Testament History and Religion (GE)	
BST 3004 (B,C,J,L,N)	Biblical Perspectives (GE)	
<b>Communication &amp; Writing</b>		
Choose two (2) courses from the following:		6
CMT 1000	Principles of Human Communication (GE)	
CMT 1010	Foundations in Communication (GE)	
WRT 1000	Writing for Academic and Professional Settings (GE)	
WRT 1015	College Composition (GE)	
<b>Humanities &amp; Fine Arts</b>		
Choose two (2) courses from the following:		6
HST 1010	World Civilizations I (GE)	
HST 1011	World Civilizations II (GE)	
HUM 1000	Literature and Culture (GE)	
HUM 1005	Music Appreciation (GE)	
HUM 1099	Art History Survey (GE)	
HUM 3052	Diverse Voices in American Culture (GE)	
SPN 2100	Elementary Spanish Conversation (GE)	
<b>Natural Sciences &amp; Math</b>		
Choose two (2) courses from the following:		6
MAT 1013	College Algebra (GE)	
MAT 1093	Basic Statistics (GE)	
SCI 1001	Chemistry in Our Everyday Lives (GE)	
SCI 1001L	Chemistry in Our Everyday Lives Lab (GE)	
SCI 1004	Biotechnology and Society (GE)	
<b>Social &amp; Behavioral Sciences</b>		
Choose two (2) courses from the following:		6
BEC 1001	Principles of Macroeconomics (GE)	
BEC 1002	Principles of Microeconomics (GE)	
SCL 1001	Introduction to Sociology (GE)	
SCL 1002	Understanding the Political World (GE)	
<b>Additional GE Courses</b>		
Choose an additional 12 units from the following or any of the areas above:		12
CEL 2030	Personal and Family Financial Management (GE)	
CEL 3015	Health and Well-Being (GE)	
NUT 1000	Introduction to Nutrition (GE)	
<b>Total Units</b>		<b>42</b>

## Degree Program Information

### Baccalaureate Degree Information

Point Loma Nazarene University offers a wide range of majors, minors, and concentrations within five baccalaureate categories: the Bachelor of Arts (B.A.), the Bachelor of Music (B.Mus.), the Bachelor of Science (B.S.), the Bachelor of Science in Business Administration (B.S.B.A.), and the Bachelor of Science in Nursing (B.S.N.). All programs of study reflect

PLNU's **mission and core values to engage and challenge minds, to model and form character, and to express our faith in service.** As such, each of the baccalaureate degrees listed above shares the core commitments of a liberal arts education. Each baccalaureate degree meets specific student needs and is characterized by a balance of Foundational Explorations courses and content-specific offerings. All baccalaureate degrees follow policies, standards, and student learning outcomes set by the university faculty and respected accrediting agencies, such as the total semester units required, upper-division level minimums, and optional minors where applicable.

The nature of the content and focus of B.S.N. and B.Mus. programs may be self-evident and share much in common with similar designations at other institutions. The distinctions between the B.A. and the B.S. degrees, however, are less specific within academe with each institution attempting a definition consistent with its mission and purpose. The faculty at Point Loma has therefore determined to reserve to itself the appropriate definition of arts and sciences baccalaureate programs.

For most of PLNU's history, the B.A. degree has been the most prominent in the university's liberal arts tradition. Generally speaking, the B.A. degree can be characterized by a concern for more breadth of subject material, a more extensive distribution of requirements, fewer designated-content units, an increased opportunity for electives outside the declared major, and enhanced capacity for mobility from one program to another. As a reflection of these characteristics, B.A. programs of study are **generally** smaller in size. The faculty has established **that a typical B.A. degree have no more than 49 units beyond Foundational Explorations requirements. Exceptions to the number of units allowable are based on discipline-specific criteria or on requirements set by external accrediting agencies.**

The Bachelor of Science (B.S.) degree is generally characterized by increased units of study in the major field and related areas; an increase in the total number of required units in the program; in-depth scientific, technical, or professional study; attention to scientific methodologies; a more developed pattern of course sequencing; and a relatively greater degree of specialization. As a reflection of these characteristics, B.S. programs of study tend to be larger than B.A. programs. The faculty has established **that a typical B.S. degree have no more than 59 units beyond Foundational Explorations requirements. Exceptions to the number of units allowable are based on discipline-specific criteria or on requirements set by external accrediting agencies.**

All baccalaureate programs listed above are designed in service of a defined set of student learning outcomes that state the anticipated results of completing the degree program. These programmatic learning outcomes are consonant with the broader institutional learning outcomes that flow out of PLNU's mission and core values.

## Majors, Minors and Certificates

**The Major.** Point Loma Nazarene University offers six baccalaureate degrees: the Bachelor of Arts (B.A.), the Bachelor of Science in Business Administration (B.S. Bus. Admin), the Bachelor of Music (B.Mus.), the Bachelor of Science (B.S.), the Bachelor of Science in Engineering (B.S.E.), and the Bachelor of Science in Nursing (B.S.N.). Many of the 50+ major programs also offer in-depth concentrations. If a second major area of study is desired, all requirements for both majors must be met with a minimum of 24 units distinguishing the two areas of study. While working on a single baccalaureate degree, the maximum number of pursuits is two majors and two minors. Students should review the majors and minors list in the catalog.

Freshman students transferring in 56 credits or fewer must complete all requirements for the degree within 7 years of initial matriculation. Students transferring in 57 credits or more must complete all requirements for the degree within 4 years of initial matriculation.

**The Minor.** Optional minors are offered in several schools and departments. The requirements governing minors are as follows:

- Only minors that appear in the student's catalog of record may be earned at the point of graduation;
- A minor is at least 16 units and is under the direct auspices of the respective school/department;
- Students must earn a 2.000 cumulative GPA in the minor for it to be granted;
- The minor must show a minimum of nine (9) units in residence;
- Of the 16+ units in the minor, nine (9) must be distinct from and not counted in the major or Foundational Explorations;
- Of the 16+ units in the minor, 12 must be at the upper-division level;
- The pass/no credit option is not available for courses within the minor; and
- A second minor, when feasible, requires a minimum of nine (9) units distinct from and not counted either in the major or in the first minor.

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

- A certificate is a skill or theme-based program using approved PLNU courses that supplements a student's undergraduate studies.
- Only certificates that appear in the student's catalog of record may be earned at the point of graduation.
- Students must earn a 2.000 cumulative GPA in the certificate for it to be granted.
- A certificate should be between 6-15 units if it is aligned with a major but may be up to 24 units if it is not aligned with a major.
- 50% or more of the units being applied to the certificate must be unique to that certificate.
- Of the total units in the certificate, a minimum of 2/3 must be earned in residence.

## Course Information

### Course Offerings and Class Schedules

All course offerings are posted in Workday (<https://www.myworkday.com/pointloma/d/home.html>). The university reserves the right to cancel any class with insufficient enrollment and make necessary changes in its schedule and programs.

## Course Numbering System

Course Number	Classification
1000-2999	Lower-division courses open to undergraduate students.
3000-3999	Upper-division courses open to undergraduate students.

## Prerequisite/Co-Requisite

Some courses listed in this 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, consent 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.

## BST - Bible

### **BST 1001 Old Testament History and Religion (GE) (2 Units)**

Within the context of the history of Israel, an overview of the literature of the Old Testament with special attention to its literary history and theological themes.

Online.

### **BST 1002 New Testament History and Religion (GE) (3 Units)**

Within the context of Christian origins, an overview of the canonical literature of the New Testament with special attention to its literary history and theological themes.

Online.

### **BST 3004 (B,C,J,L,N) Biblical Perspectives (GE) (4 Units)**

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.

Offered as BST 3004B, BST 3004C, BST 3004J, BST 3004L, and BST 3004N.

## BIO - Biology

### **BIO 4095 Special Topics - Naturalist Interpretation (3 Units)**

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

## SCI - Biology

### **SCI 1001 Chemistry in Our Everyday Lives (GE) (3 Units)**

An introduction to basic principles of chemistry as they apply to our everyday lives. The course will include discussions on the chemistry of one or more major topics chosen by the instructor. (Possible topics include cooking, forensic science, health and nutrition, sustainable energy, or climate and the environment.)

**Pre or Corequisite(s):** MTH 0099 or equivalent.

**Corequisite(s):** SCI 1001L

### **SCI 1001L Chemistry in Our Everyday Lives Lab (GE) (1 Unit)**

A lab course designed for a hands-on exploration of basic principles of chemistry as they apply to our everyday lives.

**Corequisite(s):** SCI 1001

### **SCI 1004 Biotechnology and Society (GE) (3 Units)**

An examination of current topics in biotechnology as they impact society, bioethics, and sustainable living. Course addresses the questions "What is biotechnology?", "How does it work?", and "How does it affect our lives?" The course approach emphasizes the process of science, critical thinking, active learning, social relevancy, and building connections between case studies and general concepts of biology.

## SUS - Business - Sustainability

### **SUS 4075 Sustainability in Action (3 Units)**

This course explores the principles and practices of sustainability in the home, in organizations, in local communities, and as national and world citizens. Topics include current environmental challenges, a critique of current cultural and societal practices as they impact the environment, the biblical foundation for creation care, and, in particular, practical steps that can be taken as individuals and in association with others that improve our care for creation.

## BBU - Business Administration

### **BBU 1000 Introduction to Business and Systems (3 Units)**

This course provides a foundation for making good business decisions from a Christian perspective, focusing on more than the bottom line.

Topics include forms of business ownership, management, marketing, accounting, finance, and information systems. An emphasis is placed on career and calling within business.

### **BBU 2001 Legal Environment of Business (3 Units)**

This course provides a comprehensive overview of legal issues encountered in business. Topics include the legal system, contracts, torts, product liability, intellectual and property rights, cyber crime, fraud, organizational forms, corporate formation and finance, securities law, business ethics, and corporate governance.

### **BBU 3010 Data-Driven Decision Making (3 Units)**

This course explores how leaders can use data to inform the decision making process. Topics include identifying the right information, eliminating bias, understanding predictive analytics, data visualization, communicating uncertainty, and addressing challenges to your data. An emphasis is placed on basic methods of gathering, analyzing, and communicating data.

### **BBU 3013 Business Communication (3 Units)**

With an emphasis on speaking and writing in the business field, this course is designed to help students improve and polish their professional communication skills in the workplace. In this course, students learn the skills needed to secure employment and communicate effectively in a professional business setting. Specifically, students learn to create an impressive resume, write and deliver various professional reports, effectively interview for employment, compose professional routine and persuasive letters, conduct informational interviews, and create professional portfolios. Students exit the course with the professional communication skills needed to stand out in the business world and in the job search process.

### **BBU 4080 International Business (3 Units)**

This course provides an overview of business strategies, challenges and opportunities that exist in a global business environment. Students will explore the various economic, political, legal, social, and cultural contexts in which international businesses operate. In addition, students will develop a global business strategy, participate in a cross-cultural experience, and complete an in-depth research project on a specific country. Emphasis will be given to cross-cultural issues in management, marketing, and business ethics in an international setting.

**Prerequisite(s):** BMG 2012



**BBU 4089 Business Practicum (1-3 Units)**

This course requires on-the-job experience in the business field where students exercise decision-making skills, problem-solving skills, communication skills, and business knowledge acquired in the student's academic program. In addition, students create a professional portfolio including cover letter, resume, letters of recommendation, personal background, target industry information, work samples, and business practicum reports/evaluations.

Credit/No Credit.

**Prerequisite(s):** BBU 3013

**BBU 4090 Special Topics in Business Administration (1-3 Units)**

Study in a special topic under the direction of a faculty member. May be repeated up to a total of six (6) units.

**Prerequisite(s):** Consent of Program Director or Dean.

## ETH - Business Ethics

**ETH 3001 Foundations of Ethics (1 Unit)**

This course provides an introduction to foundational theories and problems in moral philosophy. Emphasis will be given to the study of major Western ethical theories and important moral philosophers.

**ETH 4001 Applications of Ethics (1 Unit)**

This course explores a process for ethical decision making in order to develop a stakeholder approach to leadership. Focus will be given to creating a framework for evaluating ethical choices and applying that framework to ethical dilemmas in organizations.

**Prerequisite(s):** ETH 3001

**ETH 4011 Organizational Ethics (2 Units)**

This course provides an introduction to foundational theories and problems in moral philosophy and explores a process for ethical decision making in order to develop a stakeholder approach to leadership in organizations. Emphasis will be given to the study of major Western ethical theories and important moral philosophers, and to creating a framework for evaluating ethical choices and applying that framework to ethical dilemmas in organizations.

**ETH 4050 Leading with Integrity (1 Unit)**

This course studies how organizations are positively impacted by leaders with integrity that base their actions and decisions on character. Students will explore how character-grounded ethical decision making relates to leadership through the examination of a broad spectrum of leaders that have addressed moral issues in the execution of their duties.

## CDV - Child Development

**CDV 3003 Early Childhood Curriculum and Learning Theory (3 Units)**

This course examines early childhood education theories, philosophies, and programs. Students will understand the historical and philosophical theories behind developmentally appropriate early childhood education curriculum and special needs of preschool and children in first through third grade. An examination of early childhood environments that support cultural diversity and individual learning needs in the school and family settings will be explored. This course also focuses on meeting social/emotional needs of children and developing social/emotional competencies. Course includes observations with functional behavioral assessment for the individual needs of a child.

**Prerequisite(s):** CDV 3023 with a grade of C or better.

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 3010 Early Childhood Curriculum and Learning Theory (4 Units)**

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 appropriate 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.

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 3013 Adolescent Development in the Family Context (1 Unit)**

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.

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 3020 Development of Children and Adolescents (4 Units)**

This course is the study of physical, social, emotional, and intellectual growth in the development of the child, from prenatal months to adolescent years. Practical application is developed through field experience, journaling, and observations. This course also 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. Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 3023 Development of Children and Adolescents (3 Units)**

This course is the study of physical, social, emotional, and intellectual growth in the development of the child, from prenatal months to adolescent years. Practical application is developed through field experience, journaling, and observations. Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 3025 Child and Adolescent Nutrition and Health (4 Units)**

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. Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 3033 Adolescent Development in the Family Context (3 Units)**

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.

**Prerequisite(s):** CDV 3023 with a grade of C or better.

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 3043 Child and Adolescent Nutrition and Health (3 Units)**

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. **Prerequisite(s):** NUT 1000 with a grade of C or better. Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 3053 Development of Children with Exceptionalities (3 Units)**

This course is the study of developmental stages and strategies of guiding children and adolescents with special needs. A wide variety of children's 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 influencing 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. **Prerequisite(s):** CDV 3023 with a grade of C or better.

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 3055 Development of Children with Exceptionalities (4 Units)**

This course is the study of developmental stages and strategies of guiding children and adolescents with special needs. A wide variety of children's 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 influencing 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.

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 3063 Parent Education and Family Development (3 Units)**

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 child-rearing practices. Students will strengthen their ability to meet the needs of families by developing a parent education workshop.

**Pre or Corequisite(s):** CDV 3023; may not take CDV 3063 before CDV 3023 but courses may be taken concurrently.

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 4003 Development of Infants and Toddlers (4 Units)**

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-toddler 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.

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 4013 Development of Infants and Toddlers (3 Units)**

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-toddler 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. Course lectures and readings are supplemented by required DRDP observations and field experience.

**Pre or Corequisite(s):** CDV 3023; may not take CDV 4013 before CDV 3023 but courses may be taken concurrently.

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 4060 Administration and Supervision in Early Childhood Education (4 Units)**

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 required.

**Prerequisite(s):** CDV 3010

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 4063 Administration and Supervision in Early Childhood Education (3 Units)**

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, interpersonal skills, and NAEYC standards that contribute to effective practices. The California licensing requirements will be reviewed throughout the course. Visitations and observations of early childhood centers are required.

**Prerequisite(s):** CDV 3003 and CDV 3023 with a grade of C or better.

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 4073 Internship in Child Development (1-4 Units)**

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. Students must complete 40 hours of a supervised internship for each unit taken.

Credit/No Credit.

**Prerequisite(s):** Four (4) Child Development courses including CDV 3023 must be passed with a grade of C or better.

Students are eligible to complete an internship in their Junior or Senior year. Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 4075 Internship in Child Development (1 Unit)**

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.

Credit/No Credit.

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 4083 Child Development, Family Systems, and Social Change (3 Units)**

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 is required.

**Prerequisite(s):** Four (4) Child Development courses including CDV 3023 must be passed with a C or better.

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 4085 Child Development, Family Systems, and Social Change (4 Units)**

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.

**Prerequisite(s):** Four (4) Child Development courses including CDV 3023 must be passed with a C or better prior to registration for this course. Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 4091 Developmental Curriculum, Experiences, and Practices for Young Children (3 Units)**

Planning, teaching strategies and curriculum development for early childhood education. Practice of principles, curriculum, methods, material, and special needs of children from preschool to third grade. Assessment of typical and non-typical learners as well as designing lesson plans and environments with developmentally appropriate practices in all content areas is included. Students apply knowledge to create curricular and educational experiences that foster optimal growth and development. A focus on emergent literacy is woven throughout the course. Students will design an emergent literacy plan.

**Prerequisite(s):** CDV 3023 with a grade of C or better.

**Corequisite(s):** CDV 3003; may not take CDV 4091 before CDV 3003 but may be taken concurrently.

Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 4093 Capstone Professional Development (2 Units)**

In this capstone course, 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.

**Prerequisite(s):** Six (6) Child Development courses including CDV 3023 with a grade of C or better.

Available to students in their last semester of program courses. Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

**CDV 4095 Capstone Professional Development (1 Unit)**

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. Available to students in their last semester of program courses.

Available to students in their last semester of program courses. Students must earn a C or better in courses needed for permits or license. If the minimum grade is not met, courses may be repeated prior to the last semester or as a non-degree seeking student after the last semester. Military-benefit students should inquire with Military Services for further information.

## CMT - Communications

**CMT 1000 Principles of Human Communication (GE) (3 Units)**

A survey of the human communication process. Emphasis is placed on intrapersonal, interpersonal, and public communication. Particular attention is paid to the preparation and presentation of speeches.

**CMT 1010 Foundations in Communication (GE) (3 Units)**

An introduction to the theory and practice of the human communication process, with an emphasis on public speaking. This course will also introduce students to interpersonal and group communication, public speaking, gender communication, and nonverbal communication.

**CMT 1090 Elements of Interpersonal Communication (3 Units)**

Focuses on the social scientific study of dyadic (two-person) communication. Opportunities are given to integrate theory and practice in an effort to stimulate self-awareness and highlight taken-for-granted aspects of interpersonal communicative behavior.

**CMT 2000 Media and Society (3 Units)**

An introduction to mass media, social media and digital communication with a focus on how messages are constructed and disseminated. Emphasis is placed on cultivating media literacy skills from a Christian perspective.

**CMT 2020 Small Group Communication (3 Units)**

Analysis of the communicative behavior of group members. Theory, methods, and practical application in developing the art of communicating effectively in a variety of task-oriented groups.

**CMT 2050 Communication and Culture (3 Units)**

A study of intercultural principles, processes, and topics including: verbal and nonverbal communication, perception, cultural values and expectations, and media impact. Emphasis will be placed on the role of cultural biases (stereotyping, racism, ethnocentrism) in disrupting the development of intercultural competence and students will develop strategies for navigating these biases in communication interactions. Students will cultivate an increased awareness, understanding, and appreciation of other cultures.

**CMT 2065 Investigating Communication (3 Units)**

This course introduces students to disciplinary expectations for research in communication, including source evaluation and citation, and equips them to review literature, evaluate theories, select methods, and propose ethical research in communication from qualitative and quantitative perspectives.



**CMT 3030 Persuasion (3 Units)**

Study of the social scientific theory and practice of persuasion. Persuasion is situated within the broader notion of influence. Topics include persuasion tactics, audience analysis and research, and modern advertising practices.

**CMT 3040 Organizational Communication (3 Units)**

A study of traditional, modern, and post-modern approaches to organizational communication as well as its functions, forms, and consequences. Provides a theoretical overview of management theory and gives practical insights for communicating in a variety of organizations.

**CMT 3045 Communicating Leadership (3 Units)**

An examination of contemporary theories and research related to the communication of leadership in organizational settings, including ethical leadership and followership, organizational culture, the nature of power, vision, and creativity in leadership.

**CMT 3080 Strategic Communication (3 Units)**

Provides students foundational skills of public relations, advertising, targeted messaging, and organizational communication in different media environments.

**CMT 3090 Public Relations (3 Units)**

An introduction to the theory and practice of public relations. This includes public relations roles, publics, research, media relations, special events, and an introduction to cases and campaigns of public relations. This course considers the process of public information dissemination in business, educational, and nonprofit organizational settings.

**CMT 4000 Digital Communication (3 Units)**

The study of digital communication principles, emerging trends in mediated contexts and effective messaging strategies for advertising, public relations, branding, digital promotions, and transmedia.

**CMT 4021 Communication Internship (3 Units)**

Participation in an internship supervised by departmental faculty. May be repeated up to a total of six (6) units. Credit/No Credit.

**Prerequisite(s):** Junior or Senior standing.

"C" designation is for California Internships. "E" designation is for Out of State Internships.

**CMT 4040 Advanced Strategic Communication (3 Units)**

Provides senior-level planning, execution, and assessment of a communication program or campaign for an internal or external audience. Participants will develop a portfolio suitable for a prospective employer.

**Prerequisite(s):** CMT 3080

## COM - Communications

**COM 2060 Advanced Public Speaking (3 Units)**

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.)

## CIT - Computer Information Technology

**CIT 1041 Intermediate Excel (1 Unit)**

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

**Prerequisite(s):** A working knowledge of MS Excel that includes the use of cell entry, formatting, and use of common functions.

**CIT 1053 IT Fundamentals (3 Units)**

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

Online.

**CIT 2014 Introduction to Hardware and Networking (4 Units)**

This course is designed to introduce the fundamentals of hardware and networking concepts including hardware components, network protocols, mobile devices and hardware and networking troubleshooting. In addition, students will acquire hands-on experience by working with hardware and networking simulators. The course aligns with topics covered in CompTIA's A+ Core 1 certification exam.

**Prerequisite(s):** CIT 1053 or equivalent academic or work experience.

**CIT 2024 Introduction to Operating Systems and Security (4 Units)**

This course is designed to introduce the fundamentals of operating systems and security concepts including extensive topics in the Windows operating system, other operating systems, system security, software troubleshooting, and operational procedures. In addition, students will acquire hands-on experience by working with networking and security simulators. The course aligns with topics covered in CompTIA's A+ Core 2 certification exam.

**Prerequisite(s):** CIT 1053 or equivalent academic or work experience.

**CIT 2061 IT Fundamentals Exam Prep (1 Unit)**

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

**Prerequisite(s):** CIT 1053 or equivalent academic or work experience.

**CIT 3011 A+ Exam Prep (1 Unit)**

This course is an independent study, self-paced, competency based course designed for students who wish to prepare for the CompTIA's A+ certification exams (Core 1 and Core 2). The course is intended for students who have already completed the CIT 2014 and CIT 2024 courses, equivalent course(s) covering desktop hardware, networking, and operating systems. Students will be required to complete a predetermined number of practice certification exams, assess knowledge domain deficiencies, and focus on acquiring the requisite knowledge domains to pass the certification exams. A faculty advisor provides support and accountability in completing the requirements of the course. Although the course is self-paced, a minimum amount of progress must be made each week and all course requirements must be completed within the assigned course time. Attempting the certification exams within the assigned course time is also required. Although passing the certification exams are not required to pass this course, the results of the certification exams will be used to determine the final grade in the course. Students already holding a current certification for this course are not eligible to take this course.

**Prerequisite(s):** CIT 2014 and CIT 2024

Must earn a C or better, provide proof of A+ certification, or obtain authorization of the program director in order to continue in any further upper-division CIT courses beginning with the following semester.

**CIT 3014 Networking (4 Units)**

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

**Prerequisite(s):** CIT 2014

**CIT 3021 Network+ Exam Prep (1 Unit)**

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

**Prerequisite(s):** CIT 3014

**CIT 3024 Security and Information Assurance (4 Units)**

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

**Prerequisite(s):** CIT 2024

**CIT 3031 Security+ Exam Prep (1 Unit)**

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

**Prerequisite(s):** CIT 3024 or equivalent academic or work experience.

**CIT 3034 Project Management (4 Units)**

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

**Prerequisite(s):** CIT 2014 and CIT 2024

**CIT 3041 Project+ Exam Prep (1 Unit)**

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

**Prerequisite(s):** CIT 3034 or equivalent academic or work experience.

**CIT 3054 Database Design (4 Units)**

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

**Prerequisite(s):** CIT 2014 and CIT 2024

**CIT 3064 Web Design and Scripting (4 Units)**

This course is designed to provide in-depth, hands-on instruction in designing and scripting Web sites using HTML5 and CSS3 standards. Techniques in page layout and graphic design will be introduced. Assignments will focus on hands-on use of modern web development practices using integrated development environments. In addition, the course will introduce popular website development and content management tools such as WordPress to show alternative development approaches to HTML5 and CCS3.

Letter grade.

**Prerequisite(s):** CIT 1053 or equivalent academic or work experience.

**CIT 3074 Cloud Computing (4 Units)**

This course is designed to provide students an in-depth introduction to cloud computing. The course introduces the concepts of cloud configuration and deployment, security, maintenance, management, and troubleshooting. Hands-on labs with cloud technologies such as Microsoft Azure and AWS will give students practical experience working with cloud technologies. This course aligns with topics covered in the CompTIA's Cloud+ certification exam.

**Prerequisite(s):** CIT 3011 or equivalent academic or work experience.

**CIT 3081 Cloud+ Exam Prep (1 Unit)**

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

**Prerequisite(s):** CIT 3074 or equivalent academic or work experience.

**CIT 4014 Web Programming (4 Units)**

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

**Prerequisite(s):** CIT 3054

**CIT 4024 Visual Programming (4 Units)**

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

**Prerequisite(s):** CIT 3054

**CIT 4034 Management of Information Systems (4 Units)**

This course is designed to provide in-depth review of modern information systems management strategies and approaches. Topics in the course include management of operational strategy, server and network management practices, data reporting systems, social media management, business and IT strategic alignment, and disaster recovery. A review of incident cases will provide students with an understanding of how the course concepts can be applied in real world situations.

**Prerequisite(s):** CIT 2014 and CIT 2024

**CIT 4062 Topics in Cyber Security (2 Units)**

This course is designed to build on the previous computer science and cyber security classes. The course will focus on applications of cyber security programs and process via case studies and research projects.

**Prerequisite(s):** CIT 3014 or equivalent; CIT 3024 or equivalent; and consent of instructor.

**CIT 4071 Information Technology Practicum (1-4 Units)**

This course is a supervised experience in which the student works with industry professionals to gain experience with managing information systems. The course may be taken for 1 to 4 units based on the number of engagement hours in the practicum.

May be repeated for up to four (4) units. Credit/No Credit.

**Prerequisite(s):** Student has completed at least 16 credit hours in CIT course or related academic field and permission from the faculty advisor.

**CIT 4081 Information Technology Project (1 Unit)**

This course is a study of a selected problem or topic in Information Technology under the direction of a faculty advisor. The faculty advisor and student propose the research topic and course deliverables.

May be repeated for up to two (2) units. Credit/No Credit.

**Prerequisite(s):** Approval by the program director or department chair is required. Student has completed at least 16 credit hours in CIT course or related academic field and permission from the faculty advisor.

## SCJ - Criminal Justice

**SCJ 3000 Justice in a Complex Society (4 Units)**

An introduction to and comparative examination of the components of the justice process dealing with delinquent and criminal behavior. Examines criminally deviant behavior in a complex society.

**SCJ 3003 Justice in a Complex Society (3 Units)**

An introduction to and comparative examination of the components of the justice process dealing with delinquent and criminal behavior. Examines criminally deviant behavior in a complex society.

**SCJ 3010 Criminology and Community Policing (4 Units)**

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

**Prerequisite(s):** Introduction to Sociology or equivalent.

**SCJ 3013 Criminology (3 Units)**

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

**Prerequisite(s):** SCL 1001 or equivalent.

**SCJ 3050 (A,B,C,D) Writing and Interviewing in the Criminal Justice Profession (1 Unit)**

A series of four one-unit skills course segments designed to develop essential skills and competencies required for daily performance of duties in various criminal justice careers. Incorporates basic concepts for collecting and documenting evidence and procedures. A series of competency based-courses for report writing, interviewing, and communication skills. SCJ3050A focus is writing. SCJ3050B focus is evidentiary and motivational interviewing. SCJ3050C focus is internal communication. SCJ3050D focus is communication and interaction with media, courts, and community.

Must be taken for a total of four (4) units.

**SCJ 3053 Writing and Interviewing in the Criminal Justice Profession (3 Units)**

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 course for report writing and interviewing skills/techniques.

**SCJ 3093 Research Methods for Criminal Justice (3 Units)**

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

**SCJ 3095 Research Methods for Criminal Justice (4 Units)**

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

**SCJ 4003 Social and Community Policing (3 Units)**

Designed to promote capacity to respond to social and cultural realities of professional work in diverse communities. Emphasizes an understanding of the interaction 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 4009 Criminal Law (4 Units)**

Foundations for understanding the historical development, philosophy of law and constitutional provisions, social forces and application to the administration of justice; study of events and trends relating to law. Explore underlying theoretical issues and examine crimes against persons, habitation, property and public order, and morals.

**Prerequisite(s):** Consent of instructor.

**SCJ 4010 Constitutional Foundations (4 Units)**

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

**SCJ 4013 Criminal Law (3 Units)**

Foundations for understanding the historical development, philosophy of law and constitutional provisions, social forces and application to the administration of justice; study of events and trends relating to law. Explore underlying theoretical issues and examine crimes against persons, habitation, property and public order, and morals.

**Prerequisite(s):** Consent of instructor.

**SCJ 4023 Constitutional Foundations (3 Units)**

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



**SCJ 4050 Restorative Justice (4 Units)**

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

**Prerequisite(s):** Social Problems or equivalent course, or consent of instructor.

**SCJ 4053 Restorative Justice and Victimology (3 Units)**

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

**Prerequisite(s):** Social Problems or equivalent course, or consent of instructor.

**SCJ 4072 Internship in Criminal Justice (2 Units)**

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

**Concurrent:** SCJ 4076

**SCJ 4073 Seminar for Criminal Justice (3 Units)**

As part of a capstone experience, this course draws on material learned in other courses, provides opportunity to integrate academic learning with personal and professional internship experiences. To be completed concurrently with 2-unit SCJ 4072 Internship.

**Concurrent:** SCJ 4072

**SCJ 4076 Seminar for Criminal Justice (2 Units)**

As part of a capstone experience, this course draws on material learned in other courses, provides opportunity to integrate academic learning with personal and professional internship experiences. To be completed concurrently with 2-unit SCJ 4072 Internship.

**Concurrent:** SCJ 4072

## BEC - Economics

**BEC 1001 Principles of Macroeconomics (GE) (3 Units)**

This course provides an understanding of fundamental principles governing production, distribution, and exchange of wealth with emphasis on current economic problems, for business majors. Topics include national income determination, fiscal policy, monetary policy, economic stabilization policy, international linkages, balance of payment issues, exchange rate determination, and international trade.

**Prerequisite(s):** MAT 1001 or equivalent.

**BEC 1002 Principles of Microeconomics (GE) (3 Units)**

This course provides fundamental principles governing production, distribution, and exchange of wealth with emphasis on current economic problems, for business majors. Topics include consumer choice theory, decision-making of firms based on costs and revenues, income determination and distribution, market structures, market failures, the economic role of government, and globalization.

**Prerequisite(s):** MAT 1001 or equivalent.

## EDT - Education

**EDT 40CP1 Elementary Clinical Practice Seminar I (1 Unit)**

This seminar course supports the Clinical Practice I experience through classroom inquiry and reflection on the general education curriculum and California standards, including the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners, and learners with exceptionalities. Candidates explore school and community demographics and consider methods for teaching diverse populations. All candidates who are preparing for their first preliminary credential must enroll in EDT 40CP1 during their first clinical practice placement and EDT 40CP2 during the second placement.

**Corequisite(s):** EDT 4040, EDT 4050, EDT 4070M, EDT 4070S

**EDT 40CP2 Elementary Clinical Practice Seminar II (1 Unit)**

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

**Corequisite(s):** EDT 4055, EDT 4060, EDT 4074M, EDT 4074S

**EDT 3002 Foundations of Education and Learning Theory (3 Units)**

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.

**EDT 3006 Principles of Language Acquisition (3 Units)**

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 20 hours of observation in the field.

**Prerequisite(s):** EDT 3002

**EDT 3024 Differentiated Mathematics Instruction for All Learners (3 Units)**

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. This course requires 20 hours of observation in the field.

**Pre or Corequisite(s):** EDT 3002 and EDT 3006

**EDT 4004 Foundations of Special Education (3 Units)**

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 requirement for all preliminary teaching credentials. This course requires 20 hours of observation in the field.

**EDT 4009 Classroom Assessment and Research Practices (3 Units)**

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 California State Standards-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.

**EDT 4010 Methods of Teaching Reading and Writing (3 Units)**

This methodology course provides intensive instruction grounded in sound research to enable candidates to deliver a comprehensive program of systematic, explicit, and meaningfully-applied instruction in reading, writing, listening, and speaking. Opportunities for candidates to learn, understand, and effectively use materials, methods, and strategies to include culturally diverse literature for all learners are provided. Instruction is aligned to the state adopted framework. This course includes intentional practice of classroom management, active, and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through fieldwork experience. Technology for teaching and learning is integrated in the course. This course requires 20 hours of observation in the field.

**EDT 4017 (A,B,C,D) Teaching and Learning Capstone: Contemporary Issues in the Vocation of Education (0.5-2 Units)**

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

**EDT 4020 Literacy Instruction for Secondary Teachers (3 Units)**

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) California State 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 fieldwork experience. This course requires 20 hours of observation in the field.

**EDT 4021 General Methods for Secondary Teachers (3 Units)**

This methodology course explores current pedagogy and its research underpinnings with the goal of implementing specific strategies, techniques, and practice of the methods presented. Candidates will demonstrate mastery of specific competencies, including literacy and language development in detailed lesson plans to make content accessible to all learners through developmentally appropriate pedagogy, effective questioning techniques, and use of appropriate resources. Candidates' demonstration lessons provide opportunity for reflection on attempted practices. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through fieldwork experience. Technology for teaching and learning is integrated in the course. This course requires 20 hours of observation in the field.

**EDT 4022 Interdisciplinary Approaches to Teaching in the Content Areas (3 Units)**

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

**EDT 4032 Methods for Teaching Secondary Language Arts (3 Units)**

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of language arts. Candidates become familiar with a variety of specific methods to use in teaching literature, composition, and language. The topics explored include the following: trends in English curriculum development, the six-trait writing process, assessment, classroom application of various forms of technology, and professional organizations. Instruction is aligned to the state adopted English Language Arts California State Standards (7-12) and the California English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (Equivalent to Literature 5035 Methods of Teaching English.)

**EDT 4033 Methods of Teaching Secondary Mathematics (3 Units)**

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of mathematics content. Topics include: strategies and models for developing mathematical concepts, building skills for understanding and communicating mathematical ideas effectively, and techniques for teaching critical thinking and problem solving. Attention is also given to the following: methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, microteaching of a math lesson, selection of materials, inclusionary practices, classroom application of various forms of technology, and techniques for assessment. Instruction is aligned to the state-adopted Mathematics Standards (7-12) and the California English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (Equivalent to Mathematics 4063 Secondary School Mathematics)

**EDT 4034 Methods of Teaching Secondary Science (3 Units)**

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

**EDT 4035 Methods for Teaching Secondary Social Science (3 Units)**

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

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

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

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

This methods course introduces the study to the theory and practice of teaching visual arts in secondary schools. Content is designed to address content areas of the California Visual Arts Standards in middle and high schools. Topics include the following: instructional planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state and national content standards and assessments, research methods, professional organizations (National Association of Art Educators), and the inclusive classroom. Each candidate develops a unit of instruction suitable for a secondary level classroom. Each candidate is required to prepare a final portfolio of the work in the course. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (Equivalent to ART 4055)

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

This methods course introduces the philosophical bases, instructional techniques and procedures, and the various elements involved in teaching physical education at the secondary level. Topics include the following: classroom teaching methods, practical application, and the California State Framework in Physical Education. Each candidate is required to prepare a final portfolio of the work in the course. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

**EDT 4039 Content-Specific Pedagogy for Secondary Teachers (3 Units)**

This methodology course introduces candidates to a variety of assessments, instructional, and management strategies as related to secondary content subject matter. Candidates explore the delivery of instruction in the content areas in which they seek their credential with extensive research, practice, and reflection. Topics include the following: lesson planning and formative assessment. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (Equivalent to Music Education 4054 Secondary School Music Methods (3))

**EDT 4040 Elementary Clinical Practice I (4 Units)**

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university-assigned elementary classroom with a Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in the elementary classroom. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

**Corequisite(s):** EDT 40CP1

**EDT 4050 Secondary Clinical Practice I (CalTPA Cycle 1) (4 Units)**

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university-assigned secondary classroom with a Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in the secondary classroom. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communications. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

**Corequisite(s):** EDT 40CP1

**EDT 4053 Organization and Management for Success in the Moderate/Severe Classroom (3 Units)**

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

**EDT 4054 Methods of Teaching Candidates with Moderate/Severe Disabilities (3 Units)**

This methodology course examines curriculum and instruction appropriate for individualized services including supplementary aids, services, and technology. Curricular issues addressed include modification of the curriculum within inclusive settings and natural environments, selecting appropriate curricula materials, developing and modifying appropriate curricula, and developing individual instructional plans based on formative assessment. This course requires 20 hours of observation in the field.



**EDT 4055 Secondary Clinical Practice II (CalTPA Cycle 2) (4 Units)**

This course is the second Clinical Practice teaching experience. Student Teachers are assigned to a different content area and/or grade level in a secondary classroom than in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in this new secondary classroom setting. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

**Prerequisite(s):** Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements

**Corequisite(s):** EDT 40CP2

**EDT 4060 Elementary Clinical Practice II (4 Units)**

This course is the second Clinical Practice teaching experience. Student Teachers are assigned to a different content area and/or grade level in an elementary classroom than in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in this new elementary classroom setting. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

**Prerequisite(s):** Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements

**Corequisite(s):** EDT 40CP2

**EDT 4061 Supportive Environments and Plans for Students with Exceptionalities (3 Units)**

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

**EDT 4062 Assessments and Case Management (3 Units)**

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

**EDT 4063 Self-Determination and Partnerships: Keys to Successful Transitions (3 Units)**

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

**EDT 4064 Multidisciplinary Collaboration and IEP Development (3 Units)**

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

**EDT 4065 Social Emotional, Communicative Strategies and Behavior Supports (3 Units)**

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

**EDT 4066 High Leverage Practices for Inclusive Environments (3 Units)**

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

**EDT 4070M Special Education Mild-Moderate Clinical Practice I (CalTPA Cycle 1) (4 Units)**

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

Credit/No Credit.

**Corequisite(s):** EDT 40CP1

**EDT 4070S Special Education Moderate-Severe Clinical Practice I (CalTPA Cycle 2) (4 Units)**

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

**Corequisite(s):** EDT 40CP1

**EDT 4074M Special Education Clinical Practice II (CalTPA Cycle 2) (4 Units)**

This Clinical Practice experience provides the Mild/Moderate Education Specialist candidate an opportunity to focus on instructional strategies appropriate for learners with disabilities. Student teachers are assigned to a different content area, grade level, or special education service area other than that in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies appropriate for learners with disabilities under the leadership of the Cooperating Teacher to learn to manage and deliver instruction. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. Throughout the Clinical Practice experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

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

**Corequisite(s):** EDT 40CP2

**EDT 4074S Moderate/Severe Clinical Practice II (CalTPA Cycle 2) (4 Units)**

This Clinical Practice experience provides the Moderate/Severe Education Specialist candidate an opportunity to focus on instructional strategies appropriate for learners with disabilities. Student teachers are assigned to a different content area, grade level, or special education service area other than that in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies appropriate for learners with disabilities under the leadership of the Cooperating Teacher to learn to manage and deliver instruction. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. Throughout the Clinical Practice experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

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

**Corequisite(s):** EDT 40CP2

**EDT 4092 Assessment and Services for Students with Disabilities (3 Units)**

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.

**Prerequisite(s):** Consent of program required.

**EDT 4093 Curricular and Instructional Adaptations for Students with Mild/Moderate Disabilities (3 Units)**

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.

**Prerequisite(s):** Consent of program required.

**EDT 4094 Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement (3 Units)**

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.

**Prerequisite(s):** Consent of program required.

**EDT 4096 Principles of Language Acquisition for Students with Moderate/Severe Disabilities (3 Units)**

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 20 hours of fieldwork experiences.

**Prerequisite(s):** Consent of program required.

## CEL - Extended Learning

**CEL 2030 Personal and Family Financial Management (GE) (3 Units)**

Study of the relationships of values, standards, and goals to the allocation of resources and the decision-making process. Emphasis is placed on the standards for selection of consumer goods, planning for financial security, sustainable consumption, protection of resources, and the conditions which influence individual and family management. Online.

**CEL 3015 Health and Well-Being (GE) (3 Units)**

An introductory course designed to provide students with a broad spectrum of applicable information intended to promote a healthy lifestyle. A holistic approach is used that encompasses the physical, mental, emotional, relational, spiritual, and environmental aspects of wellness. Online.

**CEL 4090 Special Topics (1-4 Units)**

Intensive study in a special topic under the direction of a faculty member. May be repeated for a total of eight (8) units.

**Prerequisite(s):** Consent of Program Director.

## BFN - Finance

**BFN 3035 Business Finance (3 Units)**

This course provides an introduction to the principles that guide the financial management of a business enterprise, with an emphasis on decision making and value creation. Topics include financial analysis, time value of money, risk and return, security valuation, capital budgeting, cost of capital, forecasting and dividend policy.

**Prerequisite(s):** Completion of the following courses with a grade of C- or better: Business Math or Calculus, Statistics, Microeconomics, Financial Accounting, and Managerial Accounting.

## HIS - History

### HIS 3020 United States History, 1815-1914 (4 Units)

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 3070 California History (4 Units)

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.

## HUM - Humanities

### HUM 1000 Literature and Culture (GE) (3 Units)

An in-depth cultural and aesthetic study of literature in various genres organized around particular themes and/or cultural issues. Online.

### HUM 1005 Music Appreciation (GE) (3 Units)

Contextual survey of outstanding works by great composers of Western Art Music.

### HUM 1099 Art History Survey (GE) (3 Units)

This course covers both Western and Non-Western art history as it relates to and engages with the philosophy of art, the language of design, aesthetics, and criticism.

### HUM 3052 Diverse Voices in American Culture (GE) (3 Units)

An advanced study of selected works written by Americans who have lived on and written from the margins of American society. Online.

## INT - Interpretation

### INT 2000 Learning Methodology (3 Units)

The students will explore what the sciences of cognitive and educational psychology tell us about the process of learning; students will learn how to understand and improve their ability to help 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 2001 Formal Interpretive Communication (3 Units)

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 2002 Informal Interpretive Communication (3 Units)

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. Amongst 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 2003 Non-Personal Interpretive Communication (3 Units)

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 signs, exhibits, websites, flyers, posters, book covers, brochures, newsletters, 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 material that is specific to its interpretive medium and format, as well as the audience's needs and parameters, dictated by diverse backgrounds, age groups, and cultures. A background in basic computer skills required.

### INT 2005 Interpretive Design (3 Units)

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 2006 Capstone Research/Field Experience (3 Units)

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: planning, 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 utilizes 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.

## BLD - Leadership

### BLD 4012 Leadership Theory and Practice (3 Units)

This course provides an overview of a wide variety of leadership theories, concepts, and practices. Topics include the historical examination of leadership models, contributions of leaders to a modern society, and practical application of leadership. Emphasis is placed upon personal leadership development, including the analysis of leadership styles utilizing self-assessments.

**Prerequisite(s):** BMG 2012



**BLD 4020 Cultural Influences and Diversity in the Workplace (3 Units)**

This course examines cultural influences and differences, in addition to issues of diversity, equity, and inclusion. Students will learn how to develop increased awareness and appreciation for diverse backgrounds in order to foster collaborative relationships and environments. Emphasis is placed on developing cultural intelligence and strategies to lead diverse teams.

**Prerequisite(s):** BLD 4012

**BLD 4030 Organizational Leadership Communication (3 Units)**

This course explores the principles of communication and interpersonal relations in organizations. Topics include intentional listening, non-verbal communication, constructive feedback, and conflict resolution. An emphasis is placed on utilizing communication theories and strategies to effectively communicate between individuals, across groups, and within organizations.

**Prerequisite(s):** BLD 4012

**BLD 4040 Leading Teams in Organizations (3 Units)**

This course is a study of leadership and group dynamics to cultivate and promote teamwork in traditional and virtual settings. Topics include understanding and managing the internal dynamics of teams, examining dysfunctional dynamics and processes, and facilitating the creation of teams. Emphasis is placed on developing leadership knowledge and skills to build thriving teams in contemporary organizations.

**Prerequisite(s):** BLD 4012

**BLD 4050 Leading Organizational Change (3 Units)**

This course examines the emotional, theoretical, and practical issues of leading organizations through change. Topics include the nature of change, responses and resistance to change, ownership of change, and creating a culture of change. Emphasis is placed on understanding change theories and strategies to lead people through change.

**Prerequisite(s):** BLD 4012

**BLD 4060 Leading Innovation (3 Units)**

This course provides an understanding of the critical role of leaders in fostering a creative work environment to support innovation. Topics include developing innovative solutions, building an innovative culture, becoming a learning organization, and developing innovation capacity and capability. An emphasis is placed on driving organizational innovation.

**Prerequisite(s):** BLD 4012 or consent of instructor.

**BLD 4070 Leading Through Organizational Crisis (3 Units)**

This course explores how leadership is utilized in crisis. Students will examine practical challenges to avert, respond, recover, and mitigate crises while managing internal and external factors. An emphasis is placed on situational awareness, overseeing transition, and dealing with conflict in order to create stronger and more resilient organizations post-crisis.

**Prerequisite(s):** BLD 4012

**BLD 4090 Special Topics in Organizational Leadership (1-3 Units)**

Study in a special topic under the direction of a faculty member. May be repeated up to a total of six (6) units.

**Prerequisite(s):** Consent of Program Director or Dean.

## BMG - Management

**BMG 2012 Principles of Management (3 Units)**

A study of the manager's role in the organization, including the tasks of planning, organizing, leading, and controlling. Topics include an introduction to change and innovation, corporate culture, global business, ethics, corporate social responsibility, organizational structure, decision-making, human resources and leadership.

**BMG 3020 Organizational Behavior (3 Units)**

This course is a study of human behavior in social organizations, with a focus on the environment, structure, and human behavior at the individual, group, and organizational level. Emphasis is on acquiring skills and analytical concepts to improve organizational relationships and effectiveness.

**Prerequisite(s):** BMG 2012

**BMG 3074 Human Resources Management (3 Units)**

This course provides an overview of the human resources function in organizations, and related elements and activities. Topics include talent acquisition, compensation, performance appraisal, employment law, training and development, labor relations, and industrial organizational psychology.

**Prerequisite(s):** BMG 2012

**BMG 4084 Operations Management (3 Units)**

This course provides an analysis of the information support systems which aid the manager in the decision-making process. Topics include supply chain, project and operations management, allocation of resources, planning, and financial analysis.

**Pre or Corequisite(s):** BLD 4012, BMG 3020, BMG 3074

**BMG 4088 Strategic Management (3 Units)**

This course serves as a capstone experience for business students. It seeks to integrate the diverse areas of business study through formal instruction, a competitive business simulation, case analysis and in-depth analysis of current problems facing businesses. Consideration is also given to the policy development process, corporate social responsibility, and the highest purposes of business.

**Prerequisite(s):** BFN 3035

**BMG 4088L Strategic Management Lab (0 Units)**

This lab is a required companion to the BMG 4088 capstone course for seniors. The lab consists of a comprehensive exam assessing knowledge in business disciplines. Students must pass the exam in order to graduate. Students who do not pass the exam will be required to complete a comprehensive project under the supervision of the Dean of the Fermanian School of Business (or the Dean's designee).

Credit/No Credit.

**Concurrent:** BMG 4088

## BMK - Marketing

**BMK 3032 Principles of Marketing (3 Units)**

A study of the role of marketing in the organization, in society, and in a global economy. Topics include market analysis, consumer and business marketing, product planning, pricing, distribution, promotion, and ethical issues. Special emphasis will be given to marketing strategy formulation.

**BMK 3033 Consumer and Organizational Buying Behavior (3 Units)**

A study of how individuals process information and make purchase decisions. Topics include internal influences such as consumer psychology and personality, and external influences such as social environment and situational influences. A qualitative research study will provide special emphasis on understanding buying behavior to develop a marketing strategy.

**Prerequisite(s):** BMK 3032

**BMK 3036 Integrated Marketing and Sales Communications (3 Units)**

A study of the marketing and sales communication functions. Topics include creative strategy and content, advertising media strategy and selection, public relations, sales promotions, personal selling theory, and ethics in marketing communication. Special emphasis will be given to developing an integrated marketing communications plan and a corresponding sales presentation to a client.

**Prerequisite(s):** BMK 3032

**BMK 3050 Digital Marketing Essentials (3 Units)**

A study of digital marketing theory, issues, strategies, practical uses and channels. Topics include the various digital elements of marketing variables, e-consumer behavior, website development design and implementation, analytics measurement, search engine marketing, mobile marketing and social media platforms to develop customer relationships.

**Prerequisite(s):** BMK 3032

**BMK 4050 Digital Marketing Content (3 Units)**

A study of digital marketing content issues relevant to marketers. Topics include content development and campaign execution for digital marketing channels, driving online traffic, generating leads and converting leads into customers.

**Prerequisite(s):** BMK 3032 and BMK 3050

## MAT - Mathematics

**MAT 1001 Elementary Algebra for Financial Mathematics (1 Unit)**

An introduction to algebra, including a study of the real number system, solutions of linear and quadratic equations, polynomials, factoring, systems of equations, graphing, inequalities, and radicals. The class also examines basic financial mathematics.

**MAT 1013 College Algebra (GE) (3 Units)**

A review and extension of elementary algebra, solutions of linear and quadratic equations, radicals, inequalities, linear and quadratic functions, polynomial functions, exponential and logarithmic functions, conic sections, sequences, series, and graphing.

**Prerequisite(s):** MAT 1001 or equivalent.

**MAT 1093 Basic Statistics (GE) (3 Units)**

This course is an introduction to the concepts and techniques of elementary statistics including descriptive statistics, sampling distributions, confidence intervals, hypothesis testing, correlation, and regression. Data analysis tools will be used.

**Prerequisite(s):** MAT 1001 or equivalent.

## NRS - Nursing

**NRS 3050 Communicating and Following Faithfully (4 Units)**

This course examines the role of the professional nurse and utilizes self-reflection to internalize the value of being faithful to those placed in trust. This course explores Christian nursing history, scholarly writing, research, theory, and the legal/ethical foundations for practice in the professional role. This course explores the role of the nurse within the context of Christian service and caring and will analyze major nursing concepts including therapeutic communication and health informatics. Current trends in nursing management and servant leadership for communication, decision making and management of groups are also investigated.

Core Competency: Oral Communication, Information Literacy, Written Communication.

**Prerequisite(s):** WRT 3000

**Corequisite(s):** NRS 3051

\*\*BSN Essential: I, II, IV, VI, VII, VIII, IX

**NRS 3051 Communicating and Following Faithfully Practicum (1 Unit)**

This practicum will provide the opportunity for the student to apply the role of professional nurse in a variety of contexts.

Credit/No Credit.

**Prerequisite(s):** WRT 3000

**Corequisite(s):** NRS 3050 (not required for RN-MSN program)

\*\*BSN Essential: I, II, IV, VI, VII, VIII, IX

**NRS 3055 Changing Minds, Changing Lives (1 Unit)**

The development of resilience is studied and applied. Evidence-based concepts exploring strategies important in adapting to adversity using a strengths-based model are explored and employed.

**NRS 3060A Inquiring Faithfully I: Nursing Research (1 Unit)**

This online course will focus on the analysis and critique of the science of nursing.

Core Competency: Written Communication, Critical Thinking, Quantitative Reasoning, Information Literacy.

**Prerequisite(s):** WRT 3000

\*\*BSN Essential: II, III, IV, VI, VII, VIII, IX

**NRS 3060B Inquiring Faithfully I: Nursing Research (2 Units)**

This course is a continuation of NRS 3060A focusing on foundational concepts and inquiry techniques in nursing research. Quantitative and qualitative methods are examined through individual and small group work in basic research utilization to identify best practices in health care.

**Prerequisite(s):** NRS 3060A and student must have successfully completed a Statistics course.

**NRS 4020 Caring Faithfully in the Community (4 Units)**

This course introduces the role of the nurse within the context of Christian service and caring. Students will explore the environmental, multi-cultural, and global issues related to nursing in the community as a vocational calling. The focus is on the health of populations with emphasis on epidemiology, health promotion, health protection, disease prevention, health policy, health care delivery systems, and cultural competency.

Core Competency: Oral Communication, Written Communication, and Critical Thinking.

**Corequisite(s):** NRS 4021 (not required for RN-MSN program)

\*\*BSN Essential: II, IV, V, VI, VII, VIII, IX

**NRS 4021 Caring Faithfully in the Community Practicum (1 Unit)**

This practicum will provide the opportunity for the student to analyze community/public health issues in a variety of contexts. An emphasis on critical synthesis from nursing and the social sciences as it relates to population health will focus on healthcare conditions associated with patients, families and communities.

Core Competency: Written Communication, Oral Communication, Critical Thinking. Credit/No Credit.

**Corequisite(s):** NRS 4020

**\*\*BSN Essential:** II, IV, I, VI, VII, VIII, IX

**NRS 4030 Leading Faithfully in Diverse Health Systems (4 Units)**

This course explores nursing theory as it relates to trends and issues in healthcare management including analysis and synthesis of the professional nurse role. Reflective practice will focus in leadership theories and styles within multiple healthcare environments. Content includes nursing theory as it relates to leadership/management principles, career development, communication, leading change, problem solving, decision making, coordinating client care, conflict management, interdisciplinary team approaches, cultural diversity, managing personal and organizational resources, legal, ethical and political influences on the professional nurse role.

Core Competency: Written Communication, Oral Communication, Critical Thinking, Quantitative Reasoning, and Information Literacy.

**Corequisite(s):** NRS 4031

**NRS 4031 Leading Faithfully in Diverse Health Systems Practicum (1 Unit)**

This practicum will provide the opportunity for the student to apply leadership principles in a variety of contexts.

Core Competency: Written Communication, Critical Thinking, Information Literacy. Credit/No Credit.

**Corequisite(s):** NRS 4030

**\*\*BSN Essential:** II, IV, V, VI, VII, VIII, IX

**NRS 4040 Capstone Inquiring Faithfully II: Evidence-Based Practice (4 Units)**

This culminating course will provide the learner with the opportunity to apply evidence-based principles to the work place. A project will demonstrate successful completion of learning outcomes for the university and School of Nursing. This course will apply the process of Evidence-Based Practice (EBP) and theoretical foundations. The EBP content will center on the development of clinical practice questions and review of the literature. Students will gain knowledge and develop skills to determine the quality of research evidence. Research evidence will also be explored for the proposed application to improve clinical practice.

Core Competency: Written Communication, Oral Communication, Critical Thinking, Quantitative Reasoning, and Information Literacy.

**\*\*BSN Essential:** I, II, III, IV, VI, VII, VIII, IX

## NUT - Nutrition

**NUT 1000 Introduction to Nutrition (GE) (3 Units)**

Introduction to the role of nutrition in human health with respect to essential nutrients, factors that affect eating habits, nutrition research and social media, and establishing a healthy lifestyle. This course needs to be passed with a C or better before proceeding with CDV 3043.

## LDR - Organizational Leadership

**LDR 4003 Personal and Professional Ethics (4 Units)**

This course explores a theoretical and applied understanding of ethics within personal and professional leadership contexts. Students are invited to critically consider how ethical values influence workplace decision-making and interactions with key stakeholders. Additionally, students are encouraged to navigate areas of difference in order to find common ground across diverse perspectives. Topics include ethics in business, professional civility, respect for human rights, and upholding a responsible lifestyle in the contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussions.

**LDR 4004 Principles of Management (4 Units)**

This course focuses on the fundamentals of managing teams and organizations. This course integrates technical tools, organizational awareness, and applicable theories and principles that are needed to understand the evolving nature of managing and leading in organizations. Motivational theory and its application to individuals and groups are analyzed, in addition to how productivity is enhanced in a changing global environment. Students will develop an understanding of how to align their leadership with specific concepts of management in order to successfully lead individuals, teams, and organizations.

**LDR 4024 Capstone in Organizational Leadership (1 Unit)**

This culminating course provides learners with an opportunity to reflect upon leadership theories and management concepts learned throughout the program. Students will critically think about how these theories and concepts have impacted their own leadership development and how they operate in an organization. In this course, students will continue to research topics that enhance their understanding of organizational culture and policies. Student will create a leadership portfolio that highlights assignments, projects, and presentations completed in this course, as well as in their previous BAOL courses. This course will focus on the presentation of the work done by the students to the rest of the class and interested observers.

**Prerequisite(s):** LDR 4020

## PSC - Physical Science

**PSC 1003 Earth Science (4 Units)**

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

**Prerequisite(s):** MTH 0099

## SCL - Sociology

**SCL 1001 Introduction to Sociology (GE) (3 Units)**

An introduction to sociology, basic concepts, theories, development as a discipline, and the tools of social investigation. Online.

**SCL 1002 Understanding the Political World (GE) (3 Units)**

A survey of the major dynamics within the political world. The course focuses on political behavior, structures of government, the people and processes of politics, and the challenges currently facing countries around the world. In the course, we will explore a variety of contemporary issues, including inequality, poverty, nationalism, democratization, political violence, and development.

**SCL 3000 Career Development (1 Unit)**

This course explores how to reflect on personality preferences, interests, and values to intentionally pursue a fulfilling career. Students will engage in industry research to explore different fields of interest and set professional goals. Students will be provided with an opportunity to build strategic marketing tools and begin networking for greater job search and career success.

**SCL 3002 Group and Organizational Behavior (3 Units)**

This course explores group interaction principles and processes and the necessary role of teams in the workplace. Students will be introduced to theoretical and practical concepts for understanding and analyzing group and organizational behavior. Additionally, students will practice and develop group communication skills while addressing topics such as group problem solving, group dynamics, and decision-making.

**SCL 3005 Social Stratification (3 Units)**

Social stratification as part of social organization. A review of the major theories, methods of studying stratification and evidence relating to the origin, nature, and functioning of systems of social inequality bases of stratification; relationships among class, status, and power. Class consciousness and conflict; technological change and social mobility.  
**Prerequisite(s):** SCL 1001 or consent of instructor.

**SCL 3060 Race and Ethnicity (3 Units)**

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

**SCL 3063 The Color of Law (3 Units)**

Explores "narrative" as continued stories or discourse used as an attempt by the dominant culture to help define the world we live in. When the dominant culture is oppressive, so too are its narratives. Assesses students' ability to critically analyze social narratives on race in the United States and determine its trustworthiness using basic principles learned (and unlearned) in this class about the United States' legal system and sordid history on race. This course seeks to provide context and pathways to better understanding the civil unrest and racial divide of a post-George Floyd America. By critically analyzing the most popular narratives found in America's dominant culture today, students will: 1) explore how these narratives have shaped our unconscious biases, 2) discover how our country's laws have often promoted racial divides, and 3) ultimately be able to read past racially-coded language in an effort to better understand (and filter) the meanings of messages in the media, in politics, and in everyday life.

**Prerequisite(s):** SCL 1001 or consent of the program director.

**SCL 4001 Cultural Influences in the Work Place (3 Units)**

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.

## WRT - Writing

**WRT 1000 Writing for Academic and Professional Settings (GE) (3 Units)**

A study of the essential theories and elements of the writing process and critical thinking that students can apply when writing for diverse purposes, audiences, and settings. Students will research genres of writing, including those from their professional fields, and compose expository academic papers that explain their findings while integrating and properly documenting multiple sources. Based on this research, students will also write persuasive proposals that address the needs of potential audiences and stakeholders in their chosen career fields.

**WRT 1015 College Composition (GE) (3 Units)**

A comprehensive composition course that focuses on reading, writing, and critical thinking, centered on essay and research writing. The course emphasizes the processes of writing thesis-based manuscripts as an evolving product in a variety of rhetorical modes. Library research and writing a thesis driven source-based argument is a major component of the course.

**WRT 3000 Professional Writing (3 Units)**

This course is designed to help students improve and polish their professional writing skills within their chosen profession. Specially, students will learn to write professional reports, and compose professional routine and persuasive letters. Throughout this course, students will learn how to leverage their strengths and skills on paper, in person, and online.

Must be successfully completed in order to advance to Term 1/Quad 2 courses in the RN to BSN program.

**WRT 3001 Writing for Child Development Professionals (1 Unit)**

Experience in reading, writing, and critical thinking centered on essay and research writing for Child Development. Library research and writing the source-based essay are major components of the course. Students will design a research project that identifies a problem or dilemma within the child development field and provides research-based outcomes or solutions to the problem. This course needs to be passed with a C or better before proceeding with any other course in the program.

## 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 a 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 not been enrolled for three full semesters from the last date of attendance must submit a new application through the Office of Graduate and Professional Studies Admissions. Students whose continuous enrollment is not interrupted by three or more full semesters may remain under their previous declared applicable catalog. Those who are readmitted after three or more full semesters of non-attendance return under the catalog in effect at the time of readmission.

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 one year of the initial date of filing.

## Graduate Student Services

Graduate student support services are comprised of the Office of Graduate and Professional Studies Admissions, the Office of Graduate and Professional Studies Student Financial Services, Graduate and Professional Studies Center for Student Success, 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 3.000 or higher (with the exception of the School of Education Credential Only and the Master of Arts in Christian Ministry each requiring a cumulative grade-point average of 2.750 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 <http://www.pointloma.edu/gradapp> (<http://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 (p. 70)) 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.

## 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 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. 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 six (6) units). The Graduate Professional Studies Admissions Exceptions Committee or designee is the final authority for admission under exception policy.

There is no exceptions policy for the Doctor of Nursing Practice program.

## 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 (6) 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 (6) 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. Transcripts of academic work outside the United States must be evaluated by a service that is a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators, Inc. (AICE);
5. **Affidavit of Support:** as required for all international students by the U.S. government, an original copy of financial certification no older than six months that shows adequate funds for the program of study (NOTE: though required only for the first year of attendance, the applicant should indicate how the remaining years during program completion will be financed); and
6. **Proof of Language Proficiency:** The university requires a score of 216 (computer-based) or 550 (paper-based) on the Test of English as a Foreign Language (TOEFL) examination or a score of 80 on the TOEFL IBT. (NOTE: PLNU's college code is 4605; international students who receive a bachelor's degree from a U.S.-approved post-secondary institution where English is the principal language of instruction may receive a waiver of the TOEFL).

International students are encouraged to contact the Director of International Student Services at the university for more information at (619) 849-2524 or may contact that office by email at [internationalstudentsdirector@pointloma.edu](mailto:internationalstudentsdirector@pointloma.edu).

# Financing 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 and professional student. Questions on financing an education at PLNU should be referred to the Graduate and Professional Studies (GPS) Student Financial Services (SFS) office via email at GPSsfs@pointloma.edu or by calling (619) 563-2882. Students are responsible for being aware of, and complying with, the information in this section.

## Tuition Rates

The following tuition rates<sup>1,2</sup> apply to **Post-Baccalaureate** and **Adult Degree Completion** programs.

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

### Adult Degree Completion

Programs	Cost Per Unit
RN to BSN	\$500
All other Adult Degree Completion Programs	\$560

### Graduate and Professional Studies

Programs	Cost Per Unit
Master of Arts in Christian Ministry	\$320
Master of Arts in Clinical Counseling	\$790
Master of Arts in Organizational Leadership (M.A.O.L.)	\$700
Master of Business Administration (M.B.A.) Evening and Daytime Programs	\$890
Master of Science in Athletic Training	\$740
Master of Science in General Biology	\$765
Master of Science in Kinesiology	\$745
Master of Science in Nursing (M.S.N.)	\$820
School of Education, Bakersfield	\$660
School of Education, San Diego	\$660
Doctor of Nursing Practice	\$1160

<sup>1</sup> The cost of education listed above does not include additional fees (<https://www.pointloma.edu/offices/student-financial-services/graduate-professional-studies-student-financial-services/tuition/#fees>) or textbooks.

<sup>2</sup> The university reserves the right to modify tuition and fees at any time.

## University Fees

Fees	Costs
Application Fees (Graduate and Teaching Credential Students)	\$50
Enrollment Deposit (Graduate and Teaching Credential Students)	\$100
Audit Fee, per unit	\$150
Independent Study, per unit	\$250
Student Athlete Fee	\$220
Degree Processing Fee <sup>1</sup>	\$120

<sup>1</sup> This is a one-time fee administered in the semester the student graduates.

Course and Lab Fees may be attached to individual courses. Click here (<https://drive.google.com/file/d/1DZHGXGQiS2SYz5mmP0hVas6aX-9iYTQ1o/view/>) to view the Current Course Fee List.

## Tuition Refund Insurance

PLNU offers Tuition Refund Insurance that reimburses families for tuition costs in the event that a student is unable to complete a semester due to accident or sickness. For more information regarding this plan, please go to <https://gradguard.com/tuition-insurance> (<https://gradguard.com/tuition->

insurance/). There is no provision for tuition refund insurance for students who enter during the summer. The last day to purchase tuition refund insurance is the day before fall and spring session classes begin.

## Payment Information

Payment in full for the enrolled session is due by the second Friday of each session. A late fee of 5% will be assessed to all student accounts with outstanding balances at the close of business on the payment due date.

View Important Dates and Deadlines (<https://www.pointloma.edu/graduate-studies/programs/financial-aid/important-dates-deadlines/>)

## Billing Process

Billing notifications are sent via email to students before the payment deadline each term. The notification serves as the official notice to students to view their student account and billing information in Workday. All transactional information is viewable in Workday under Financials. Monthly electronic statements are generated in Workday for students who continue to have an outstanding balance. Students are strongly encouraged to generate their own statement in Workday at any time after registering in courses for the semester.

## Payment Options

There are two options available to PLNU students for payment of remaining account balances.

- **Pay in Full.** There are three methods of payment available (online, by mail, in-person).
- **Tuition Installment Plan (TIP).** Students and parents looking for help with large semester payments or reducing loan debt can sign up for an interest-free payment plan.

### Pay in Full

There are four methods of payment available:

Online	By Mail	In-Person	Wire Payments
<b>E-check payments can only be made online through your portal account. Here's how:</b>	Send your statement stub (printed from your Workday account) with a check to:	Visit the PLNU cashier in Draper Hall (Next to SFS Office)	This is an ideal option for international students.
1. Log into Workday. ( <a href="https://www.myworkday.com/pointloma/d/home.html#d/">https://www.myworkday.com/pointloma/d/home.html#d/</a> )	PLNU Attn: Student Financial Services, 3900 Lomaland Drive, San Diego, CA 92106	Monday-Friday 10 a.m. to 12 p.m. & 12:30-2:30 p.m.	Send your payment via a wire transfer.
2. Select <b>Finances</b> Worklet.	Be sure to include the student's name and ID number on the check.		Point Loma Nazarene University WIRE Instructions ( <a href="https://drive.google.com/file/d/1J_yTuV5YBxM5IVh73n07iGn7Mmcr_nxW/view/">https://drive.google.com/file/d/1J_yTuV5YBxM5IVh73n07iGn7Mmcr_nxW/view/</a> )
3. Click on <b>Make a Payment</b> .			
4. In the Payment Description Field, select <b>E-Check Payment</b> .			
5. Payment Type will auto-populate. Verify the Payment Amount and select <b>ok</b> .			
6. <b>Confirm</b> the Payment and select <b>ok</b> .			

*Credit and debit cards are not accepted as payment. Please pay with cash, check, cashier's check, or money order.*

### Tuition Installment Plan (TIP)

PLNU provides students and parents a payment plan called Tuition Installment Plan (TIP). Students and parents looking for help with large semester payments or reducing loan debt can sign up for an interest-free payment plan.

Fall Semester Auto-Pay Dates	Spring Semester Auto-Pay Dates	Summer Semester Auto-Pay Dates
Fall Semester Auto-Pay Dates	Spring Semester Auto-Pay Dates	Summer Semester Auto-Pay Dates
3 Month: Sep 15th, Oct 15th, Nov 15th	3 Month: Jan 15th, Feb 15th, Mar 15th	3 Month: May 15th, Jun 15th, Jul 15th
2 Month (Q1): Sep 15th, Oct 15th	2 Month (Q1): Jan 15th, Feb 15th	2 Month (Q1): May 15th, Jun 15th
2 Month (Q2): Oct 15th, Nov 15th	2 Month (Q2): Feb 15th, Mar 15th	2 Month (Q2): Jun 15th, Jul 15th

For more information regarding TIP, please review our FAQs (<https://www.pointloma.edu/graduate-studies/programs/financial-aid/payment-billing/#paymentplan>).



## Financial Aid

Students using scholarships, grants, and/or federal student loans to pay their charges must complete the Free Application for Federal Student Aid (FAFSA) at <http://www.studentaid.gov>. Students interested in receiving federal student loans will also need to complete the Federal Direct Loan Entrance Counseling and a Loan Agreement/Master Promissory Note (MPN) at <http://www.studentaid.gov>. Other financial aid documents may also be needed. The GPS Student Financial Services office will notify students of any missing financial aid documents via email. Students must notify the GPS Student Financial Services office 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 resolve their student account by the due date 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 using financial aid must have completed a FAFSA, including any additional required documents, and be packaged with financial aid in order to avoid a late fee. Any part of the outstanding balance that is not covered by 'Anticipated 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.

## Returned Check Fee

Any payment made via paper or electronic check that is delinquent or returned will incur a \$25 late or returned check fee. This fee applies to payments made through PLNU's Tuition Installment Plan (TIP) and individual payments made to the university.

## Holds

A financial hold will be placed on all accounts with an outstanding balance and will not be released until the student account is resolved. A financial hold will prevent class registration, the awarding of final course grades, 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 is turned into the appropriate campus location 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 negatively impact a student's financial aid eligibility. Students should contact a GPS Student Financial Services Advisor before making any changes to their 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 <sup>1</sup>

Tuition is refunded based on the following schedule:

Course	100% Refund	75% Refund	50% Refund	25% Refund	No Refund
Semester Course	Weeks 1-2	Week 3	Week 4	Weeks 5-8	Weeks 9-16
7-9 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		Class 2	Class 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		Refund is based upon the percentage of class time elapsed in proportion to the length of the semester and quad schedules.			

Course fees are refunded at 100% through the 50% tuition refund period. Once tuition refund drops to 25%, course fees are not refunded.

<sup>1</sup> For online programs, PLNU complies with state authorization requirements. For questions, please contact the Educational Effectiveness (educationaleffectiveness@pointloma.edu) office.

## Degree Processing Fee

All GPS students eligible for graduation are charged a fee in their final semester. This fee is applied to the student's account and is non-refundable. The fee is required to be paid in order to participate in Commencement. The fee is assessed once per degree, even if the student does not plan to participate in Commencement.

## ePortfolio Technology Fee

Point Loma Nazarene University has adopted a web-based tool to provide Master of Science in Nursing (MSN) 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 an ePortfolio technology fee. A one-time fee will be charged to each MSN student associated with a specific course toward the beginning of the student's program.

## Earned Grades Policy

In addition to completing a course's academic requirements, PLNU's Earned Grades Policy requires that a student's account be substantially paid in full to receive final course grades in a given term. Please review the complete Earned Grades Policy here ([https://drive.google.com/a/pointloma.edu/file/d/1gpvHTMzRo6mCu8kRkM\\_336VGLAbCOty9/view/?usp=sharing](https://drive.google.com/a/pointloma.edu/file/d/1gpvHTMzRo6mCu8kRkM_336VGLAbCOty9/view/?usp=sharing)).

## 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 or discussing financial matters with a spouse or parent of students 18 years of age or older without written permission of the student. To read more about FERPA, click State and Federal Policies (p. 83). Students may grant another individual permission through Workday.

## 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 offered 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 offered 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 offered 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 to be reduced, increased, or eliminated subsequent to the initial determination of the financial assistance. The reduction or elimination of financial assistance 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 Free Application for Federal Student Aid (FAFSA) or renewal FAFSA each academic year of enrollment (see FAFSA deadlines (<https://studentaid.gov/apply-for-aid/fafsa/fafsa-deadlines/>)). PLNU's school code is 001262. The FAFSA application can be submitted online at <http://www.studentaid.gov/>. Financial Aid may be renewed each academic year, provided students remain financially and academically eligible (Review the Graduate Satisfactory Academic Progress policy here ([https://drive.google.com/file/d/1QQNqQqGtufB7PEUDz2SovCN-xUa4K0\\_T/view/](https://drive.google.com/file/d/1QQNqQqGtufB7PEUDz2SovCN-xUa4K0_T/view/)) and the Adult Degree Completion Satisfactory Academic Progress policy here ([https://drive.google.com/file/d/1QQNqQqGtufB7PEUDz2SovCN-xUa4K0\\_T/view/](https://drive.google.com/file/d/1QQNqQqGtufB7PEUDz2SovCN-xUa4K0_T/view/))). A Financial Aid Offer Letter is issued to students after they have been fully 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 the Financial Aid Portal which can be accessed through the PLNU OneLogin page. 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.

## Expected Completion Dates (Graduation Dates)

GPS Student Financial Services initiates financial aid offers based on the student's Expected Completion Date in Workday. It is the student's responsibility to confirm that the Expected Completion Date is accurate to ensure that the financial aid offer is made in a timely manner. If a student has questions about the Expected Completion Date, they should consult with their Academic Advisor, Student Success Counselor, or the Records Office.

An Adult Degree Completion student's Federal Direct Loans may be prorated during the final semester of their program. Students should contact the GPS SFS Office when they are nearing the end of their program to determine if their financial aid will be prorated.

Students who are receiving the Cal Grant are allowed to receive up to the cost of tuition and fees in their graduating semester, as long as the student has remaining eligibility and does not exceed the full-time maximum semester amount for the tuition and fees portion of the grant. If a student receives Cal Grant up to the tuition and fees in a semester and the student does not actually graduate in that semester, the Cal Grant may need to be reduced.

## 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 parents or 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 at assumed enrollment status amounts unless otherwise requested. Graduate students are generally assumed to be enrolled full-time (in six (6) units per semester). Teaching Credential students are generally assumed to be enrolled half-time (in six (6) units per semester). Adult Degree Completion students are generally assumed to be enrolled three-quarter time (in nine (9) units per semester). Tuition budget may be adjusted based on actual enrollment status upon request.
Room & Board (Average Grocery, Rent)	Determined by CSAC's Student Expense Budget for California. May be adjusted based on length of enrollment (single quad/full semester). ( <a href="https://www.csac.ca.gov/post/student-expense-budget/">https://www.csac.ca.gov/post/student-expense-budget/</a> )
Books & Supplies (Books, Educational Supplies, Course Fees, Computer Expenses)	Determined by CSAC's Student Expense Budget for California. May be adjusted based on enrollment status (full-time, three-quarter time, half-time). ( <a href="https://www.csac.ca.gov/post/student-expense-budget/">https://www.csac.ca.gov/post/student-expense-budget/</a> )
Miscellaneous (Health and Miscellaneous)	"Other expenses" category determined by CSAC's Student Expense Budget for California. May be adjusted based on length of enrollment (single quad/full semester). ( <a href="https://www.csac.ca.gov/post/student-expense-budget/">https://www.csac.ca.gov/post/student-expense-budget/</a> )
Transportation	Cost of transportation to and from classes. Determined by CSAC's Student Expense Budget for California. May be adjusted based on enrollment status (full-time, three-quarter time, half-time). ( <a href="https://www.csac.ca.gov/post/student-expense-budget/">https://www.csac.ca.gov/post/student-expense-budget/</a> )
Loan Fees	Estimated cost.

## Appeals for Special Circumstances

Federal regulations provide the GPS Student Financial 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 GPS Student Financial Services office at the Mission Valley campus or online (<https://www.pointloma.edu/graduate-studies/programs/financial-aid/forms-documents/>) with supporting documentation. After initial review of the appeal, additional documentation may be required. Students will be notified of the result of the appeal via email.

## Financial Aid Programs

### Need-Based Federal Grant Programs

#### Federal PELL Grant

The Federal Pell Grant is offered to undergraduate students with a qualifying Expected Family Contribution (EFC) as determined by the FAFSA. The Federal 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 for the 2022-2023 Academic Year (AY) is \$6,895. Graduate students, teaching credential students and students pursuing a second Bachelor degree are not eligible for the Federal Pell Grant.

Students may be eligible for other forms of federal need-based aid. Additional information may be obtained from the GPS Student Financial Services office.

#### **Federal Pell Grant Recalculation Dates**

PLNU uses the scheduled disbursement date for each semester as the Pell Recalculation Date (PRD). Changes in enrollment after the PRD (i.e. increasing units from half-time to full-time) will not result in a change to Federal Pell Grant eligibility. To maximize Federal Pell Grant eligibility, students should ensure they are registered for all courses before the PRD. For the 2022-2023 Academic Year, the PRDs are as follows:

- Fall 2022: 9/6/2022
- Spring 2023: 1/17/2023
- Summer 2023: 5/16/2023

The Federal Pell Grant can only be disbursed for courses in which students begin attendance. If it is determined that a student did not attend a course that was used to calculate Federal Pell Grant eligibility, the Federal Pell Grant may be reduced.

#### **Federal Supplemental Educational Opportunity Grant (SEOG)**

SEOG is a form of "campus-based" federal gift aid that is offered to Pell Grant recipients who have a qualifying Expected Family Contribution (EFC). Since SEOG funding is extremely limited, not all students who qualify receive the SEOG. The maximum SEOG Grant for the 2022-2023 Academic Year (AY) for Adult Degree Completion students is \$260 per full-time semester of enrollment; however, final aid decisions are subject to the final campus-based fund allocation granted to PLNU. Students who have an EFC of \$0 will be considered as a priority group for funding.

#### **Need-Based State Aid**

For details about any California state fund programs, students may visit the California Student Aid Commission (CSAC) website at <http://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. Students must meet income and asset ceiling and family size limits. Cal Grant amounts are determined annually by the passing of a final State of California budget; all Cal Grants listed on a Financial Aid Offer 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 offered an Entitlement or Competitive Cal Grant. Before a Cal Grant can be added to a student's Financial Aid Offer Letter, the GPS Student Financial Services 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 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 the student receives the grant, 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 2022-2023 Cal Grant B Access Funds Form to the GPS Student Financial Services office before the end of each semester Add Period. After that date, the semester Access Grant is credited to the student's account. During the second and subsequent years, Cal Grant B includes a tuition and fee-paying component in addition to Access. The 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 2022-2023 FAFSA (<http://www.studentaid.gov>) by March 2, 2022, and a verified grade-point average (GPA) to the California Student Aid Commission (CSAC) by March 2, 2022. 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.

#### **Transfer Entitlement Cal Grants for Adult Degree Completion Students**

Students who graduated from high school after June 30, 2000, attended a California Community College, and then transferred to PLNU may be eligible for a Cal Grant Transfer Entitlement (also known as the California Community College Transfer Entitlement). This grant is either a Cal Grant A or B. To qualify, students must have at least a 2.400 community college GPA, meet the Cal Grant financial and eligibility requirements, be under 28 years of age as of December 31 of the grant year and apply by March 2, 2022. Students must transfer from a California Community College to PLNU in the year for which the grant is offered. Students must complete a G-6 self-certification form by logging into WebGrants at <http://www.webgrants4students.org>.

For details about requirements for the 2022-2023 Cal Grant, students may visit the California Student Aid Commission (CSAC) website at <http://www.csac.ca.gov>.



### 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 2022-2023 Academic Year. Students may renew a Cal Grant 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), contact CSAC at 1-888-224-7268, or update their institution on WebGrants for Students at <http://www.webgrants4students.org>.

### 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 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 <http://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: <http://www.csac.ca.gov>:

1. Have received a bachelor's degree;
2. Are accepted to and have enrolled in a professional teaching preparation program (Master of Arts in Teaching (MAT) 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 and meet income and asset ceiling and family size limits.

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 Grants prorated. 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 (<https://www.csac.ca.gov/post/request-cal-grant-teaching-credential-program-benefits/>) to CSAC, and the Commission must approve the application prior to PLNU offering the Cal Grant.

### Golden State Teach Grant (GSTG)

The Golden State Teach Grant (GSTG) program is for students who are currently enrolled in a teacher preparation program to earn a credential and commit to teach in a "high need field" at a "priority school," in California for four years, within five years after completing a teacher preparation program.

GSTG offers up to \$20,000 to eligible, currently enrolled students in California Commission on Teaching Credentialing (CTC)-approved teacher preparation programs within a California institution of higher education. California Education Code Section 69617 authorizes CSAC to continue to provide Golden State Teach Grants to eligible teaching candidates through the 2024-2025 Academic Year.

### What is a "Priority School"?

A "priority school" is a school with a high percentage, as determined by the Commission on Teacher Credentialing (CTC) in consultation with the California Department of Education (CDE), of teachers holding emergency-type permits, based on the most recent data available to the CTC and the CDE. By January 1, 2020, the CTC shall publish a list of priority schools. "Emergency-type permits" include, but are not limited to, any of the following:

1. Provisional internships
2. Short-term staff permits
3. Credential waivers
4. Substitute permits

The CTC list of priority schools is available at <https://www.ctc.ca.gov/commission/notices/gs-teacher-list>. (<https://www.ctc.ca.gov/commission/notices/gs-teacher-list.html>)

### Application Process

- Students must apply for the GSTG through the California Student Aid Commission (CSAC) here: <https://gstg.csac.ca.gov>.
- CSAC will provide a roster of applicants to PLNU.
- PLNU's School of Education will verify enrollment in an approved program leading to a credential in a high need field.
- GPS Student Financial Services will determine the grant amount for which the student is eligible and any required adjustments to the students' other financial assistance. GPS Student Financial Services will email the student the GSTG offer which the student can accept in full, partially accept, or decline.
- GPS Student Financial Services will return the completed roster to CSAC.
- CSAC will send the eligible GSTG applicant a letter of acknowledgment along with a Teaching Agreement (TA).
- Recipients of the GSTG must sign and return the TA within 30 days to be certified as a participant in the GSTG program.

- Once the TA is received, CSAC will process a payment to the student.
- The payment will be sent to PLNU, made out to the student.

Accepting the GSTG may require adjustment of other financial assistance that was already offered or disbursed to the student. Adjustments to other financial assistance may cause a balance due on the student’s account. Students are responsible to pay any outstanding balance on the student account that may result from accepting the GSTG.

**Repayment Requirements**

Failure to meet the four-year teaching obligation requires the grant recipient to repay the State twenty-five percent (25%) of the total amount granted annually for each year the recipient fails to do one or more of the following:

- Be enrolled in or have successfully completed a teacher preparation program approved by the CTC.
- While enrolled in the teacher preparation program, maintain good academic standing.
- Complete the required teaching service following completion of the teacher preparation program.

For more information about the GSTG program, visit the CSAC website: <https://www.csac.ca.gov/golden-state-teacher-grant-program> (<https://www.csac.ca.gov/golden-state-teacher-grant-program/>)

**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 (six (6) units for Adult Degree Completion and Teaching Credential students). Direct Loan interest rates and origination fees are published annually by the Department of Education. The interest rates become effective on July 1st of each year and the origination fees become effective on October 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 <http://www.studentaid.gov>. For more information on the Federal Student Loan programs and interest rates, please click here (<https://studentaid.gov/understand-aid/types/loans/interest-rates/>). The determination of an academic year may vary by program. Graduate students are not eligible for Subsidized Direct Loans.

Students are required to complete Federal Direct Loan Entrance Counseling and a Loan Agreement/Master Promissory Note (MPN) 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 a Loan Agreement/Master Promissory Note (MPN) must be completed online through the Federal Direct Loan website at <http://www.studentaid.gov>. More information can be found at the Graduate and Professional Student Services section of the Point Loma Nazarene University website at <http://www.pointloma.edu/gradsfs> (<http://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 (3) units in a semester for a graduate student or less than six (6) units in a semester for Adult Degree Completion and Teaching Credential students), 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 must be completed online through the Federal Direct Loan website at <http://www.studentaid.gov> or in-person through the GPS Student Financial Services office. Additional information may be obtained from the GPS Student Financial Services office.

Repayment begins six months after the student graduates, withdraws, or drops below half-time status (i.e. less than three (3) units for graduate students or less than six (6) units for Adult Degree Completion and Teaching Credential students).

**Federal Subsidized Direct Annual Loan Limits**

Units	Fee
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)

**Federal Work-Study**

The Federal Work-Study (FWS) program is offered to eligible students, on a request-basis. It is only offered if the student acquires on-campus employment. Students eligible for Federal Work-Study are not guaranteed employment. If interested in Federal Work-Study, the student should contact the Student Employment Office to secure employment at (619) 849-2633 or online at <https://www.pointloma.edu/offices/human-resources/student->

employment (<https://www.pointloma.edu/offices/human-resources/student-employment/>) and contact the GPS Student Financial Services Office. FWS is disbursed in the form of bi-weekly paychecks from the cashier's office in Draper Hall or by direct deposit.

## Non-Need Based Federal Loan Programs

### Unsubsidized Federal Direct Loan

The Unsubsidized Federal 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 Education. The interest rates become effective on July 1st of each year and the origination fees become effective on October 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 <http://www.studentaid.gov>. For more information on the Federal Student Loan programs and interest rates, please click here (<https://studentaid.gov/understand-aid/types/loans/interest-rates/>). The determination of an academic year may vary by program.

Students are required to complete Federal Direct Loan Entrance Counseling and a Loan Agreement/Master Promissory Note (MPN) 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 Loan Agreement/Master Promissory Note (MPN) must be completed online through the Federal Direct Loan website at <http://www.studentaid.gov>. More information can be found at the GPS Student Financial Services section of the Point Loma Nazarene University website at <http://www.pointloma.edu/gradsfs> (<http://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 (3) units for a graduate student or less than six (6) units for a Teaching Credential or Adult Degree Completion student 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 must be completed online through the Federal Direct Loan website at <http://www.studentaid.gov> or in-person through the GPS Student Financial Services office. Additional information may be obtained from the GPS Student Financial Services office.

Repayment begins six months after the student graduates, withdraws, or drops below half-time status (i.e. less than six (6) units in a semester for Adult Degree Completion and Teaching Credential students or less than three (3) units in a semester for Graduate students).

Federal Direct Loan Limits:

Year	Dependant 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 2022-2023 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 attendance minus any other financial aid offered. 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. The interest rates become effective on July 1st of each year and the origination fees become effective on October 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 Loan Agreement/Master Promissory Note (MPN) may be completed online

at <http://www.studentaid.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 GPS Student Financial Services section of Point Loma Nazarene University's website at <http://www.pointloma.edu/gradsfs> (<http://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 (<https://studentaid.gov/understand-aid/types/loans/interest-rates/>). Repayment begins 60 days after the final loan disbursement is made for the academic year. Students can begin the application process online at <http://www.studentaid.gov>.

Students are required to complete the Federal Direct Graduate PLUS Loan Application, Loan Agreement/Master Promissory Note (MPN) 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 offered. 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 Loan Agreement/Master Promissory Note (MPN) must be completed online through the Federal Direct Loan website at <http://www.studentaid.gov>.

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 (3) units for a graduate student 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 must be completed online through the Federal Direct Loan website at <http://www.studentaid.gov> or in-person through the GPS Student Financial Services office. Additional information may be obtained from the GPS Student Financial Services office.

### **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 (6) units for Adult Degree Completion students). Repayment also begins at that time. Students have up to ten years to repay the loan. Payments are made through PLNU's loan servicer, ECSI. Students offered a Nursing Loan must complete Entrance Counseling and sign a Promissory Note each year before funds can be credited to their student account. Entrance Counseling and Promissory Notes must be completed online with our servicer ECSI at <https://borrower.ecsi.net/>. 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 2022-2023 FAFSA to determine eligibility.

When a student graduates, withdraws from the university, takes an approved leave of absence, or drops below half-time status (registered for less than six (6) units in a semester for the Adult Degree Completion program), Federal Nursing Student Loan Exit Counseling is required. This is a mandatory federal requirement for all students who have received a Federal Nursing Student Loan. Exit Counseling must be completed online with our servicer ECSI at <https://borrower.ecsi.net/>. Additional information may be obtained from the GPS Student Financial Services office.

### **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 (i.e. less than three (3) units for Graduate students), 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 offered a Nursing Faculty Loan must sign a Master Promissory Note (MPN) and complete online Entrance Counseling before funds can be credited to the student's account. Entrance Counseling and Promissory Notes must be completed online with our servicer ECSI at <https://borrower.ecsi.net/>. Because of limited funding and Nursing faculty requirements, the Nursing Faculty Loan is managed through the School of Nursing.

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 (3) units in a semester for a Graduate student), Federal Nursing Faculty Loan Exit Counseling is required. This is a mandatory federal requirement for all students who have received a Federal Nursing Faculty Loan. Exit Counseling must be completed online with our servicer ECSI at <https://borrower.ecsi.net/>. Additional information may be obtained from the GPS Student Financial Services office.

## **Other Federal Aid**

### **Federal TEACH Grant - Graduate students and Teaching Credential 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 (<https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>)) at an elementary/secondary school, or educational service agency that serves students from low-income families (see this Federal List (<https://studentaid.gov/tcli/>)).

The amount of TEACH grant available is subject to current federal regulations. Interested students may contact the GPS Student Financial Services office.

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

- Must have and maintain at least a 3.250 cumulative GPA (New students qualify through their Bachelor Degree or previous Masters degree) in an eligible post-baccalaureate program.
- Must complete the FAFSA.
- Must sign an annual TEACH Grant Agreement to Serve or Repay, 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 the student received the grant.
- Must complete annual TEACH Grant Counseling, which informs the student of their 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 a student does not complete their service obligation, all TEACH Grant funds received will be converted to a Direct Unsubsidized Loan. The student 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 (<https://studentaid.gov/understand-aid/types/grants/teach/>) on the Department of Education's Website.

### Federal TEACH Grant Recalculation Dates

PLNU uses the scheduled disbursement date for each semester as the TEACH Recalculation Date (TRD). Changes in enrollment after the TRD (i.e. increasing units from half-time to full-time) will not result in a change to Federal TEACH Grant eligibility. To maximize Federal TEACH Grant eligibility, students should ensure they are registered for all courses before the TRD. For the 2022-2023 Academic Year, the TRDs are as follows:

- Fall 2022: 9/6/2022
- Spring 2023: 1/17/2023
- Summer 2023: 5/16/2023

The Federal TEACH Grant can only be disbursed for courses in which students begin attendance. If it is determined that a student did not attend a course that was used to calculate the Federal TEACH Grant eligibility, the Federal TEACH Grant may be reduced.

## The FAFSA Verification Process

Any student who files a FAFSA may be selected for a process called "verification", either by the Department of Education or by the University. Verification is the process of confirming that the data reported on the FAFSA is accurate. PLNU has partnered with Inceptia's "Verification Gateway" as an approved third-party servicer who assists PLNU in collecting all documents required to complete the process for any student selected by the Department of Education for verification. Students who may be selected for institutional verification will be contacted by PLNU's GPS Student Financial Services Office directly.

Students may decline the request for verification documents, however in doing so, they become ineligible for any federal or state financial aid. It is recommended that all students complete the verification process as early as possible to avoid late notification of the loss of eligibility of financial aid.

## 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 Scholarships

Each year, various academic departments and schools offer 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 scholarships 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 (<https://scholarships.pointloma.edu/>), and many other scholarship searches are available online (such as CollegeBoard (<http://www.collegeboard.org/>), F (<http://fastweb.com/>), and Peterson's (<http://petersons.com/>)). Once the student has been selected to receive a scholarship, it is the student's responsibility to contact the outside agency sponsoring the scholarship and request that it send the scholarship check to PLNU. Outside scholarships 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 scholarship must still be treated as a resource, which means that



other aid in the student's financial aid 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 Veteran Readiness and Employment (VR&E)

Both Reserve Officers Training Corps (ROTC) and Veteran Readiness and Employment (VR&E), formerly known as Vocational Rehabilitation (Voc Rehab), helps students to pay tuition and fee charges. The amounts must be verified by the organization providing the financial assistance. VR&E is treated as need-based aid and can limit a student's eligibility for need-based financial aid programs.

## Veterans Administration (VA) Benefits

Veterans Administration (VA) benefits are offered to veterans of the Armed Services and dependents who qualify. 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.

Independent students who are living in military housing or are receiving a Basic Allowance for Housing (BAH) from the Department of Veterans Affairs, as well as dependent students whose parents are receiving these benefits, must notify the GPS Student Financial Services office. The Department of Education requires that institutions remove the housing component of the Cost of Attendance if students/parents are receiving these benefits. The adjustment may affect other financial aid that has been offered.

Questions regarding VA benefits should be directed to <http://www.gibill.va.gov> or 888-442-4551. Questions regarding PLNU application of VA benefits can be directed to [veteranservices@pointloma.edu](mailto:veteranservices@pointloma.edu).

## Other Resources

If a student receives any form of non-PLNU financial assistance, such as outside scholarships or employer reimbursement, existing financial aid may need to be reduced so that funding does not exceed financial need or cost of attendance. Whenever possible, the GPS Student Financial 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 (<http://www.pointloma.edu/experience/offices/administrative-offices/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.
- Received federal financial aid at another institution for a period of time that overlaps with a period of enrollment at PLNU.
- Enrolling in courses that do not count toward the degree program as declared in Workday. Only courses that count toward the declared degree program are eligible to be funded with federal and state financial aid.
- Registered less than half-time in a semester (three (3) units per semester for graduate students or six (6) units for Adult Degree Completion and Teaching Credential students) for most types of aid.
- 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, to satisfy the qualitative requirement, Graduate and Teaching Credential students must maintain a minimum cumulative Grade-Point Average (GPA) of 3.000 at the end of each semester. Master of Arts in Christian Ministry students must maintain a minimum cumulative Grade-Point Average (GPA) of 2.750 at the end of each semester. Adult Degree Completion students must maintain a minimum cumulative Grade-Point-Average (GPA) of 2.000 at the end of each semester and maintain a minimum cumulative Grade-Point Average of 2.000 at the end of each semester for all courses taken at PLNU in the student's designated program of study. Bachelor of Arts in Business Administration students not attending online must also maintain a minimum cumulative Grade-Point-Average of 2.75 at the end of each semester for all courses taken at PLNU

in the student's designated program of study. For more complete information on the university's SAP policy, students may view our SAP Policy for Graduate and Teaching Credential students here ([https://drive.google.com/file/d/1QQNqQqGtufB7PEUDz2SovCN-xUa4K0\\_T/view/](https://drive.google.com/file/d/1QQNqQqGtufB7PEUDz2SovCN-xUa4K0_T/view/)) or for Adult Degree Completion students here (<https://drive.google.com/file/d/1n76wmnc83GkgawcpP6vkPm4FmZScdnl/view/>). Students may also contact the GPS Student Financial Services office for more information.

## Revisions Based on Enrollment

The GPS Student Financial Services Office assumes students will be registered in the typical number of units for students in each program when calculating financial aid eligibility. Adult Degree Completion students are generally assumed to be enrolled three-quarter time (9 units) in the full semester (with courses in both Quad I and Quad II) each semester. Graduate students are generally assumed to be enrolled full-time (6 units) in the full semester (with courses in both Quad I and Quad II) each semester. Teaching Credential students are generally assumed to be enrolled half-time (6 units) in the full semester (with courses in both Quad I and Quad II) each semester. In most cases students' initial Financial Aid Offer Letter will reflect financial aid based on these assumptions. During the first week of each semester, students' financial aid will be revised to match actual enrollment. If students are enrolled in only one quad in the semester, their financial aid will likely be reduced significantly lower than the initial offer. To make sure the Financial Aid Offer Letter is as accurate as possible, students should ensure they are registered for all courses for the entire semester (including Quad II courses) before the semester begins.

## Requirements, Deadlines, and Application Procedures

All students requesting financial assistance must do the following:

1. Make formal application for admission, be officially accepted into an undergraduate Adult Degree Completion, preliminary teaching credential or post-baccalaureate program by the Office of Graduate Admissions and be enrolled at least half-time;
2. Complete and file the FAFSA.

Financial aid is generally made for two consecutive semesters (depending upon the academic program). Financial aid is 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](http://www.pointloma.edu/gradsfs) (<http://www.pointloma.edu/gradsfs/>).

## Refunds for Federal Financial Aid Funds in Excess of Tuition and Fees (Title IV Credit Balances)

A Title IV credit balance occurs whenever the amount of Title IV funds credited to a student's account for a semester exceeds the amount of tuition and fees assessed the student for that semester. Point Loma Nazarene University will pay such a Title IV credit balance directly to the student (or parent if the credit balance is from a Parent PLUS Loan<sup>1</sup>) within 14 days of the Title IV funds disbursing to the student's account. The GPS SFS Office strongly encourages all students to set up direct deposit in Workday in order to receive the refunds from the Title IV credit balances as quickly and efficiently as possible.

<sup>1</sup> If a parent would like the student to receive the Title IV credit balance from a Parent PLUS Loan, they must indicate it when the PLUS application is initially completed.

## Withdrawals

If a student is planning on withdrawing or taking a leave of absence (LOA<sup>1</sup> from the University during a term, the student must contact the Office of Records (Records) to begin the process. Note that students who drop to zero units in a quad may be considered a withdrawal for Federal financial aid purposes even if the student is not formally withdrawn from the university. Records will determine the student's last date of attendance in each course from the faculty. The student's latest last date of attendance will be the official withdrawal date. Records will notify GPS Student Financial Services of the official date of withdrawal. If the student's last date of attendance cannot be confirmed, GPS Student Financial Services will use the 50% point in the semester as the official withdrawal date. Using that date, GPS Student Financial Services will determine how much financial aid the student has earned and how much will need to be returned. For Federal Financial Aid (Federal Pell Grant, Federal SEOG, Federal Subsidized, Unsubsidized, and PLUS loans), SFS will run the Return of Title IV Funds (R2T4) process. This refund calculation is required by the Department of Education (ED) when a student withdraws from school to determine the amount of Federal aid that must be returned. For institutional aid, State aid, and private loans<sup>2</sup>, the amount of aid returned is based on the institutional refund policy. If a student did not begin attendance in a course, that course cannot be considered in the calculation of the student's financial aid.

If a student withdraws after a term has ended, all financial aid will be considered earned since the term was completed and no returns will be made. Aid for subsequent term(s) would be canceled.

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. A student will not 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 (p. 34) in this catalog.)

Students who have taken out student loans to pay for any portion of their education are required to complete federal Exit Counseling when graduating, withdrawing, or dropping below half-time enrollment from the university. Online Exit Counseling for Direct Loans or TEACH grants can be completed at <https://studentaid.gov> or in-person through the GPS Student Financial Services office. Online Exit Counseling for Perkins and Nursing loans can be completed at <https://borrower.ecsi.net/>. Failure to complete Exit Counseling may cause a hold to be placed on transcript and diploma release.

<sup>1</sup> LOAs for Financial Aid purposes are considered a withdrawal from PLNU.

<sup>2</sup> Major Private loan lenders have expressed, on a case-by-case basis, that 100% of the private loan disbursement can be kept to pay off a remaining balance or the SFS office can issue the credit of a private loan disbursement to the student.

## State and Federal Policies 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. Inquiries and appeals regarding compliance with this federal requirement may be directed to the Vice President of Student Life and Formation, Nicholson Commons, (619) 849-2215. 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. Inquiries and appeals regarding compliance with the Title IX federal requirement may be directed to the Title IX Coordinator, Danielle Brown Friberg, Nicholson Commons 326A, (619) 849-2313, [titleix@pointloma.edu](mailto:titleix@pointloma.edu). Point Loma Nazarene University also provides individuals with disabilities access to the programs, services, and activities of the University. Pursuant to Section 504 of the Rehabilitation Act, Titles I and III of the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act, and other applicable federal, state, and local laws and regulations, PLNU will not discriminate against qualified individuals with disabilities on the basis of disability in its services, programs, or activities. The Associate Dean of the Educational Access Center, [EAC@pointloma.edu](mailto:EAC@pointloma.edu), provides advice and support to students with disabilities. Inquiries and appeals regarding compliance with these federal requirements may be directed to the ADA Coordinator, Dr. Holly Irwin, Mieras Hall, (619) 849-2706, [ADA@pointloma.edu](mailto:ADA@pointloma.edu).

## Reservation of Rights

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

## Education Records (FERPA) and Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Point Loma Nazarene University ("PLNU") receives a request for access. A student should submit to the Office of Records, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the

student of the time and place where the records may be inspected. If the requested records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask PLNU to amend a record should write the Office of Records, clearly identify the part of the record the student wants changed, and specify why it is inaccurate, misleading, or otherwise in violation of the student's privacy under FERPA.

If PLNU decides not to amend the record as requested, PLNU will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before PLNU discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Under FERPA, PLNU may disclose education records without a student's prior written consent to school officials with legitimate educational interests. A school official includes persons employed by PLNU in an administrative, supervisory, academic, research, or support staff position (including security personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of PLNU who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent, or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for PLNU.

Upon request, PLNU also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. PLNU will make a reasonable attempt to notify a student of these disclosures, unless the request or disclosure is initiated by the student.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by PLNU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue  
SW Washington, DC 20202

FERPA also permits PLNU to disclose directory information without student consent. Accordingly, PLNU may, but is not required to, release directory information. PLNU has defined directory information as name, address (including electronic mail), photo, telephone number, date and place of birth, major field of study, dates of attendance, enrollment status, degrees, honors 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 Director of Records, as public information to individuals who demonstrate a valid need for the information.

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA requires PLNU to record such disclosures. Eligible students have a right to inspect and review the record of disclosures.

In addition to the above, FERPA permits postsecondary institutions to disclose PII from the education records without obtaining prior written consent of the student in the following circumstances:

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to specific requirements.
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities. Such disclosures may be made in connection with an audit or evaluation of federal or California supported education programs, or for the enforcement of, or compliance with, federal legal requirements that relate to those programs.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, PLNU in order to:
  - develop, validate, or administer predictive tests;
  - administer student aid programs; or
  - improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency, subject to all FERPA requirements.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to FERPA's requirements. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.

- To the general public, the final results of a disciplinary proceeding, subject to FERPA's requirements, if PLNU determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of PLNU's rules or policies with respect to the allegation made against him or her.
- To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if PLNU determines the student committed a disciplinary violation and the student is under the age of 21.

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. Students should email their request to [photo-optout@pointloma.edu](mailto:photo-optout@pointloma.edu) and include their full name and student ID number. 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.

Questions relative to FERPA policies should be referred to the Office of the Registrar.

## Student Consumer Complaint Process

The U.S. Department of Education has amended the Higher Education Act (HEA) authorizing the "Program Integrity Rule." This amendment provides, among other things, regulations associated with the federal student financial aid program that require colleges or universities authorized to offer postsecondary education in one or more states to ensure access to a complaint process 34 CFR (<http://www.ecfr.gov/cgi-bin/text-idx/?c=ecfr&sid=09f5eb8ac02c547fef87c325e8c4f3f3&rgn=div5&view=tex>) (<http://www.ecfr.gov/cgi-bin/text-idx/?c=ecfr&sid=09f5eb8ac02c547fef87c325e8c4f3f3&rgn=div5&view=tex>) will permit student consumers to address the following:

1. Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising;
2. Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
3. Complaints relating to the quality of education or other State or accreditation requirements.

To access a copy of PLNU's student complaint process, click here ([https://drive.google.com/file/d/0B3hMXF5MXi6Ed3QtazBJOFhGV2s/view/?resourcekey=0-pYxRLDcZZeUDHxD\\_NngiFw](https://drive.google.com/file/d/0B3hMXF5MXi6Ed3QtazBJOFhGV2s/view/?resourcekey=0-pYxRLDcZZeUDHxD_NngiFw)).

An individual may contact the Department of Consumer Affairs of the Bureau for Private Postsecondary Education for review of a complaint. The Bureau may be contacted at:

Department of Consumer Affairs of the Bureau for Private Postsecondary Education  
2535 Capitol Oaks Drive, Suite 400  
Sacramento, CA, 95833

Website: <http://www.bppe.ca.gov/enforcement/complaint> (<http://www.bppe.ca.gov/enforcement/complaint/>)  
Email: [bppe@dca.ca.gov](mailto:bppe@dca.ca.gov)

Phone or fax: (916) 431-6959 PH, (916) 263-1897 FAX.

## Religious Expression

Founded in 1902, Point Loma Nazarene University (PLNU) is a Christian university committed to the liberal arts and professional preparation. A combination of challenging academics, deep spirituality, and service-centered action prepares students for living purpose-filled lives and integrating knowledge with beliefs, values, and actions.

Being of Wesleyan heritage, and affiliated with the Church of the Nazarene, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life. We also strive to provide a learning and living environment that promotes safety, transparency, personal integrity, civility, mutual respect, and freedom from unlawful discrimination.

This integration of faith and learning is recognized by the United States and California Constitutions and many state and federal laws. For example, exemptions in Title IX (1) and the California Equity in Higher Education Act(2) recognize the right of religious educational institutions such as PLNU to incorporate religious beliefs into all aspects of university life and maintain faith-based standards of behavior to which all community members voluntarily agree to follow. A full statement of PLNU's mission and community expectations for faculty, staff and students can be found at:

Student Standards of Conduct: Graduate and Professional Students (<https://pointloma-public.courseleaf.com/handbooks/grad-handbook/community-expectations/>)

Why PLNU (<https://www.pointloma.edu/why-plnu/>)

1. 20 U.S.C. Section 1681(a)(3).
2. Cal. Ed. Code Section 66271.

## Veterans Benefits and Transition Act of 2018

In compliance with the Veterans Benefits and Transition Act of 2018, Point Loma Nazarene University permits <sup>1</sup>covered individuals to attend or participate in the course of education during the period beginning on the date in which the individual provides to PLNU a certificate of eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which the US Department of Veteran Affairs (DVA) provides payment for a course of education to PLNU.
2. The date that is 90 days after the date on which the educational institution certifies for tuition and fees following receipt of the COE from the student.

PLNU will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other PLNU facilities, or require that a covered individual borrow additional funds, or any covered individual because of the individual's inability to meet his or her financial obligations to PLNU due to the delayed disbursement funding from the DVA under chapter 31 or 33.

To qualify for this provision, students are required to:

1. Submit a Certificate of Eligibility (CH33) or VRE Authorization (CH31) to PLNU no later than the first day of a course.

2. Provide a written request to use CH33 entitlement, or have a VRE Authorization on file for CH31 for each term student is requesting to use benefits.
3. Submit a signed PLNU VA Student Agreement form, one time, upon first requesting benefits.

If there is a difference in the amount of the student's financial obligation to PLNU and the amount that the student is eligible to receive from the DVA, the student may incur an additional fee or may be required to make an additional payment to make up the difference.

For more information, please see PLNU's Veterans officer.

<sup>1</sup> A covered individual is any individual who is entitled to educational assistance under chapter 31, Veteran Readiness and Employment, or chapter 33, Post 9/11 GI Bill benefits.

### State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University (PLNU) is approved to conduct activities regulated by that state or U.S. Territory. PLNU is not required to obtain state authorization in every state or U.S. Territory, and the University has opted at this time not to seek authorization in some states and U.S. Territories. In certain states, PLNU is unable to offer distance education courses or internship/field experience opportunities. Additionally, PLNU meets the criteria for an exemption from state authorization in certain states. A current list of authorizations and exemptions is available on the institutional website (<http://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures/>).

## Office of Records

The Office of Records (<http://www.pointloma.edu/experience/offices/administrative-offices/office-records/>) is a place where students, faculty, staff, and others can expect prompt, courteous, and helpful service. Some of the services we provide involve student registration, sending of Point Loma Nazarene University transcripts and verifications, providing and assimilating graduation applications (grad checks), evaluation of transfer work, commencement and diplomas.

## Personnel

- Board of Trustees (p. 85)
- Foundation Board (p. 86)
- Alumni Board (p. 87)
- Officers and Administrative Staff (p. 87)
- Office of Academic Affairs (p. 89)
- Faculty (p. 89)

## Board of Trustees

The Board of Trustees serves as the governing board of the University. Numbering 24 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 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. Doug Pierce (2012)

**Chair**

*Chandler, Arizona*

Rev. Rick Power

**Vice Chair**

*Kailua, Hawaii*

Mr. Ken Baruth

**Secretary**

*Olathe, Kansas*

## Members of the Board

Ms. Kimberley Cullumber-Alexander (1983)

*Chandler, Arizona*

Dr. René Bravo (1979)

*San Luis Obispo, California*

Dr. Bob Brower

*San Diego, California*

Rev. Moisés Champo (1991)

*San Fernando, California*

Rev. Dan Chung

*San Francisco, California*

Mr. Larry Fry (1980)

*Roswell, New Mexico*

Mr. Jose Hernandez

*Chandler, Arizona*

Rev. Kordell Kekoa (1984)

*Honolulu, Hawaii*

Dr. Larry Lacher

*Capitan, New Mexico*

Dr. John Nells

*Winslow, Arizona*

Mr. Daryl Nicholson (1968)

*Porterville, California*

Mr. Matt Robertson (1992)

*Rocklin, California*

Ms. Jonna Schengel (1981)

*Visalia, California*

Rev. Steve Scott (1977)

*Stockton, California*

Mr. Gary Smee (1976)

*Porterville, California*

Rev. Rob Songer (1976)

*Bakersfield, California*

Dr. Daniel Spaite (1979)

*Chandler, Arizona*

Ms. Jan Stone (1968)

*Laguna Hills, California*

Mr. Steve Swartz (1981)

*Murrieta, California*

Dr. Nell Becker Sweeden

*Lenexa, Kansas*

Mr. Mendell Thompson (1976)

*Glendora, California*

## Foundation Board

The Foundation Board is elected by the Board of Trustees. The purpose of the Foundation is to provide 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. Gary Smee (1972)

**President**

*Porterville, California*

Mr. Scott McGuckin (1996)

**Vice President**

*Granite Bay, California*

Mr. Gilbert Wai (2013)

**Secretary**

*Hillsborough, California*

Mr. Joseph LaLuzerne (2019)

**Treasurer**

*San Diego, California*

## Members of the Board

Dr. Bob Brower (1998)

*San Diego, California*

Dr. Carolyn Downey (1961)

*La Jolla, California*

Mr. Michael Gebhart (2004)

*Rancho Murrieta, California*

Mr. Rob Honer (2005)

*Encinitas, California*

Dr. Daryl C. Nicholson (1968)

*Porterville, California*

Rev. Doug Pierce (2012)

*Chandler, Arizona*

Mrs. Kelly Smith (2018)

*San Diego, California*

Mr. Rudy Thomas (1968)

*Omaha, Nebraska*

Mr. Mendell L. Thompson (1976)

*Glendora, California*

# Alumni Board

## 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

### President

Matt Robertson (1992)  
*Rocklin, California*

### Vice President of Regional Engagement

Shannon Fox (2007)  
*Fairfax, Virginia*

### Secretary

Erin McCann (2010)  
*Lakewood, Colorado*

## Area Directors

### Arizona

Katy Gent (1993)  
*Gilbert, Arizona*

### Colorado

Evan Amo (2011)  
*Denver, Colorado*

### Hawaii

Will Campbell (2009)  
*Honolulu, Hawaii*

### Los Angeles

Suzanne Mulcahy (1982)  
*Monrovia, California*

### Northern California

Alex Moore (2009)  
*Vallejo, California*

### Orange County

Forrest Case (2019)  
*Villa Park, California*

Marcelo Siniscalchi (MBA 2018)  
*Dana Point, California*

### Sacramento

Garrett Kiesz (2010)  
*Sacramento, California*

### Seattle

Jesse Herzog (2005)  
*Kirkland, Washington*

### Southern California

Veronica Eckert (2007)  
*San Diego, California*

## Directors at-Large

Chad Van Soest (2003)  
*Littleton, Colorado*

### ASB President

Ella Malone (2022)  
*Plano, Texas*

## Auxiliary Representatives

### Business Alumni

Derek Legg (2016)  
*San Diego, California*

### Education Associates

Joy Toro (1991)  
*San Diego, California*

### MOSAIC Alumni

#### Co-Chairs:

Kelby Sarti (2010)  
*San Diego, California*

Christina Marcial (2014)  
*Los Angeles, California*

### Nursing Alumni

Debbie Holly (1978)  
*San Diego, California*

### Research Associates

Rick Bravo (1979)  
*San Luis Obispo, California*

### Women's Auxiliary and Friends

Jennie Vance (1988)  
*Carlsbad, California*

### Young Alumni Representative

Christine Abrell (2020)  
*San Diego, California*

Danielle Keyes (2021)  
*La Mesa, California*

## Officers and Administrative Staff

### Office of the President

Bob Brower

**President**

Sharon Ayala  
**Associate Vice President for Marketing**

Ron Benefiel  
**Director, Center for Pastoral Leadership**

Danielle Brown-Friberg  
**Title IX Coordinator and Compliance Officer**

Erin Corbin  
**Administrative Coordinator**

Ethan Hamilton  
**Director of Athletics**

Jackye Peacock  
**Administrative Assistant**

Scott Shoemaker  
**Associate Vice President for Enrollment and Retention**

TBD  
**Chief Diversity Officer**

## Academic Affairs

Kerry Fulcher  
**Provost and Chief Academic Officer**

April Cordero  
**Dean, Educational Effectiveness**

Jim Daichendt  
**Vice Provost of Academic Studies  
Dean of the Colleges**

Pamela Harris  
**Associate Dean, Educational Access Center**

Holly Irwin  
**Vice Provost for Academic Administration**

Nick Pertler  
**Assistant Dean, College of Extended Learning**

Rebecca Smith  
**Executive Director, Career Services**

## University Services

Jeff Bolster  
**Vice President for University Services**

Erin Corbin  
**Administrative Coordinator**

Corey Fling  
**Chief Information Officer and Associate Vice President of Information Technology**

Jackye Peacock  
**Administrative Assistant**

Kim Riddle  
**Director of Auxiliary Services and University Event Coordinator**

Mark Ryan  
**Director, Public Safety**

Dan Toro  
**Associate Vice President, Facility Operations and Campus Planning**

## University Advancement

Kelly Smith  
**Vice President for University Advancement**

William Burfitt  
**Executive Director of Annual Giving**

Christina Gardner  
**Executive Director, University Advancement Operations**

Kendall Lucas  
**Director, Alumni Relations**

## Finance and Administrative Services

Joe LaLuzerne  
**Vice President for Finance and CFO**

Tim Benefiel  
**Associate Vice President for Accounting and Finance**

Cindy Chappell  
**Associate Vice President, Student Financial Services and Risk Management**

Brent Goodman  
**Director, Institutional Research**

Leanne Jones  
**Property and Risk Management Specialist**

Samara Timms  
**Associate Vice President for Human Resources**

## Student Life and Formation

Mary Paul  
**Vice President for Student Life and Formation**

Brian Becker  
**Director, International Ministries and Study Abroad**

Dan Bos  
**Associate Director, Worship Arts**

Chris Corbin  
**Assistant Director, Study Abroad**

Jake Gilbertson  
**Dean of Students  
Director, Residential Life**

Dana Hojsack  
**Director, Community Ministries**

Maya Hood  
**Director, Multicultural and International Student Services**

Milton Karahadian  
**Director, Nicholson Commons**

Jen King

**Executive Director, Wellness Center**

Scott McGowan  
**Director, Community Life**

AJ Pitkin  
**Director, New Student Engagement**

Liliana Reza  
**Associate Director, International Ministries and Chapel Programming**

Esteban Trujillo  
**University Chaplain**

George Williamson  
**Director, Worship Arts**

Melanie Wolf  
**Associate Dean, Student Care and Engagement**

**Centers and Institutes**

Kim Berry Jones, Director  
**Center for Justice and Reconciliation**

Ron Benefiel, Director  
**Center for Pastoral Leadership**

Jo Clemmons, Director  
**Center for Teaching and Learning**

Robert Gailey, Executive Director  
**Center for International Development**

Lindsey Lupo  
**Institute for Politics and Public Service**

Kelli McCoy, Co-Director; Kara Lyons-Pardue, Co-Director  
**Margaret Stevenson Center for Women's Studies**

Susan Rogers, Academic Director  
**Early Childhood Learning Center**

Mary Margaret Rowe, Director  
**Health Promotion Center (School of Nursing)**

TBD  
**Wesleyan Center for 21st Century Studies**

**Office of Academic Affairs****Provost**

Kerry Fulcher, Ph.D.  
Office: Mieras Hall, Room 201  
Telephone: (619) 849-2651  
Fax: (619) 849-2579  
E-mail: kerryfulcher@pointloma.edu  
Administrative Assistant: Mary Lynn Hewett

**Academic Administration**

Vice Provost: Holly Irwin, Ph.D.  
Office: Mieras Hall, Room 203  
Telephone: (619) 849-2706  
E-mail: hollyirwin@pointloma.edu

Administrative Assistant: Shelley Fruchey

**Academic Studies**

Vice Provost: Jim Daichendt, Ph.D.  
Office: Academic Deans Center, Room 01  
Telephone: (619) 849-2412  
Email: jimdaichendt@pointloma.edu (jimdaichendt@pointloma.edu)  
Administrative Assistant: Kami Leone

**Educational Effectiveness**

Dean: April Cordero, Ph.D.  
Office: Rohr Science Hall, Room 110  
Telephone: (619) 849-2328  
E-mail: aprilcordero@pointloma.edu  
Administrative Assistant: Cheri Feria

**Faculty****President**

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

**President Emeritus**

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

**Professors Emeriti**

(Including date of election to emeritus status)

**Senyo Adjibolosoo**, Ph.D., 2020  
*Professor Emeritus of Economics*

**Laura Amstead**, Ed.D., 2015  
*Professor Emerita of Education*

**Kenneth Aring**, Ph.D., 2006  
*Professor Emeritus of Physics*

**Paul Bassett**, M.F.A., J.D., 2015  
*Professor Emeritus of Communication and Theatre*

**Carol Blessing**, Ph.D., 2020  
*Professor Emerita of Literature*

**Philip Bowles**, Ph.D., 2016  
*Professor Emeritus of Literature, Journalism and Modern Languages*

**Lorinda Carter**, Ph.D., 2022  
*Professor Emerita of Mathematics and Computer Science*

**Frank Carver**, Ph.D., 1996  
*Professor Emeritus of Religion*

**Val Christensen**, Ph.D., 1994  
*Professor Emeritus of Chemistry*

**Mary Conklin**, Ph.D., 2016  
*Professor Emerita of Sociology*

**Diana Cordileone**, Ph.D., 2017  
*Professor Emerita of History*

**James Crakes**, Ph.D., 1994  
*Professor Emeritus of Physical Education*

**Daniel Croy**, Ed.D., 2017  
*Professor Emeritus of Management*

**Dorothy Crummy**, Ph.D., 2006  
*Professor Emerita of Nursing*

**William DeSaegher**, Ph.D., 2004  
*Professor Emeritus of Literature*

**Beryl Dillman**, Ed.D., 1990  
*Professor Emeritus of Education*

**Darrel Falk**, Ph.D., 2014  
*Professor Emeritus of Biology*

**Clifford Fisher**, D.Min., 1992  
*Professor Emeritus of Religion*

**Ben Foster**, M.A., 2013  
*Associate Professor Emeritus of Kinesiology*

**Sandra Foster**, M.S., 2008  
*Associate Professor Emerita of Family and Consumer Sciences*

**Douglas Fruehling**, M.L.S., 2019  
*Associate Professor Emeritus of Library Science*

**Ruth Grendell**, D.N.Sc., 2000  
*Professor Emerita of Nursing*

**Nancy Hardison**, Ph.D., 1998  
*Professor Emerita of Business*

**Eugene Harris**, M.A., 2018  
*Assistant Professor Emeritus of Art*

**Rebecca Havens**, Ph.D., 2022  
*Professor Emerita of Economics*

**Richard Hill**, Ph.D., 2019  
*Professor Emeritus of Writing*

**Billy Hobbs**, Ph.D., 1996  
*Professor Emeritus of Mathematics*

**Keith Holly**, Ed.D., 2001  
*Professor Emeritus of Psychology*

**Sheila Holly**, M.A., 2001  
*Assistant Professor Emerita of Education*

**Alan Hueth**, Ph.D., 2020  
*Professor Emeritus of Communication*

**James Jackson Sr.**, Ph.D., 1990  
*Professor Emeritus of Speech*

**James Johnson**, Ed.D., 2018  
*Professor Emeritus of Education*

**David Kerk**, Ph.D., 2010  
*Professor Emeritus of Biology*

**Leon Kugler**, Ph.D., 2018  
*Professor Emeritus of Kinesiology*

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

*Professor Emeritus of Mathematics and Computer Science*

**Pat Leslie**, Ph.D., 2021  
*Professor Emerita of Social Work*

**Dwayne Little**, Ph.D., 2010  
*Professor Emeritus of History*

**Patsy Livingston**, M.A., 2005  
*Associate Professor Emerita of Kinesiology*

**Dean Marsh**, D.A., 2004  
*Professor Emeritus of Computer Science and Business*

**Ken Martin**, Ph.D., 2016  
*Professor Emeritus of Chemistry*

**Enedina Martinez**, Ed.D., 2022  
*Professor Emerita of Education*

**Kathryn McConnell**, Ph.D., 2015  
*Professor Emerita of Spanish*

**Michael McConnell**, Ph.D., 2014  
*Professor Emeritus of Biology*

**James McEliece**, Ph.D., 2010  
*Professor Emeritus of Economics*

**David Michael McKinney**, Ph.D., J.D., 2021  
*Professor Emeritus of Literature and German*

**Jeanie Milliken**, Ph.D., 2003  
*Professor Emerita of Education*

**Robert Morwood**, Ed.D., 2013  
*Professor Emeritus of Education*

**James Newburg**, M.S.L.S., 2006  
*Librarian Emeritus*

**Keith Pagan**, D.Mus.Ed., 1998  
*Professor Emeritus of Music*

**Charlene Pate**, M.A., 2022  
*Associate Professor Emerita of Literature*

**John Pearson**, C.P.A., M.A., 2003  
*Associate Professor Emeritus of Business*

**Sam Powell**, Ph.D., 2021  
*Professor Emeritus of Philosophy and Religion*

**Herbert Prince**, M.Div., D.D., 2005  
*Associate Professor Emeritus of Philosophy and Religion*

**Dee Punttenney**, Ph.D., 2012  
*Professor Emeritus of Physics*

**Reuben Rodeheaver**, D.Mus.Ed., 2001  
*Professor Emeritus of Music*

**Ann Ruppert**, M.L.S., 2004  
*Librarian Emerita*

**Karen Sangren**, Ph.D., 2017  
*Professor Emerita of Art*



**Esther Saxon, D.M.A., 1996**  
*Professor Emerita of Music*

**Bruce Schooling, Ph.D., 2018**  
*Professor Emeritus of Management*

**Arthur Seamans, Ph.D., 2000**  
*Professor Emeritus of Literature*

**Gene Shea, C.P.A., M.A., 2004**  
*Associate Professor Emeritus of Accounting*

**Dale Shellhamer, Ph.D., 2012**  
*Professor Emeritus of Chemistry*

**Norman Shoemaker, D. Min., 2014**  
*Professor Emeritus of Christian Ministry*

**Sheldon Sickler, Ph.D., 2009**  
*Professor Emeritus of Mathematics and Computer Science*

**James Skalman, M.F.A., 2019**  
*Professor Emeritus of Art*

**Robert Smith, D.Min., 2018**  
*Professor Emeritus of Scripture and Preaching*

**Margaret Stevenson, Ed.D., 1999**  
*Professor Emerita of Nursing*

**David Strawn, Ph.D., 2008**  
*Professor Emeritus of Mathematics*

**Barbara Taylor, Ph.D., 2021**  
*Professor Emerita of Nursing*

**Keith Walker, Ph.D. 2007**  
*Professor Emeritus of Physics*

**Maxine Walker, Ph.D., 2008**  
*Professor Emerita of Literature*

**Harry Watkins, Ph.D., 2019**  
*Professor Emeritus of Marketing*

**Reuben Welch, B.D., D.D., 1990**  
*Associate Professor Emeritus of Religion*

**David Whitelaw, D.Th., 2000**  
*Professor Emeritus of Religion*

**Kay Wilder, Ed.D., 2013**  
*Professor Emerita of Family and Consumer Sciences*

**Carl Winderl, Ph.D., 2018**  
*Professor Emeritus of Writing*

**Ronda Winderl, Ph.D., 2018**  
*Professor Emerita of Communication and Theatre*

**Hadley Wood, Ph.D., 2013**  
*Professor Emerita of French and Literature*

**Galen Yorba-Gray, Ph.D., 2017**  
*Professor Emeritus of Spanish*

## Full-Time Faculty and Academic Administrators

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.

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**Mary Adams, Ph.D. (2015)**

**Associate Professor of Nursing**

B.S.N., Loyola University;

M.S.N., Lewis University;

Ph.D., Loyola University, Chicago.

**David Adey, M.F.A. (2003)**

**Professor of Art and Design**

B.A., Point Loma Nazarene University;

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

**Arnel Aguinaldo, Ph.D. (2018)**

**Associate Professor of Kinesiology**

B.S., University of California, San Diego;

M.A., San Diego State University;

Ph.D., Concordia University.

**Angelica Almonte, Ph.D. (2012)**

**Professor of Nursing**

B.S.N., University of Maryland;

M.S.N., Ph.D., University of San Diego.

**Brent Alvar, Ph.D. (2017)**

**Director, MS in Kinesiology Program**

**Professor of Kinesiology**

B.S., M.S., Ph.D., Arizona State University.

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

**Director, Biology Graduate Program**

**Professor of Biology**

B.S., Northwest Nazarene College;

M.S., San Diego State University;

Ph.D., University of California, San Diego and San Diego State University.

**Theodore Anderson, Ph.D. (1986)**

**Professor of Kinesiology**

A.B., Point Loma College;

M.Ed., College of Idaho;

Ph.D., Texas A & M University.

**Jerry Arvin, M.S. (1994)**

**Assistant Professor of Physical Education**

B.S., Greenville College;

M.S., Butler University.

**Kimberly Athans, M.Ed. (2017)**

**Professor of Teacher Education**

B.A., University of San Diego;

M.A., University of Houston;  
M.Ed., University of San Diego.

**Joy Balta**, Ph.D. (2022)  
**Director of Human Anatomy Education**  
**Associate Professor of Human Anatomy**  
B.S., Lebanese University;  
M.Sc., University of Dundee;  
M.A., Ph.D., University of College Cork, Ireland.

**Linda Beail**, Ph.D. (1994)  
**Professor of Political Science**  
B.A., Wheaton College;  
Ph.D., University of Iowa.

**Laurance Beauvais**, Ph.D. (2013)  
**Professor of Chemistry**  
B.S., University of Houston;  
Ph.D., University of California, Berkeley.

**Scott Bennett**, Ph.D. (2007)  
**Professor of Spanish**  
B.A., M.A., San Diego State University;  
Ph.D., University of California, Santa Barbara.

**Jeffrey Birdsell**, Ph.D. (2016)  
**Professor of Communication**  
B.A., Point Loma Nazarene University;  
M.A., San Diego State University;  
Ph.D., The University of Texas at Austin.

**Alexandra Bitter**, M.S. (2022)  
**Assistant Professor of Psychology**  
B.A., Point Loma Nazarene University;  
M.S., University of Wyoming.

**Carrie Black**, M.S. (2022)  
**Associate Professional Practice Professor of Nursing**  
B.S.N., California State University, Long Beach;  
M.S., University of Phoenix.

**Daniel Bothe**, D.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;  
D.B.A., Anderson University.

**Matthew Boyne**, M.A. (2020)  
**Associate Professor of Management**  
B.S., United States Naval Academy;  
M.S., Colorado Tech;  
M.A., Seton Hall University;  
Ed.D., Pepperdine University.

**Max Butterfield**, Ph.D. (2013)  
**Professor of Psychology**  
B.A., Calvin College;  
M.S., Eastern Michigan University;  
M.S., Ph.D., Texas Christian University.

**J. David Carlson**, M.F.A. (2017)  
**Chair, Department of Art and Design**  
**Professor of Art**  
B.A., Azusa Pacific University;

M.A., California State University;  
M.F.A., Vermont College of Fine Art.

**Ray Carlson**, D.HSc. (2021)  
**Associate Professor and Academic Principal Faculty**  
B.S., California University of Pennsylvania;  
M.P.H., University of North Carolina, San Diego;  
D.HSc., A.T., Still University College of Graduate Health Studies.

**Kellye Carroll**, A.B.D. (2019)  
**Assistant Professor in Child Development**  
B.F.A., Chapman University;  
M.Ed., University of California, San Diego;  
A.B.D., Grand Canyon University.

**Benjamin Cater**, Ph.D. (2017)  
**Associate Dean, Foundational Explorations**  
**Associate Professor**  
B.A., Point Loma Nazarene University;  
M.A., The University of Montana;  
Ph.D., University of Utah.

**Charles Celaya**, B.Th. (2018)  
**Assistant Professor of Commercial Music**  
B.S., University of Redlands;  
B.Th., Calvary Chapel Bible College.

**Michelle Chen**, Ph.D. (2010)  
**Professor of Physics**  
B.S., B.A., M.A., University of Chicago;  
Ph.D., University of Pennsylvania.

**Walter Cho**, Ph.D. (2012)  
**Professor of Biology**  
B.A., Harvard University;  
Ph.D., Massachusetts Institute of Technology and Woods Hole  
Oceanographic Institution.

**Yoojin Choi**, Ph.D. (2022)  
**Professor of Biology**  
B.S., UC Irvine;  
Ph.D., Harvard University.

**Sara Choung**, Ph.D. (2004)  
**Professor of Chemistry**  
B.S., Massachusetts Institute of Technology;  
Ph.D., University of California, Berkeley.

**Mary Jo Clemmons**, Ed.D. (2011)  
**Director, Center for Teaching & Learning**  
**Professor of Faculty Development**  
B.M., University of Louisville;  
M.A., Queens College;  
Ed.D., Columbia University.

**William Clemmons**, Ph.D. (1996)  
**Professor of Music**  
B.M., University of Louisville;  
M.A., Queens College;  
Ph.D., City University of New York.

**Benjamin Coleman**, Ph.D. (2017)  
**Director, Clinical Training**  
B.A., Seattle Pacific University;

M.A., MACL, Ph.D., Fuller Theological Seminary.

**Colleen Cook**, M.S.W. (2022)

**Assistant Professor of Social Work**

B.S.W., Northwest Nazarene University;

M.S.W., Boise State University.

**Lael Corbin**, M.F.A. (2005)

**Professor of Art**

B.A., Point Loma Nazarene University;

M.F.A., San Diego State University.

**April Cordero**, Ph.D. (2007)

**Dean, Educational Effectiveness**

**Professor of Biology**

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

Ph.D., University of California, San Diego and San Diego State University.

**Michael Corke**, Ph.D. (2018)

**Director, Assessment and Accreditation**

**Associate Professor of Education**

B.A., M.A., San Diego State University;

Ph.D., Claremont University.

**Anthony Cortez**, M.S. (2021)

**Assistant Professor of Engineering**

B.S., University of California, San Diego;

M.S., University of California, Riverside.

**Nicole Cosby**, Ph.D. (2011)

**Program Director, MS in Athletic Training**

**Professor of Athletic Training**

B.A., Point Loma Nazarene University;

M.A., San Jose State University;

Ph.D., University of Virginia.

**Steven Cosentino**, M.B.A. (2004)

**Associate Professor of Accounting**

B.A., Point Loma College;

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

**Catherine Crockett**, Ph.D. (2008)

**Professor of Mathematics**

B.S., M.S., California State Polytechnic University;

Ph.D., University of California, Riverside.

**Paula Cronovich**, Ph.D. (2012)

**Co-Chair, Department of Literature, Journalism, Writing, and Languages**

**Professor of Spanish**

B.A., University of Southern California;

M.A., Ph.D., University of California, Los Angeles.

**Gregory Crow**, Ph.D. (1992)

**Professor of Mathematics**

B.A., MidAmerica Nazarene College;

M.S., Ph.D., University of Notre Dame.

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

**Professor of Biology**

B.A., Point Loma Nazarene University;

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

**Jim Daichendt**, Ed.D. (2008)

**Vice Provost of Academic Studies**

**Dean of the Colleges**

B.A., Azusa Pacific University;

M.F.A., Boston University;

Ed.M., Harvard University;

Ed.D., Columbia University.

**Julia Dare**, Ph.D. (2021)

**Associate Professor of Management**

B.B.A., Southern Methodist University;

M.B.A., University of Pennsylvania;

Ph.D., USC, Marshall School of Business.

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

**Assistant Professor of Kinesiology**

B.A., Washington State University;

M.Ed., National University.

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

**Professor of Biology**

B.A., Simpson College;

Ph.D., The Scripps Research Institute.

**Deborah Erickson**, Ed.D. (2013)

**Dean, School of Education**

B.A.E, M.A., Pacific Lutheran University;

M.A., California State University, San Bernardino;

Ed.D., University of the Pacific.

**Alfonso Esquer**, M.S.W. (2018)

**Program Director, Criminal Justice**

B.S., Biola University;

M.S., Webster University;

M.S.W., University of Southern California.

**Grace Fantaroni**, Ed.D. (2016)

**Professor of Special Education**

B.S., University of Delaware;

M.A., National University;

Ed.D., Alliant International University.

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

**Professor of Biology**

B.A., Calvin College;

Ph.D., University of Kansas Medical Center.

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

**Provost and Chief Academic Officer**

**Professor of Biology**

A.B., Northwest Nazarene College;

Ph.D., University of Idaho.

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

**Professor of Business**

B.A., Eastern Nazarene College;

M.Div., Nazarene Theological Seminary;

Ph.D., University of San Diego.

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

**Professor of Athletic Training**

B.A., Azusa Pacific University;

M.S., Austin Peay State University;

Ph.D., University of New Mexico.

**Heather Garcia**, M.S.N. (2021)

**Associate Professional Practice Professor of Nursing**

B.S., Westmont College;

M.S.N., Point Loma Nazarene University.

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

**Professor of Sociology**

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

**Nathan Gibbs**, MFA (2022)

**Associate Professor of Electronic Arts & Journalism**

B.S., Abilene Christian University;  
MFA, Rensselaer Polytechnic University.

**Jacob Goodin**, Ph.D. (2018)

**Associate Professor of Kinesiology**

B.S., Westmont College;  
M.A., Ph.D., East Tennessee State University.

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

**Professor of Foundational Explorations**

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

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

**Associate Dean, Teacher Education and Bakersfield Campus  
Professor of Education**

B.A., Point Loma Nazarene University;  
M.A., Fresno Pacific University;  
Ph.D., University of California, Santa Barbara.

**Carl Hammond**, M.B.A. (2003)

**Associate Professor of Accounting**

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

**Carsten Hennings**, D.B.A. (2018)

**Associate Professor of Management**

B.S., M.S., M.B.A., McGill University;  
D.B.A., Anderson University.

**Richard Hills**, M.A. (1985)

**Assistant Professor of Kinesiology**

A.B., Point Loma College;  
M.A., San Diego State University.

**Kimberly Hogelucht**, Ph.D. (2006)

**Professor of Business**

B.A., Iowa State University;  
M.A., San Diego State University;  
Ph.D., University of San Diego.

**Elizabeth Holbrook**, M.S. (2020)

**Assistant Professor of Accounting**

B.A., Point Loma Nazarene University;  
M.S., Liberty University.

**Kelly Hunter**, Ph.D. (2022)

**Visiting Assistant Professor of Chemistry**

B.S., Loyola Marymount University;  
M.S., University of California, San Diego;  
Ph.D., University of California.

**Jason Hurtado-Prater**, Ed.D. (2022)

**Associate Professor of Leadership**

B.A., UCLA;

MBA, St. Joseph's College of Maine;  
Ed.D., University of Urbana-Champaign.

**Holly Irwin**, Ph.D. (1998)

**Vice Provost for Academic Administration**

**Professor of Psychology**

B.A., M.A., Ph.D., University of Louisville.

**Daniel Jackson**, D.W.S. (2002)

**Chair, Department of Music**

**Professor of Music**

B.A., M.A., California State University, Fresno;  
D.W.S., Institute for Worship Studies.

**Ariane Jansma**, Ph.D. (2014)

**Associate Professor of Chemistry**

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

**Daniel Jenkins**, Ph.D. (2004)

**Director, Masters of Clinical Counseling**

**Professor of Psychology**

B.A., Pacific Christian College;  
Ph.D., Brigham Young University.

**Jesús Jiménez**, Ph.D. (1992)

**Professor of Mathematics**

B.S., M.S., National Autonomous University of Mexico;  
Ph.D., University of Utah.

**Christina Kalberg**, M.B.A. (2020)

**Assistant Professor of Marketing**

B.A., Cal State University, Chico;  
M.B.A., Point Loma Nazarene University.

**Lori Kall**, Ph.D. (2018)

**Assistant Professor of Teacher Education**

B.A., Point Loma Nazarene University;  
M.Ed., University of Phoenix;  
Ph.D., Walden University.

**Dana Kasper**, Ph.D. (2021)

**Visiting Assistant Professor of Clinical Counseling**

B.A., Ashland Theological Society;  
M.A., Ashland University;  
Ph.D., University of the Cumberlands.

**Brad Kelle**, Ph.D. (2004)

**Professor of Biblical Literature**

B.A., Trevecca Nazarene University;  
M.T.S., Emory University Candler School of Theology;  
Ph.D., Emory University.

**Rick Kennedy**, Ph.D. (1995)

**Professor of History**

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

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## Addenda and Errata

# INDEX

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## A

About the University .....	3
Academic and General Policies .....	34
Accreditation, Affiliations and State Authorization .....	7
Addenda and Errata .....	99
Admissions .....	67
Adult Degree Completion Programs .....	9
Adult Undergraduate .....	3
Adult Undergraduate Business .....	30
Adult Undergraduate General Education .....	44
Adult Undergraduate Studies .....	9
Alumni Board .....	87

## B

Bachelor of Business Administration (BBA) with a Concentration in Management and Marketing .....	30
BBU - Business Administration .....	47
BEC - Economics .....	56
BFN - Finance .....	62
BIO - Biology .....	47
BLD - Leadership .....	63
BMG - Management .....	64
BMK - Marketing .....	64
Board of Trustees .....	85
BST - Bible .....	47

## C

CDV - Child Development .....	48
CEL - Extended Learning .....	62
Child Development, B.A. ....	20
Child Development, B.A. ....	26
CIT - Computer Information Technology .....	52
CMT - Communications .....	51
Colleges, Schools and Departments .....	9
COM - Communications .....	52
Computer Information Technology, B.A. ....	21
Computer Information Technology: Cyber Security, B.A. ....	22
Course Information .....	46
Criminal Justice, B.A. ....	27

## D

Degree Program Information .....	45
----------------------------------	----

## E

EDT - Education .....	56
ETH - Business Ethics .....	48

## F

Faculty .....	89
Fermanian School of Business .....	28
Financing a PLNU Education .....	70
Foundation Board .....	86

## H

HIS - History .....	63
HUM - Humanities .....	63

## I

INT - Interpretation .....	63
Integrated Studies with an Emphasis in Education, B.A. ....	22
Introduction to the University .....	3

## L

LDR - Organizational Leadership .....	66
---------------------------------------	----

## M

Management Minor .....	33
Marketing Minor .....	34
MAT - Mathematics .....	65

## N

NRS - Nursing .....	65
NUT - Nutrition .....	66

## O

Office of Academic Affairs .....	89
Office of Records .....	85
Officers and Administrative Staff .....	87
Online Undergraduate Studies .....	25
Organizational Leadership, B.A. ....	32
Organizational Leadership Minor .....	34

## P

Personnel .....	85
PSC - Physical Science .....	66

## R

RN to BSN .....	23
-----------------	----

## S

SCI - Biology .....	47
SCJ - Criminal Justice .....	55
SCL - Sociology .....	66



State and Federal Policies ..... 83  
Strategic Communication, B.A. .... 27  
Strategic Communication Minor ..... 28  
SUS - Business - Sustainability ..... 47

**U**

University Facilities ..... 5  
University Mission ..... 3

**W**

WRT - Writing ..... 67