

2022-2023
GRADUATE
ACADEMIC CATALOG

POINT LOMA NAZARENE UNIVERSITY

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GRADUATE

Welcome to the Spring 2023 Graduate 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. 4))

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. 4)
- University Mission (p. 4)
- University Facilities (p. 6)
- Accreditation, Affiliations and State Authorization (p. 8)

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

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*¹
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

¹ 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
 NAESA: 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'Amérique
 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/>).

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. 166)

College of Arts and Humanities

College Information (p. 11)

- Department of Literature, Journalism, Writing, and Languages (p. 11)
 - Writing, M.A. (p. 12)

College of Health Sciences

College Information (p. 13)

- Anatomy Learning Institute (p. 14)
- Department of Graduate Health Sciences (p. 15)
 - Athletic Training, M.S. (<https://pointloma-public.courseleaf.com/grad-catalog/colleges-schools-departments/chs/grad-health-sciences/athletic-training-ms/>)
 - Clinical Counseling, M.A. (<https://pointloma-public.courseleaf.com/grad-catalog/colleges-schools-departments/chs/grad-health-sciences/clinical-counseling-ma/>)

- Kinesiology, M.S. (<https://pointloma-public.courseleaf.com/grad-catalog/colleges-schools-departments/chs/grad-health-sciences/kinesiology-ms/>)
- Occupational Therapy, M.S. (p. 15)
- Department of Physician Assistant Education (p. 17)
 - Physician Assistant, M.S.M. (p. 20)

College of Natural and Social Sciences

College Information (p. 22)

- Department of Biology (p. 22)
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Fermanian School of Business

School Information (p. 25)

- Graduate Business (p. 29)
 - Accounting, M.S. (<https://pointloma-public.courseleaf.com/grad-catalog/colleges-schools-departments/fsb/grad-business/accounting-ms/>)
 - Master of Business Administration - Daytime (p. 29)
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 - Organizational Leadership, M.A. (p. 31)
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School of Education

School Information (p. 33)

- Graduate Education (p. 53)
 - Curriculum and Instruction, M.A. (p. 53)
 - Curriculum and Instruction, M.S. (p. 54)
 - Educational Administration, M.A. (p. 55)
 - Educational Administration, M.S. (p. 56)
 - Higher Education, M.A. (p. 57)
 - Higher Education, M.S. (p. 58)
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 - Early Childhood Special Education (ECSE) Added Authorization (p. 75)
 - Emotional and Behavior Disorders (ED) Added Authorization (p. 75)
 - Orthopedic Impairments (OI) Added Authorization (p. 75)
 - Other Health Impairment (OHI) Added Authorization (p. 76)
 - Reading and Literacy Added Authorization (p. 76)
 - Traumatic Brain Injury (TBI) Added Authorization (p. 76)

School of Nursing

School Information (p. 76)

- Graduate Nursing (p. 82)
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 - Nursing, M.S. (p. 84)
 - Post-M.S.N. Clinical Nurse Specialist Certificate (p. 87)

School of Theology and Christian Ministry

School Information (p. 89)

- Graduate Theology and Christian Ministry (p. 90)
 - Christianity Ministry, M.A. (p. 90)
 - Ministerio Cristiano, M.A. (p. 92)

College of Arts and Humanities

Administration

Dean: James Daichendt, Ed.D.

Office: Bond Academic Center, Deans' Suite

Telephone: (619) 849-2412

Fax: (619) 849-7018

Email: gdaichen@pointloma.edu

Director of Operations: Marvin Milian

General Information

The College of Arts and Humanities is at the very heart of liberal arts education at Point Loma Nazarene University. Programs in the arts and humanities are offered through five academic departments. Course offerings in the arts and humanities are designed to help students explore a wide range of ideas. The college's highly qualified faculty members are professionally active and committed to engaging students in the learning experience. By emphasizing the university's mission to engage and challenge minds, to form and model character, and to see service as an expression of faith, the faculty challenge students to become life-long learners, to value the process of personal and intellectual development, and to give their lives in meaningful service to others.

Centers

Point Loma Nazarene University maintains the following center within the organization of the College of Arts and Humanities:

- The Margaret Stevenson Center for Women's Studies

Accreditations and Affiliations

For information about Accreditations and Affiliations, please click here (p. 8).

Academic Organization

The College of Arts and Humanities, under the direction of the dean of the college, functions with the supervision of academic departments, schools, and centers. The following is a list of chairs, directors, and deans in the college.

Departments

Department of Art and Design - David Carlson, chair

Department of Communication and Theatre - Skip Rutledge, co-chair; Melissa Newman, co-chair

Department of History and Political Science - Kelli McCoy, chair

Department of Literature, Journalism, Writing and Languages - Jacquie Mitchell, co-chair; Paula Cronovich, co-chair

Department of Music - Daniel Jackson, chair

Centers

The Margaret Stevenson Center for Women's Studies - Kelli McCoy, co-director; Kara Lyons-Pardue, co-director

Curricula

Students should refer to the information in this catalog for a complete listing of program characteristics, degree requirements, and course descriptions offered by academic areas within the College of Arts and Humanities.

Department of Literature, Journalism, Writing, and Languages

Coming soon!

- Writing, M.A. (p. 12)

Writing

WRI 6001 Composition Pedagogy I (3 Units)

An advanced course designed to educate students in the individualized instruction of composition. The course concentrates on writing theory and pedagogy and on ways to respond effectively to student writing in the classroom as well as in a writing center. Particular attention is given to the concrete application of writing theories to student work. For GTAs with a Pedagogy Concentration, WRI 6001 must be taken in semester 1 of MA program.

WRI 6002 Composition Pedagogy II (3 Units)

An advanced course designed to educate students in the individualized instruction of composition and literature. The course concentrates on writing and literary theory and pedagogy and on ways to respond effectively to student writing in the classroom. Particular attention is given to the concrete application of writing and literary theories to student work. For GTAs with a Pedagogy Concentration, WRI 6002 must be taken in semester 2 of MA program.

Prerequisite(s): WRI 6001

WRI 6020 Writing Across the Genres (3 Units)

An advanced introduction and overview of creative writing (including practice in writing and workshoping poetry, fiction, and nonfiction). For GTAs with a Pedagogy Concentration, WRI 6020 must be taken in semester 1 of MA program.

Also offered as WRI 5020.

WRI 6021 Poetry Workshop (3 Units)

Advanced instruction and guided workshop in writing poetry. Attention is also given to methodology in teaching poetry writing and to finding publication.

Also offered as WRI 5021.

Prerequisite(s): WRI 6020

WRI 6022 Fiction Workshop (3 Units)

Advanced instruction and guided workshop in writing fiction. Attention is also given to methodology in teaching fiction writing and to finding publication.

Also offered as WRI 5022.

Prerequisite(s): WRI 6020

WRI 6023 Nonfiction Workshop (3 Units)

Advanced instruction and guided workshop in nonfiction writing. Attention is also given to methodology in teaching nonfiction writing and to finding publication.

Also offered as WRI 5023.

Prerequisite(s): WRI 6020

WRI 6024 Scriptwriting Workshop (3 Units)

A survey of the process, forms, and techniques for writing scripts for television and film. This includes advertising and public service announcements (PSAs), documentary, corporate training and promotion, news and sports, interview shows, reality shows, drama, comedy, and short films. This course also includes the laws and ethics of scriptwriting, and preparing for working in the television and film media.

Also offered as WRI 5024.

Prerequisite(s): WRI 6020

WRI 6025 Special Topic in Writing (3 Units)

Advanced instruction and guided workshop in a special topic in writing. Topics might include comics, bookmaking, publishing, and experimental forms, among others. Attention is also given to methodology in teaching writing and to finding publication.

Also offered as WRI 5025.

Prerequisite(s): WRI 6020

WRI 6060 Literary Editing and Publishing (3 Units)

A hands-on course designed to educate students in literary journal production. Attention is given to every aspect of literary journal publication, including submission calls, peer review, decision notification, issue curation, web design, and social media promotion. For GTAs with a Pedagogy Concentration, WRI 6060 must be taken in semester 1 of MA program.

Also offered as WRI 5060.

WRI 6400 Advanced Workshop (3 Units)

A final-semester advanced workshop course providing guided workshop, advanced practice, and advanced instruction in writing techniques and publication strategies used by professional writers.

Prerequisite(s): Two workshop courses between WRI 6021, WRI 6022, WRI 6023, WRI 6024, and WRI 6025.

WRI 6500 Masters Thesis (3 Units)

Independent thesis project under the guidance of a faculty member. Thesis projects will be a book-length work of poetry or prose, or a significant number of pages toward a longer project. Course will be taken by students in their final program semester.

Prerequisite(s): Consent of instructor and second reader.

Writing, M.A.

Program Learning Outcomes

Students who complete the program will be able to:

- Create various forms and genres of writing, evidencing artistic, literary, and stylistic merit.
- Demonstrate advanced knowledge of the conventions and terminology of creative writing within literary texts.
- Collaborate in editorial and publishing processes through campus publications for external audiences.
- Perform advanced creative work to formal audiences, demonstrating strategies for audience engagement and oral communication of written work.

- *[For Pedagogy Concentration Only]* Teach using composition theory and pedagogy in the composition classroom.

MA in Writing Admissions Requirements

1. Students must upload a writing sample of creative writing, a statement of purpose/cover letter, a CV/resume, official transcripts, and letters of recommendation in their application.
2. Students must grade a sample student essay and discuss their grading feedback in an interview with the program lead to assess their capacity to teach and tutor.
3. Students' readiness for graduate study must be confirmed by the writing faculty based on their writing sample and interview with the program lead.

4+1 MA in Writing Admissions Requirements

1. Students must have completed WRI 2020.
2. Students must have taken a minimum of two additional writing courses between WRI 3021, WRI 3022, and WRI 3023.
3. Students must have a minimum GPA of 3.000 in those three writing courses.
4. Students' readiness for graduate study must be confirmed by the writing faculty (assessed by writing sample and interview with program lead).

Code	Title	Units
Required Courses		
WRI 6020	Writing Across the Genres	3
WRI 6060	Literary Editing and Publishing	3
WRI 6400	Advanced Workshop	3
WRI 6500	Masters Thesis	3
Choose two (2) Writing Genre Courses:		6
WRI 6021	Poetry Workshop	
WRI 6022	Fiction Workshop	
WRI 6023	Nonfiction Workshop	
WRI 6024	Scriptwriting Workshop	
WRI 6025	Special Topic in Writing	
Choose two (2) Literature Courses:		6
LIT 5000	American Literature to 1900	
LIT 5020	American Literature Since 1900	
LIT 5044	Medieval Literature	
LIT 5045	17th Century English Literature	
LIT 5046	Romantic Literature	
LIT 5047	Victorian Literature	
LIT 5048	Postcolonial Classics and Theory	
LIT 5050	The Novel	
LIT 5061	Shakespeare	
LIT 5090	Seminar in Literature	
SPA 5000	Peninsular Literature Before 1800	
SPA 5002	Peninsular Literature Since 1800	
SPA 5020	Mexican American Literature and Culture	
SPA 5037	Latin American Literature Before 1910	
SPA 5039	Latin American Literature Since 1910	
SPA 5080	Genre/Period Studies in Hispanic Literature or Film	

Choose two (2) additional courses from Writing Genres and/or Literature listed above	6
Total Units	30

Pedagogy Concentration for Graduate Teaching Assistants (GTAs) ¹

Code	Title	Units
WRI 6001	Composition Pedagogy I	3
WRI 6002	Composition Pedagogy II	3
Total Units		6

¹ WRI 6001 and WRI 6002 can only be taken by Graduate TAs in the MA in Writing program, and not by 4+1 students.

Total MA in Writing with a Pedagogy Concentration for GTAs: 36 units

4+1 Master of Arts in Writing

PLNU undergraduate students can apply to enter the 4+1 MA in Writing program at the end of their sophomore year. Once accepted into the 4+1 program, students can take undergrad/graduate cross-listed courses for up to 15 units of graduate level courses to account for their undergraduate degree, and receive graduate credit up to the first year of their MA in Writing degree (15 units of the 30 required for the degree). These 15 units will account for WRI 5020/WRI 6020 - Writing Across the Genres (3 units) which should be taken before any graduate cross-listed writing workshops, including two genre workshops between WRI 5021/WRI 6021, WRI 5022/WRI 6022, WRI 5023/WRI 6023, and WRI 5024/WRI 6024 (6 units), and two literature courses (6 units).

4+1 MA in Writing Courses

Students in the 4+1 MA in Writing program may take up to 15 units of the following during their baccalaureate degree:

Code	Title	Units
WRI 5020	Writing Across the Genres	3
Choose two (2) Literature courses from the following:		6
LIT 5000	American Literature to 1900	
LIT 5020	American Literature Since 1900	
LIT 5044	Medieval Literature	
LIT 5045	17th Century English Literature	
LIT 5046	Romantic Literature	
LIT 5047	Victorian Literature	
LIT 5048	Postcolonial Classics and Theory	
LIT 5050	The Novel	
LIT 5061	Shakespeare	
LIT 5090	Seminar in Literature	
SPA 5000	Peninsular Literature Before 1800	
SPA 5020	Mexican American Literature and Culture	
SPA 5037	Latin American Literature Before 1910	
SPA 5039	Latin American Literature Since 1910	
SPA 5080	Genre/Period Studies in Hispanic Literature or Film	
Choose two (2) Writing Genre courses from the following:		6
WRI 5021	Poetry Workshop	
WRI 5022	Fiction Workshop	

WRI 5023	Nonfiction Workshop	
WRI 5024	Scriptwriting Workshop	
WRI 5025	Special Topic in Writing	
Post-Baccalaureate Finishing Courses		
WRI 6060	Literary Editing and Publishing	3
WRI 6400	Advanced Workshop	3
WRI 6500	Masters Thesis	3
Choose six (6) additional 6000-level units from Literature or Writing Genres		6
Total Units		30

Note(s):

- 5000-level courses listed above can be taken for dual undergrad/graduate credit as a part of the Master’s in Writing 4+1 track if the student applies and is accepted into the MA in Writing 4+1 program at the end of their sophomore year.
- 4+1 students cannot enroll in the Pedagogy Concentration courses WRI 6001 and WRI 6002. These courses are only for Graduate TAs enrolled in the MA in Writing program.

College of Health Sciences

Administration

Dean: Jeff Sullivan, Ph.D.
 Office: Balboa 114
 Telephone: (619) 849-2629
 Email: jeffsullivan@pointloma.edu
 Administrative Assistant: Amber Courtney

General Information

The College of Health Sciences exists to provide multidisciplinary education in health, fitness, wellness and medicine that transforms students and prepares them to serve the world as an expression of the Christian faith. The College is defined by exceptional faculty and staff who are committed to innovative teaching and learning; rigorous and inspired scholarship; and clinical experiences that are evidence based, outcomes focused, and empower students to improve the human condition. We extend the mission of Point Loma Nazarene University to engage and challenge minds, to form and model character, and to view service as an expression of faith.

The College offers undergraduate programs through the Department of Kinesiology in Applied Health Science, and Health and Human Performance. We offer graduate programs in Athletic Training, Exercise Science, Integrative Wellness, Kinesiology, Physician Assistant Education, Sport Management and Sport Performance

Accreditations and Affiliations

For information about Accreditations and Affiliations, please click here (p. 8).

Academic Organization

The College of Health Sciences, under the direction of the dean of the College, functions with the supervision of academic departments, programs, and centers. The following is a list of chairs, directors, and deans in the college.

Departments

Department of Graduate Psychology - Daniel Jenkins, chair

Department of Kinesiology - Brandon Sawyer, chair

Department of Physician Assistant Education - Dana Sayre-Stanhope, chair

Graduate Programs

Master of Arts in Clinical Counseling - Daniel Jenkins

Master of Science in Athletic Training - Nicole Cosby, director

Master of Science in Kinesiology - Brent Alvar, director

Master of Science in Kinesiology - Integrative Wellness - Jessica Matthews, director

Master of Science in Occupational Therapy - Beth Sullivan, director

Master of Science in Medicine - Physician Assistant - Dana Sayre-Stanhope, director

Regional Center

Balboa - Jeff Sullivan, dean

Curricula

Students should refer to the following pages in this catalog for a complete listing of program characteristics, degree requirements, and descriptions of courses offered by academic areas within the College of Health Sciences.

Anatomy Learning Institute

Purpose

In response to the growing national and international demand for anatomy education, research, and clinical training, the Anatomy Learning Institute (ALI) (https://www.pointloma.edu/centers-institutes/anatomy-learning-institute/?market_source=swc) at Point Loma Nazarene University was established to prepare graduates through invaluable, hands-on clinical experience to become quality healthcare and life sciences professionals.

The ALI is dedicated to using evidence-based practices to promote excellence in the scholarships of teaching, discovery, application, and integration of the anatomical sciences.

Scholarship of Teaching

The Anatomy learning Institute aims to provide different opportunities to meet the needs of our learners, including undergraduate and graduate courses in the four core anatomical sciences: gross anatomy, histology, neuroanatomy, and embryology.

Knowing that our students come with different strengths and challenges, the ALI utilizes universal design as an educational framework to minimize barriers, build on skills, and maximize learning. We offer in-person, online and hybrid learning opportunities to undergraduate, graduate learners along with other continuing education opportunities.

Scholarship of Discovery

The Anatomy Learning Institute participates in a diverse range of scholarship. Below is a list of areas that are being investigated by faculty at the Institute.

- Clinical Application of Anatomy: Utilizing anatomical knowledge to improve patient care has been documented in the literature. We are

interested in investing the diverse application of anatomy in medicine, dentistry, physical and occupational therapy, athletic training, etc.

- Teaching and Learning in Anatomy: Anatomy is the cornerstone of all health science disciplines, therefore it is crucial to investigate ways to improve the learn and teaching process. We are interested in investigating different ways to improve student learning and experience.
- Bioethics: Working with body donors is a privilege which everyone should treat with utmost respect. This opportunity provides learners and educators with a chance to address important topics such as respect, dignity, death and dying, and self-care. We are interested in investigating the impact.
- Body Donor Research: Working with body donors is considered to be a superior way to learn anatomy and improve patient care. We are interested in maximizing the generous gift made by our body donors to improve education, research and training.

Scholarship of Application & Integration

The ALI aims to partner with members of the local community to implement many initiatives such as:

- High Schools Outreach program: the anatomy labs will be open to encourage students to engage with science and learn about the wonderfully created human body.
- Medical Equipment Companies: Providing the space to develop and improve medical equipment will help improve patient care which is a critical element of the ALI's mission.

Faculty

Founding Director - Joy Balta, Ph.D.

Nicole Cosby, Ph.D.
University of Virginia

Yoojin Choi, Ph.D.
Harvard University

Rebecca Flietstra, Ph.D.
The Scripps Research Institute, La Jolla, California

Brandon Sawyer, Ph.D.
Arizona State University

- Concentration in Anatomy Education (https://www.pointloma.edu/centers-institutes/anatomy-learning-institute/education/concentration-anatomy-education/?market_source=swc)

Code	Title	Units
Available Courses		
ANA 6000	Clinical Anatomy	3
ANA 6001	Anatomy ¹	5
ANA 6003	Teaching and Learning Anatomy	1
ANA 6004	Anatomy Clinical Practice	2
ANA 6075	Gross Anatomy of the Musculoskeletal System ²	3

¹ ANA 6001 is required for the Master of Science in Medicine, Physician Assistant (p. 20) degree.

² ANA 6075 is required for the Master of Science in Athletic Training (<https://pointloma-public.courseleaf.com/grad-catalog/colleges->

schools-departments/chs/grad-health-sciences/athletic-training-ms/ degree.

Email: accred@aota.org

Department of Graduate Health Sciences

Occupational Therapy, M.S.

Program launches in Fall 2023

The Master of Science in Occupational Therapy (MSOT) is designed to prepare graduates to take the national licensing examination (i.e., NBCOT) to become Occupational Therapists.

The mission of the PLNU Occupational Therapy program is to produce competent and professional graduates who exemplify a joy of life-long learning and provide evidence-based and occupation-focused interventions that serve others as an expression of faith.

Accreditation

The Accreditation Council for Occupational Therapy (ACOTE® (<https://acoteonline.org/>)) has granted Applicant Status to the **Point Loma Nazarene University (PLNU) Master of Science in Occupational Therapy (MSOT) Program**.

Applicant Accreditation is an accreditation status granted when a university has submitted a letter of intent and demonstrated a commitment to beginning a new program by allocating sufficient resources to the development of this program. PLNU MSOT program will submit a Candidacy (<https://acoteonline.org/get-accredited/how-to/>) application in December 2022.

If Candidacy Status is granted, the program may admit its first class of students and proceed to the second step of the process, the pre-accreditation review. In this step, the program conducts a programmatic self-study and prepares a Report of Self-Study, a comprehensive self-assessment of the program's compliance with ACOTE Accreditation Standards.

Upon review of this report, ACOTE grants, defers action on, or denies Pre-accreditation Status, a decision that reflects ACOTE's opinion of how likely the program is to meet the ACOTE Accreditation Standards by the time of the initial on-site evaluation. In preparation for the initial on-site evaluation, trained evaluators conduct a complete review of the Report of Self-Study submitted by the program.

The last step of the process is an initial on-site evaluation conducted by a two-member team. At the conclusion of the on-site evaluation, the team prepares a Report of On-Site Evaluation, which is reviewed by the program for factual accuracy. The Evaluators' Report of On-Site Evaluation and any response from the program are then reviewed by ACOTE. ACOTE uses these materials as the basis for action regarding the accreditation status of the program and the term of accreditation awarded (5 or 7 years).

For further information, go to ACOTE® (<https://acoteonline.org/get-accredited/how-to/>) website or contact:

ACOTE®
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Telephone: (301) 652-6611

Program Learning Outcomes

The Point Loma Nazarene University Master of Science in Occupational Therapy Program Graduate will be able to:

- Use critical reasoning to provide evidence-based occupational therapy services across the lifespan, in a variety of service delivery models, health care settings, and community-based systems.
- Develop and utilize a therapeutic use of self during client interactions, which supports the client's engagement in occupational therapy, and achievement of the clients' goals.
- Provide services within a client-centered and occupation-based framework, with consideration of contextual factors, which influence a person, groups', and/or populations' ability to engage in meaningful occupational tasks and roles.
- Demonstrate compliance with legal, ethical, and professional standards when interacting with clients, service providers, and/or systems.
- Exhibit the ability to document, manage, and evaluate outcomes of services provided.
- Develop clinical programs, which meet a need for underserved persons, groups, and/or populations in the community.
- Embrace diversity, equity, and inclusion in clinical practice through the delivery of high quality, accessible, and culturally responsive care within a technological and global environment.
- Advance the awareness and ability to work collaboratively with interdisciplinary team members to enhance the provision of client-centered, quality occupational therapy services.

Admission Requirements

See <https://www.pointloma.edu/graduate-studies/programs/occupational-therapy-ms> (<https://www.pointloma.edu/graduate-studies/programs/occupational-therapy-ms/>)

Application Process

Applications to the program occur through the Centralized Application Service for Occupational Therapy (OTCAS). Please visit the OTCAS (<https://otcas.liaisoncas.com/applicant-ux/#/login>) website for more information or email OTCAS (otcasinfo@otcas.org).

Applications are reviewed when the OTCAS application has been verified. Students may have up to 6 credit hours of the required prerequisite courses in progress at the time of application but must complete these courses prior to the program start date, except for Anatomy and Physiology I and II, which must be completed by the time of application to the program.

Interviews and acceptance will be on a rolling basis throughout the year until the cohort is filled.

Admission Criteria

To be admitted into the Occupational Therapy program, an applicant must meet these requirements:

- Completion of a baccalaureate degree from an accredited college or university recognized by a regional accrediting agency. College seniors are eligible to apply providing they will receive their degree prior to the August start of the program.

- Applicants must meet a minimum GPA of 3.000 in their most recent 60 semester units of work, including both graduate and undergraduate coursework.
 - Prerequisite courses may only be repeated once; the second course grade will be used to calculate the average GPA.
- All applicants must meet the program's technical standards.

Prerequisite Courses

Completion of the following prerequisite courses

- One semester of each of the following, each course completed with a grade of "B-" or 3.000 or better:
 - Anatomy & Physiology I with lab (must be completed within the past 5 years)
 - Anatomy & Physiology II with lab (must be completed within the past 5 years)
 - In lieu of a combined A & P, you may take one semester of anatomy and one semester of physiology. Online and in-person classes accepted.
- One semester of each of the following, each course completed with a grade of "B-" or better within the past 10 years. Courses can be taken online.
 - Abnormal Psychology (3 units)
 - Lifespan Development or Developmental Psychology (3 units)
 - Medical Terminology (at least 1 unit)
 - Introductory Statistics (in behavioral or social sciences, 3 units)
 - Sociology, Anthropology, or Social Psychology (3 units)

These courses may be taken at any regionally accredited community, public, or private college or university. Online courses at regionally accredited colleges are also acceptable for psychology, sociology, anthropology, or statistics courses.

You may have up to six (6) credit hours of prerequisite courses in progress at the time of application to the program. If you are accepted into the program while currently enrolled in one to eight (1-8) required prerequisite courses, you will be provisionally accepted. The provisional acceptance will be changed to full acceptance once transcripts are received that confirm successful completion of outstanding prerequisite courses that are aligned with the criteria above.

Experience

Observation Hours

- A minimum of 40 observation hours (virtual or in-person) are required. Documentation of hours should be uploaded to the OTCAS (<https://otcas.liaisoncas.com/applicant-ux/#/login>). In lieu of observation hours, however, students may watch videos and write a paper about the OT profession from viewing the American Occupational Therapy Association (AOTA) website's career resources. Refer to below for more details on this second option.
- For students submitting proof of knowledge about the OT profession gained from the AOTA website, address the following points in a well-thought-out summary that *does not exceed three pages*. You will send this documentation to the graduate admissions (<https://www.pointloma.edu/graduate-studies/admissions/>) office.
 - What were the OT practice areas discussed in the AOTA career videos?
 - How do current OT practice areas support the original tenets of the OT profession?

- What surprised you about the OT profession?
- What practice areas resonated with you and why?

Work/Volunteer Experience

- Preference is given to applicants who have prior work and/or volunteer experience in healthcare or educational settings. You will describe applicable work and volunteer experience on the OTCAS (<https://otcas.liaisoncas.com/applicant-ux/#/login>).

Preferences

- Point Loma Nazarene University graduates.

Letters of Recommendation

Three letters of reference (personal or professional) are required. You will be provided with the link on OTCAS (<https://otcas.liaisoncas.com/applicant-ux/#/login>) to send to your references.

Personal Essay

You are required to submit a personal essay to the OTCAS (<https://otcas.liaisoncas.com/applicant-ux/#/login>). Essays should be a minimum 300 words and maximum 500-words. Answer the following questions:

- How has your past work, volunteer, or service experiences prepared you to become an occupational therapist?
- Explain why you selected occupational therapy as a career and how an Occupational Therapy degree relates to your immediate and long-term professional goals. Describe how your personal, educational, and professional background will help you achieve your goals.
- How has your faith impacted your decision to pursue occupational therapy?

International Students

The Test of English as a Foreign Language (TOFEL (<https://www.ets.org/toefl/>)), taken within the last 2 years, is required for any applicants for whom English is not their native language. The TOFEL requirement may be waived for applicants with a bachelor's degree or higher from an accredited US institution. To review your application, we must receive official scores from ETS for the TOFEL. Only the IBT (Internet Based Test) form of the TOEFL will be accepted. We require a total score of 93 and a speaking score of 26 for entry into our program.

Advanced Placement/Transfer Credit

The PLNU MSOT Program values rigorous academic preparation and previous health care experience in the evaluation of applicants. However, it is not the policy of the program to award advanced placement or, to accept for credit, any previous academic or other experiential learning toward completion of the MSOT degree. All matriculated students are required to participate in and complete the entire curriculum of the program to meet the requirements of graduation.

Occupational Therapy Student Handbook

Click here (<https://docs.google.com/document/d/1ILcJlvEG8ZVszN4kZwIUvEwORxmVw9Ga/edit?usp=sharing&oid=101858117261088156812&rtpof=true&sd=true>) to view the MSOT Student Handbook

Code	Title	Units
OCC 6000	Introduction to Occupational Therapy	3
OCC 6001	Applied Human Anatomy	5

OCC 6002	Professionalism in Occupational Therapy Seminar I	1
OCC 6003	Evidence-Based Practice	3
OCC 6004	Health and Equity Disparities	1
OCC 6005	Community Practice Seminar I	1
OCC 6006	Case-Based Learning Seminar I	0
OCC 6007	Human Occupations Across the Lifespan	3
OCC 6008	Applied Human Movement	3
OCC 6009	Neuroscience in Occupational Therapy Practice	3
OCC 6010	Research Methods I	3
OCC 6011	Mental Health Conditions, Assessments, and Interventions	4
OCC 6012	Case-Based Learning Seminar II	0
OCC 6013	Level I Fieldwork A - Mental Health Conditions	1
OCC 6014	Group Process	2
OCC 6015	Case-Based Learning Seminar III	0
OCC 6016	Healthcare Systems and Professional Documentation	3
OCC 6017	Interprofessional Seminar	0
OCC 6018	Assistive Technology	3
OCC 6019	Patient Skills Management	2
OCC 6020	Childhood Conditions, Assessments, and Interventions	5
OCC 6021	Adolescent Conditions, Assessments, and Interventions	3
OCC 6022	Case-Based Learning Seminar IV	0
OCC 6023	Level I Fieldwork B - Pediatric/Adolescent	1
OCC 6024	Research Methods II	2
OCC 6025	Community Practice Seminar II	2
OCC 6026	Orthopedic Adult - Older Adult Conditions, Assessments, and Interventions	5
OCC 6027	Neurologic Adult - Older Adult Conditions, Assessments, and Interventions	5
OCC 6028	Management in Occupational Therapy	3
OCC 6029	Case-Based Learning Seminar V	0
OCC 6030	Level I Fieldwork C - Adult/Older Adult	1
OCC 6031	Professionalism in Occupational Therapy Seminar II	1
OCC 6032	Level II Fieldwork A	6
OCC 6033	Level II Fieldwork B	6
OCC 6034	Professionalism in Occupational Therapy Seminar III	0
Total Units		81

Graduation Requirements

To earn and receive a Master of Science in Occupational Therapy degree, a student must satisfy all of the following:

- Successful completion of all requirements, exams, and have all grades posted prior to degree posting.
- A completed application for degree candidacy conveyed to the Office of Records. *Note: Students may participate in Commencement convocations with an approved plan of six or fewer units remaining to complete their degree in the following semester.*

- Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee, and
- All requirements completed within thirty-nine (39) months from the time of initial enrollment.

Department of Physician Assistant Education

Coming Soon!

- Physician Assistant, M.S.M. (p. 20)

Medicine

MSM 6002 Physiology (3 Units)

This course presents human physiology through a systems approach at the cellular, tissue and organ level. Major themes regarding commonly occurring pathophysiologic processes will be introduced to prepare students for more in-depth learning about specific disease states and patient presentations in subsequent courses.

MSM 6003 Foundations of Medical Science (4 Units)

The course will provide instruction in the basic sciences of medicine integral to understanding human disease. The course will cover topics in pathology, pathophysiology, biochemistry, immunology, microbiology, and genetics.

MSM 6004 Medicine and Society I (2 Units)

Medicine and Society is a sequence of four integrated and consecutive courses designed to examine the intersection of the individual and the larger community relating to healthcare. This course covers professional conduct, social media, academic integrity, intellectual honesty, evidence-based medicine, interprofessional collaboration, and medical research. Students will also participate in community learning groups.

MSM 6005 Introduction to Patient Assessment (3 Units)

This course is designed to introduce the student to patient history taking, physical examination, communication, and the medical documentation skills that are necessary for patient assessment and medical practice. Students will perform system-based physical examinations. In addition, students will have the opportunity to practice their skills with assigned lab partners, simulated patients, and standardized patients.

MSM 6006 Medicine and Society II (2 Units)

Medicine and Society is a sequence of four integrated and consecutive courses designed to examine the intersection of the individual and the larger community relating to healthcare. This course covers the history of the PA profession, PA trends and organizations, social and behavioral sciences including: domestic violence, abuse, human sexuality, and sexual assault, death and dying, patient responses to injury, stress, and illness, cultural awareness, provider personal wellness, and diverse socioeconomic populations. Students will also participate in community learning groups.

MSM 6008 Medicine and Society III (3 Units)

Medicine and Society is a sequence of four integrated and consecutive courses designed to examine the intersection of the individual and the larger community relating to healthcare. This course covers patient communication, coding, billing and reimbursement, and healthcare delivery systems and policies. Students will also participate in community learning groups and a field experience service month as part of this course.

MSM 6010 Medicine and Society IV (2 Units)

Medicine and Society is a sequence of four integrated and consecutive courses designed to examine the intersection of the individual and the larger community relating to healthcare. This course covers public health, patient safety and medical errors, quality improvement and risk management, and medical ethics in healthcare. Students will also participate in community learning groups.

MSM 6100 Fundamentals of Hematology and Oncology (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered blood and lymphatic diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6101 Fundamentals of Dermatology (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered skin diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6102 Fundamentals of Infectious Disease (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered infectious diseases through symptoms-based and systems-based approaches. Management of patients with these diseases across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6103 Fundamentals of Cardiovascular Disorders (4 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered cardiovascular diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6104 Fundamentals of Pulmonology (3 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered pulmonary diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6105 Fundamentals of Gastroenterology (4 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered digestive system diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6106 Fundamentals of Nephrology and Genitourinary Disease (3 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered renal system diseases and disorders through symptoms-based and systems-based approaches. This course also covers diseases and disorders specific to the male patient, and in-depth instruction in fluid, acid-base, and electrolyte disorders. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6107 Fundamentals of Neurology (3 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered central and peripheral nervous systems diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6108 Fundamentals of Endocrinology (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered endocrine system diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6109 Fundamentals of Musculoskeletal Disease and Rheumatology (3 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered musculoskeletal diseases and rheumatologic disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6200 Pharmacotherapeutics I (3 Units)

This course provides an introduction to the science of pharmacologic therapy of the disease states covered in the Hematology and Oncology, Dermatology, Infectious Disease, Cardiovascular and Pulmonology didactic courses. In addition to pharmacokinetics and pharmacodynamics, students will learn the indications, contraindications, dosages and adverse effects of commonly prescribed medications for these disorders.

MSM 6201 Pharmacotherapeutics II (3 Units)

This course provides an introduction to the science of pharmacologic therapy of the disease states covered in the Gastroenterology, Nephrology and Genitourinary, Neurology and Endocrinology didactic courses. In addition to pharmacokinetics and pharmacodynamics, students will learn the indications, contraindications, dosages and adverse effects of commonly prescribed medications for these disorders.

MSM 6202 Pharmacotherapeutics III (2 Units)

This course provides an introduction to the science of pharmacologic therapy of the disease states covered in the Psychiatry, Musculoskeletal Disease and Rheumatology, Pediatrics, Women's Health, Emergency Medicine and Surgery didactic courses. In addition to pharmacokinetics and pharmacodynamics, students will learn the indications, contraindications, dosages and adverse effects of commonly prescribed medications for these disorders.

MSM 6300 Fundamentals of Psychiatry and Behavioral Medicine (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered psychiatric and psychological disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6301 Foundations in Pediatrics (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered newborn, infant, toddler, child, and adolescent diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education. This course also covers nutrition specific to the pediatric patient, development and assessment of the well child.

MSM 6302 Foundations in Women's Health (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered female diseases and disorders through a systems-based approach of the female patient. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6303 Foundations in Emergency Medicine (3 Units)

This course covers the principles of emergent management. There will be a focus on the evaluation and management of emergent conditions covering all organ systems. Management of patients with emergent and life-threatening conditions across the lifespan from initial presentation through follow-up for emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6304 Foundations in Surgery (2 Units)

This course covers the principles of surgery and surgical management. Students will learn about pre-operative care, intraoperative care, post-operative care, common surgical conditions, complications and fluid management. Management of patients with surgical conditions across the lifespan from initial presentation through follow-up for surgical cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6500 Internal Medicine (5 Units)

This is a 5-week clinical practicum that focuses on the evaluation, diagnosis, and management of acute and chronic medical conditions in adults and elders. Students will perform complete history and physical exams, assist with consultations, evaluate and manage patients from admission to discharge when possible. Students will demonstrate how to order and interpret diagnostic tests commonly utilized in internal medicine and to perform clinical hospital procedures. Emphasis will be placed on inpatient care including hospital documentation to include the admission summary, history and physical examination, daily progress note, consultation note, and discharge summary. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hrs. and may be assigned to any shift on any day of the week, including holidays.

MSM 6501 Family Medicine (5 Units)

This is a 5-week outpatient-based clinical practicum that focuses on the clinical aspects of family practice/ primary care. Students will build on the fundamental skills of history taking, performing physical exams, developing differential diagnoses, formulating diagnoses, designing prevention and treatment plans and documenting common medical conditions observed in the family practice setting. Students will participate in a variety of primary care procedures. Emphasis will be placed on caring for the entire family ranging from the newborn to the geriatric patient. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6502 Pediatrics (5 Units)

This is a 5-week clinical practicum that focuses on the evaluation, diagnosis, and management of acute and chronic medical conditions in the pediatric population from newborn to adolescence. Students will perform complete history and physical exams. Students will demonstrate how to order and interpret diagnostic tests commonly utilized in pediatrics and to perform common procedures. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6503 Women's Health (5 Units)

This is a 5-week required clinical experience during which the student will have the opportunity to evaluate and treat a wide variety of obstetrical and gynecological conditions. Focus will be on eliciting and performing the obstetrical and gynecological history and physical examination, screening techniques, diagnostic procedures, management plans, contraceptive counseling and management. The practicum will enable students to strengthen their knowledge of pre-natal and post-natal care, menstrual abnormalities, infertility, sexuality issues, menopause and sexually transmitted infections. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6504 General Surgery (5 Units)

This is a 5-week required clinical experience during which the student will have the opportunity to evaluate and treat a wide variety of surgical conditions. Students will be trained in preoperative and post-operative patient care, outpatient evaluation of surgical candidates, surgical inpatient management, operating room protocol and techniques, emergent surgical cases, and documentation specific to surgical patients. Students will learn common surgical procedures and the description, indications, contraindications, and complications of each. Additionally, students will gain experience in interpreting diagnostic tests utilized in the general surgical environment. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6505 Behavioral Medicine (5 Units)

This is a 5-week required clinical experience during which the student will have the opportunity participate in the evaluation and treatment of patients with a variety of behavioral and psychiatric conditions. Students will develop knowledge about the complex nature of psychiatric illness through active involvement in the diagnosis and management of patients. The student will learn to triage patients, interact with patients' families, and become more proficient at taking rapid accurate histories, performing physical examinations, ordering appropriate diagnostic tests, and formulating a treatment plan. The student will have the opportunity to make oral presentations to preceptors. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6506 Emergency Medicine (5 Units)

This is a 5-week required clinical experience during which the student will have the opportunity to evaluate and treat a wide variety of urgent, emergent and life-threatening conditions in patients across the lifespan from infant to elderly. The student will learn to triage patients, interact with patients' families, and become more proficient at taking rapid accurate histories, performing physical examinations, ordering appropriate diagnostic tests, and formulating a treatment plan. The student will have the opportunity to make oral presentations to preceptors. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6600 Elective-Clinical (5 Units)

This is a 5-week elective clinical experience during which the student will perform complete history and physical exams, assist with consultations, gain familiarity with the various terms used to describe skin lesions, as well as methods used in the diagnosis and treatment within a clinical specialty. Students will demonstrate how to order and interpret commonly used diagnostic tests and to perform relevant clinical and hospital procedures. Students are responsible for any assigned readings and are expected to be familiar with the pathophysiology, medical and surgical treatment options, and expected outcomes for the cases in which they are involved. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6601 Elective-Service (5 Units)

This is a 5-week outpatient-based clinical practicum will focus on clinical practice in a primary care environment with an emphasis on service. Students will build on the fundamental skills of history taking, performing physical exams, developing differential diagnoses, formulating diagnoses while developing strategies to transcend socioeconomic barriers that prevent appropriate medical care. The students are to use their knowledge gained from this rotation to demonstrate cultural sensitivity as it relates to healthcare. Students will be expected to mirror the Preceptor's schedule for a minimum of 128 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6800 Capstone (0 Units)

Successful completion of this multi-component examination which serves as the capstone for the physician assistant curriculum is required. It is composed of four parts: a comprehensive written examination, a series of clinical skills examinations, one or more observed patient encounters and an assessment of professionalism. Students failing any component of the examination will have one opportunity to remediate that section.

Physician Assistant, M.S.M.

The Master of Science in Medicine - Physician Assistant (MSM-PA) is a graduate health sciences program designed to graduate medical providers eligible to take their national licensing examination.

In keeping with the mission of the University, the mission of the Physician Assistant Program is to educate competent physician assistants who practice evidence-based medicine, demonstrate cultural sensitivity, and express their faith through service to the community.

Program Learning Outcomes

Upon completion of the Master of Science in Medicine - Physician Assistant curriculum, the graduate will be competent to:

1. Gather a history and perform a physical examination.
2. Prioritize a differential diagnosis following a clinical encounter.
3. Recommend and interpret common diagnostic and screening tests.
4. Enter and discuss orders and prescriptions.
5. Document a clinical encounter in the patient record.
6. Provide an oral presentation of a clinical encounter.
7. Form clinical questions and retrieve evidence to advance patient care.
8. Give or receive a patient handover to transition care properly.
9. Collaborate as a member of an interprofessional team.
10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management.
11. Obtain informed consent for tests and/or procedures.
12. Perform general procedures of a physician assistant.
13. Identify system failures and contribute to a culture of safety and improvement.

Physician Assistant Student Handbook

Please click here (<https://drive.google.com/file/d/1JBK7YuB0nGUXclhhUPKNZ-3XCYFgNzAV/view/>) to view the Physician Assistant Student Handbook.

Master of Science in Medicine Admission Requirements

Application Process

- Application to the program can only be made through the Centralized Application Service for Physician Assistants (CASPA). Please visit the CASPA website (<https://caspa.liaisoncas.com/applicant-ux/#/login>) for more information.
CASPA (Central Application Service for Physician Assistants)
Telephone (617) 612-2080
Email: apply@caspaonline.org
- Applications are reviewed when the CASPA application has been verified and CASPer results received. Prerequisite courses must be completed by December 31 of your application year. Interviews will be conducted between August and November either virtually or in person as safety dictates. All applicants will be notified of their admission status by March 1.
- CASPer- Applicants must also complete the Computer-Based Assessment for Sampling Personal Characteristics (CASPer) evaluation.
Information and registration can be found at [takecasper.com](http://www.takecasper.com) (<http://www.takecasper.com>) to sign up for the American Professional

Health Sciences test (CSP10101). Applicants must submit their CASPer assessment to the PLNU program by November 1 of their application year.

Admission Criteria

- A baccalaureate degree from an accredited college or university recognized by a regional accrediting agency. College seniors are eligible to apply providing they will receive their degree prior to the August start of the program.
- A minimum cumulative GPA of 3.000
- A minimum science GPA of 3.000
- All applicants must meet the program's technical standards ([https://drive.google.com/open/?id=1JxCRmuNz5DNOcWOUXQugbc_Vut8bwEWz](https://drive.google.com/open?id=1JxCRmuNz5DNOcWOUXQugbc_Vut8bwEWz)).

Prerequisite Courses

- Anatomy: 3 semester hours or 4 quarter hours
- Physiology: 3 semester hours or 4 quarter hours
Combined Anatomy and Physiology courses are acceptable if they meet a minimum of 6 semester hours or 8 quarter hours; Labs are preferred but not required. If the combined course is a two-semester sequence (e.g. A & P I and A & P II) then both courses must be taken;
- Microbiology: 3 semester hours or 4 quarter hours
- General Chemistry with labs: 8 semester hours or 10 quarter hours
- Organic Chemistry with lab: 4 semester hours or 5 quarter hours; the two-semester sequence for science majors is strongly recommended
- Biochemistry: 3 semester hours or 4 quarter hours
- Statistics: 3 semester hours or 4 quarter hours

All prerequisites must be completed at a regionally accredited college or university and must be completed with a grade of C (2.000) or better. A C- is not acceptable. Courses for which credit was awarded by examination, such as AP courses, will not meet the criteria for any prerequisite courses.

Applicants may apply to the program with no more than two outstanding prerequisites (including any in progress at the time of application), but prerequisites must be completed by December of the application year. Documentation of official grades received must be submitted to the program by the following January.

Experience

A minimum of five hundred hours of direct (hands on) patient care experience is required and must be completed at time of application. Volunteering and shadowing, while helpful, do not count toward these hours.

The **Test of English as a Foreign Language (TOEFL)**, taken within the last 2 years, is required for any applicants for whom English is not their native language. The TOEFL requirement may be waived for applicants with a bachelor's degree or higher from an accredited US institution. To review your application, we must receive official scores from ETS for the TOEFL. Only the IBT (Internet Based Test) form of the TOEFL will be accepted. We require a total score of 93 and a speaking score of 26 for entry into our program.

Advanced Placement/Transfer Credit

The PLNU PA Program values rigorous academic preparation and previous health care experience in the evaluation of applicants. However, it is not the policy of the program to award advanced placement or, to accept for credit, any previous academic or other experiential learning toward completion of the MSM degree. All matriculated students are

required to participate in and complete the entire curriculum of the program to meet the requirements of graduation.

Code	Title	Units
Required Courses		
ANA 6001	Anatomy	5
MSM 6002	Physiology	3
MSM 6003	Foundations of Medical Science	4
MSM 6004	Medicine and Society I	2
MSM 6005	Introduction to Patient Assessment	3
MSM 6006	Medicine and Society II	2
MSM 6008	Medicine and Society III	3
MSM 6100	Fundamentals of Hematology and Oncology	2
MSM 6101	Fundamentals of Dermatology	2
MSM 6102	Fundamentals of Infectious Disease	2
MSM 6103	Fundamentals of Cardiovascular Disorders	4
MSM 6104	Fundamentals of Pulmonology	3
MSM 6105	Fundamentals of Gastroenterology	4
MSM 6106	Fundamentals of Nephrology and Genitourinary Disease	3
MSM 6107	Fundamentals of Neurology	3
MSM 6108	Fundamentals of Endocrinology	2
MSM 6200	Pharmacotherapeutics I	3
MSM 6109	Fundamentals of Musculoskeletal Disease and Rheumatology	3
MSM 6201	Pharmacotherapeutics II	3
MSM 6300	Fundamentals of Psychiatry and Behavioral Medicine	2
MSM 6301	Foundations in Pediatrics	2
MSM 6302	Foundations in Women's Health	2
MSM 6303	Foundations in Emergency Medicine	3
MSM 6304	Foundations in Surgery	2
MSM 6010	Medicine and Society IV	2
MSM 6202	Pharmacotherapeutics III	2
Clinical Rotations		
MSM 6500	Internal Medicine	5
MSM 6501	Family Medicine	5
MSM 6502	Pediatrics	5
MSM 6503	Women's Health	5
MSM 6504	General Surgery	5
MSM 6505	Behavioral Medicine	5
MSM 6506	Emergency Medicine	5
MSM 6600	Elective-Clinical	5
MSM 6601	Elective-Service	5
Culminating Experience		
MSM 6800	Capstone	0
Total Units		116

Graduation Requirements

In order to earn and receive a Master of Science in Medicine degree, a student must satisfy all of the following:

1. Successful completion of all requirements, exams, and have all grades posted prior to degree posting.

2. A completed application for degree candidacy conveyed to the Office of Records. (Students may participate in Commencement convocations with an approved plan of 6 or fewer units remaining to complete their degree in the following semester.)
3. Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee, and
4. All requirements completed within forty-eight (48) months from the time of initial enrollment.

College of Natural and Social Sciences

Administration

Dean: James Daichendt, Ed.D.
 Office: Bond Academic Center, Deans' Suite
 Telephone: (619) 849-2706
 Fax: (619) 849-7018
 Email: gdaichen@pointloma.edu
 Director of Operations: Marvin Milian

General Information

The College of Natural and Social Sciences centers on areas of study at Point Loma Nazarene University that focus on preparation in the social sciences and professions. Programs in the natural and social sciences are offered through eight academic departments. Course offerings in the natural and social sciences are designed to help students explore a wide range of people-related, theoretical, and practical knowledge and skills. The college's highly qualified faculty members are professionally active and committed to engaging students in the learning experience. By emphasizing the university's mission to engage and challenge minds, to form and model character, and to see service as an expression of faith, the faculty challenge students to become life-long learners, to value the process of personal and intellectual development, and to give their lives in meaningful service to others.

Centers

Point Loma Nazarene University maintains the following centers within the organization of the College of Natural and Social Sciences:

- The Center for Justice and Reconciliation
- The Early Childhood Learning Center

Accreditations and Affiliations

For information about Accreditations and Affiliations, please click here (p. 8).

Academic Organization

The College of Natural and Social Sciences, under the direction of the dean of the College, functions with the supervision of academic departments, schools, and centers. The following is a list of chairs, directors, and deans in the college.

Departments

Department of Biology - Dawne Page, chair
Department of Chemistry - Matthieu Rouffet, chair
Department of Mathematical, Information, and Computer Sciences - Maria Zack, chair
Department of Physics and Engineering - Maria Zack, chair

Department of Psychology - Kendra Oakes-Mueller, chair
Department of Sociology, Social Work, and Family Sciences - Kevin Modesto, co-chair; Susan DeCristofaro Rogers, co-chair

Centers

The Center for Justice and Reconciliation - Kim Berry Jones, director
The Early Childhood Learning Center - Susan DeCristofaro Rogers, academic director

Curricula

Students should refer to the information in this catalog for a complete listing of program characteristics, degree requirements, and course descriptions offered by academic areas within the College of Natural and Social Sciences.

Department of Biology

Mission Statement

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

Administration

Program Director: Dianne Anderson, Ph.D.
Biology Department Chair: Dawne Page, Ph.D.

- General Biology, M.S. (p. 24)

Biology

BIO 6001 Graduate Internship in Biology (1-6 Units)

This course is an elective option allowing students to gain research/lab experience through internships at a variety of local businesses/organizations.

May be repeated up to a total of six (6) units. Credit/No Credit.

BIO 6011 Learning in Science (3 Units)

This course involves discussion and integration of seminal papers in the area of learning theory, with applications in a variety of scientific research, business, and educational settings.

Predominantly online course delivery.

BIO 6021 Readings in Biology (1 Unit)

This course focuses on the reading and discussion of research articles and other sources of material on a particular topic in biology. Topics vary.

May be repeated up to four (4) units as long as the content is different. Credit/No Credit.

BIO 6033 History/Philosophy of Science (3 Units)

This course involves discussion of seminal works in the history and philosophy of science as a way of thinking. From this perspective, the course explores current interest in the nature of science as an integral part of the study of science.

Predominantly online course delivery.

BIO 6043 Research Design in Science Education (3 Units)

This course promotes understanding of both qualitative and quantitative research design in science education, with a focus on current trends in the field.

Predominantly online course delivery.

BIO 6060 Microbiology and Immunology (3 Units)

Concepts in microbiology, including the diversity and ecology of microscopic organisms, and in immunology, focusing on cellular and molecular regulation of the immune system in health and disease, are addressed from the perspective of teaching for conceptual understanding.
Lecture and lab.

BIO 6061 Ecology of Plants and Animals (3 Units)

Concepts related to complex ecological systems with special emphasis on the interactions between plants and animals are addressed from the perspective of teaching for conceptual understanding.
Lecture and field-oriented lab.

BIO 6062 Genetics and Molecular Biology (3 Units)

Concepts in genetics and molecular biology, including inheritance, organization, variability and expression of genes, with emphasis on the regulatory mechanisms that govern gene expression in eukaryotic and prokaryotic cells, are addressed from the perspective of teaching for conceptual understanding.
Lecture and lab.

BIO 6063 Cell Biology (3 Units)

Concepts in cell biology, including the chemical basis of life, the structure and function of organelles, basic metabolic pathways, models for the origin of cells are addressed from the perspective of teaching for conceptual understanding.
Lecture and lab.

BIO 6064 Developmental Biology (3 Units)

Concepts emerging from the union of the two disciplines of evolution and development that help us better understand both the process of development and of the diversity of life forms are central to this course. Emphasis will be placed on the concepts of modularity, developmental master control genes (toolkit genes) and genetic switches that are the keys to explaining how the diversity within the body plans of animals develop. These topics will be addressed from the perspective of teaching for conceptual understanding.
Lecture and lab.

BIO 6065 Physiology of Plants and Animals (3 Units)

Concepts related to the physiological mechanisms that contribute to homeostasis in both plants and animals are addressed from the perspective of teaching for conceptual understanding.
Lecture and lab.

BIO 6067 Marine Biology (3 Units)

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

BIO 6068 Evolutionary Biology (3 Units)

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

BIO 6082 Research Proposal and Pilot Study (1 Unit)

Students identify a biology or biology education-related research problem, then prepare a brief literature review and research design, followed by carrying out a pilot study with abbreviated analysis.
Predominantly online course delivery.

BIO 6083 (A,B,C,D,E,F) Thesis (1-6 Units)

Students write a thorough literature review and bibliography related to their chosen biology education problem, then design, carry out, and analyze the results of their original research, draw conclusions, and propose implications of their findings. This process culminates with the completion of the student's written thesis, as well as a public presentation of the research. Students register for each thesis unit (6083 A through F) in sequence (A through F) corresponding to the 6 units necessary to complete the thesis requirement. Students may register for as many as three thesis units in a single semester (i.e., 6083A, 6083B, and 6083C) or as few as one unit. At the end of each semester a grade of Credit/No Credit is issued reflecting the student's satisfactory progress toward thesis completion. If in the final semester (BIO 6083F) of thesis enrollment the student has not completed all requirements for the thesis, the student is automatically enrolled in thesis extension status for each subsequent semester until the thesis is completed.
Credit/No Credit.

Fee: A thesis extension fee is charged (see fee schedule) for each semester of thesis extension.

BIO 6084 Comprehensive Examination in General Biology (0 Units)

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

BIO 6090 Special Studies in Biology (1-3 Units)

Selected studies in the area of biology as determined by the Department of Biology.
May be repeated for credit up to a maximum of eight (8) units as long as the content is different.

Prerequisite(s): Permission is required from the Chair of the Department of Biology and the course faculty. The student must be in good academic standing.

BIO 6092 Perspectives on Science (1 Unit)

Perspectives on Science is a monthly seminar series with speakers from research institutions and universities which address current research in their fields, including chemistry, biology, physics, astronomy, and geology. Following the seminar, students discuss research articles by the speaker. May be repeated for a total of six (6) units. Credit/No Credit.

BIO 6123 Leadership in Science (3 Units)

This course explores the development of a theoretical basis of the intrinsic and extrinsic motivations for exceptional performance. Students analyze the ways leadership and culture shape an organization's environment and history. Different leadership styles, personal leadership effectiveness, and both historical and contemporary leadership literature will be examined. Case studies relevant to academic biology departments, life science research labs, biotechnology companies, and biology-related non-profit organizations will be included.

BIO 6163 Methods of Teaching Secondary Science (3 Units)

This methodology course is designed to prepare students to teach secondary-level (Grades 7-12) and college-level science. This course includes lesson planning, intentional practice of classroom management, micro-teaching, classroom observation, group and self-evaluation, active and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, and formative assessment to differentiate instruction for all learners. Topics include the following: pedagogical content knowledge, curriculum selection and design, methods and modalities of science teaching, assessment, classroom application of various forms of technology, safe laboratory management and operation, integration of language arts and mathematics in the science curriculum, and professional organizations. Instruction is aligned to the state-adopted Science Common Core Standards (7-12) and the Next Generation English Language Development Standards, and relevance to college course teaching is incorporated. Modifications for diverse learners and learners with exceptionalities are researched. [AC1] Equivalent to EDU 4034 (undergraduate level) or EDU 6024 (graduate level). PLNU students who complete BIO 4063 are exempt from taking EDU 4034 or EDU 6024 for their preliminary single subject credential. Undergraduate students that are eligible may take this course as BIO 4063. Students with credit for BIO 4063, EDU 4034, or EDU 6024 are not eligible for this course.

General Biology, M.S.

Program Description

The master's degree in general biology is an academic degree designed for working professionals. This program requires completion of either an original thesis or six (6) additional elective units and a comprehensive exam.

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

Program Learning Outcomes

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

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

Program Eligibility for the Master of Science in General Biology Program

- A completed application for admission to the biology program;
- Official transcripts from regionally accredited institutions, one of which must indicate the completion of a baccalaureate degree;
- Successful completion of an undergraduate upper-division grade-point average of at least 2.7500;

- Two recommendation letters from any of the following:
 - a principal
 - department head
 - former college/university professor
 - other professional colleague
- A writing sample on assigned topics which indicates graduate-level ability;
- Test score on either the GRE subject test in biology or the biology Major Field Test; and
- An interview with the appropriate graduate director or coordinator.

Code	Title	Units
Core Courses		
BIO 6011 or BIO 6123	Learning in Science Leadership in Science	3
BIO 6033	History/Philosophy of Science	3
BIO 6043	Research Design in Science Education	3
BIO 6082	Research Proposal and Pilot Study	1
Electives: Group A		
Choose twelve (12) units from the following:		12
BIO 6060	Microbiology and Immunology	
BIO 6061	Ecology of Plants and Animals	
BIO 6062	Genetics and Molecular Biology	
BIO 6063	Cell Biology	
BIO 6064	Developmental Biology	
BIO 6065	Physiology of Plants and Animals	
BIO 6067	Marine Biology	
BIO 6068	Evolutionary Biology	
Electives: Group B		12
Choose one (1) of the following:		
<i>Thesis</i>		
BIO 6083 (A,B,C, Thesis) or BIO 6084	Comprehensive Examination in General Biology	
Choose six (6) additional units		
<i>Comprehensive Exam</i>		
BIO 6084	Comprehensive Examination in General Biology	
Choose 12 additional units		
Additional Units		
BIO 6001	Graduate Internship in Biology	
BIO 6011	Learning in Science	
BIO 6021	Readings in Biology	
BIO 6060	Microbiology and Immunology	
BIO 6061	Ecology of Plants and Animals	
BIO 6062	Genetics and Molecular Biology	
BIO 6063	Cell Biology	
BIO 6064	Developmental Biology	
BIO 6065	Physiology of Plants and Animals	
BIO 6067	Marine Biology	
BIO 6068	Evolutionary Biology	
BIO 6090	Special Studies in Biology	
BIO 6092	Perspectives on Science	
BIO 6123	Leadership in Science	
BIO 6163	Methods of Teaching Secondary Science	

Other approved Biology courses

Up to six (6) units of approved education or business coursework

Total Units **34**

Note(s): Students will develop an academic plan within the first semester of enrollment to determine the appropriate electives based on bachelor's degree coursework, teaching experience, and professional goals.

Graduation Requirements

In order to earn and receive a Master of Science in General Biology degree, a student must satisfy all of the following:

1. A completed Application for Degree Candidacy (online or in the Office of Records, Point Loma campus);
2. Completion of the approved graduate program of 34 units, including the thesis or comprehensive exam;
3. A cumulative grade-point average of 3.000 or higher. A student may earn a maximum of two "C" grades in the program;
4. Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee; and
5. All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

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:

- Master of Business Administration (MBA)
- Bachelor of Business Administration (BBA)
- Accounting, M.S. (<https://pointloma-public.courseleaf.com/grad-catalog/colleges-schools-departments/fsb/grad-business/accounting-ms/>)
- Master of Business Administration - Daytime (p. 29)
- Master of Business Administration - Evening (p. 30)
- Organizational Leadership, M.A. (p. 31)
- Business Administration Graduate Certificates (p. 32)

Business Administration

BUS 6010 Organizational Behavior (3 Units)

This course addresses organizational behavior and how it is impacted by values, diversity, and technology. Students examine the process through which managers learn to apply concepts from the behavioral sciences to observe, understand, and influence behavior in the workplace. Concepts such as motivation, leadership and application of techniques for individual and organizational growth and decision-making in a global environment are discussed.

BUS 6013 Graduate Business Practical Training Independent Study (0.5-4 Units)

This course allows students to make tangible connections between skills and knowledge gained in the classroom with experience in the workplace. In addition, students gain exposure to different work cultures, management styles and professional interactions while enhancing their confidence and competence.

May be repeated for a maximum of four (4) units. Credit/No Credit.

BUS 6015 Accounting for Decision Making (3 Units)

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

Prerequisite(s): Accounting Leveling Module

BUS 6017 Applied Ethics (1 Unit)

This course explores the theories of ethics and a process of ethical decision making in order to develop a stakeholder approach to leading organizations. Students will be challenged to consider personal ethical standards (goals, norms, beliefs, and values) and to create a framework for evaluating ethical choices, resulting in the ability to develop, articulate, and implement a compelling moral decision.

BUS 6018 Legal Environment of Business (1 Unit)

This course investigates the key aspects of business law relevant to leaders and managers of organizations. Topics include contracts, strict and product liability, organizational structures, alternative dispute resolution and human resource law. Case studies and case law will be used to understand and apply legal concepts.

BUS 6019 Corporate Social Responsibility (1 Unit)

This course explores how organizations can recognize long-term value by integrating social responsibility into their core strategy. Students will learn how to lead corporate social responsibility efforts within organizations and become effective change agents for positive social impact.

BUS 6025 Applied Data Analysis and Visualization (3 Units)

This course explores methods of applied data analysis, including capturing, identifying and analyzing data to inform decision making. Topics include an overview of statistical concepts, guidelines for effective data analysis, data visualization principles, and presenting and evaluating alternative solutions. Emphasis will be placed on designing and creating data visualizations to communicate with various stakeholders.

BUS 6030 Economic Environment of Business (3 Units)

This course provides an overview of analytical tools that economists use to solve business problems, as well as exposure to the economic environment within which businesses operate. Key concepts and ideas from both microeconomics and macroeconomics are introduced. The focus is to enable students to be able to identify, understand and evaluate both domestic and global drivers causing economic change. Particular attention is given to discussions of real-world applications.

BUS 6035 International Business (3 Units)

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

BUS 6040A International Travel Practicum (Spring) (0 Units)

This practicum is offered to students enrolled in a minimum of three units in the MBA program. The practicum consists of class meetings and assignments related to preparing for summer travel. Students who enroll in this practicum must also enroll in BUS 6040B. The practicum fee includes most travel costs excluding airfare and will vary each semester depending on these costs. Students must attend all meetings and complete all assignments to receive credit for the practicum.

Credit/No Credit.

Concurrent: BUS 6040B

BUS 6040B International Travel Practicum (Summer) (0 Units)

This practicum is offered to students enrolled in a minimum of three units in the MBA program who have completed BUS 6040A. The practicum consists of class meetings and assignments, travel to the selected destination and corporate and cultural visits at the selected destination. The practicum fee includes any remaining travel costs not collected in BUS 6040A excluding airfare and will vary each semester depending on these costs. Students must attend all class meetings, complete all assignments, and be on time for all corporate and cultural visits to receive credit for the practicum.

Credit/No Credit.

Prerequisite(s): BUS 6040A

BUS 6045 Leadership Theory and Application (3 Units)

This course explores the development of a theoretical basis of the intrinsic and extrinsic motivations for exceptional performance. Students analyze the ways leadership and culture shape an organization's environment and history. Different leadership styles, personal leadership effectiveness, and both historical and contemporary leadership literature will be examined. In addition, students will utilize leadership instruments to assess their own leadership styles and competencies.

BUS 6048I Leading with Integrity (1 Unit)

This course examines leaders from diverse backgrounds as models for students to develop their ability to lead with integrity. Students will be challenged to integrate their academic knowledge, core values, and experiences as it relates to leadership. An emphasis is placed on how leaders maintain their moral character in the face of challenges.

BUS 6048P Leading with Purpose (1 Unit)

This course includes an opportunity for students to craft a personal leadership development plan. Students will be challenged to integrate their academic knowledge, core values, and experience as it relates to leadership. An emphasis is placed on how putting one's purpose to work enriches the life of a leader and positively impacts those within the organization one leads.

BUS 6048S Leading with Service (1 Unit)

This course examines leaders from diverse backgrounds as models for students to develop their own approach to leading with service. Students will be challenged to integrate their academic knowledge, core values, and experiences as it relates to leadership. An emphasis is placed on how leaders create a strong community through service. Students will have the opportunity to participate in a service project.

BUS 6049 Leading With Integrity, Service, and Purpose (3 Units)

This course examines leaders from diverse backgrounds as models for students to develop their ability to lead with integrity and purpose. Students will be challenged to integrate their academic knowledge, core values, and experiences as it relates to leadership. Students will craft a personal leadership development plan and have the opportunity to participate in a service project.

BUS 6050 Operational Excellence (3 Units)

This applications-based course focuses on the execution of a firm's value proposition via an operational strategy to exceed customer expectations. Topics include business analytics, lean manufacturing and service management, enterprise resource systems and constant process improvement. In addition, the course explores the value stream design throughout the supply chain and integration of information technology across the enterprise.

BUS 6055 Marketing Management (3 Units)

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

BUS 6060 Managing in a Changing Environment (3 Units)

This course explores how high performance in organizations is related to the ability to adapt to changing internal and external needs, and the impact of values upon the success of the organization. Students will examine the environmental, structural, and human dynamics of organizational change, including factors bearing on organizational rigidity or flexibility. The role of leaders in implementing collaborative change processes is stressed along with a study of strategies for involving others in the design and execution of change projects in a technologically and culturally changing world.

BUS 6061 Negotiation and Conflict Resolution (3 Units)

This course explores the art and science of negotiation and conflict resolution as important strategies and skills for making decisions, managing conflict and creating value. Topics include persuasion, interpersonal and intra-group resolution, overcoming bias, problem-solving techniques, levels of conflict, non-verbal communication and cross-cultural negotiations. In addition, the course will incorporate simulated negotiations and will highlight the importance of leadership, ethics and trust.

BUS 6065 Leadership Communication (3 Units)

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

BUS 6067 Project Management and Communications (3 Units)

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

BUS 6068 Project Management Risk, Cost, and Program Analysis (3 Units)

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

BUS 6070 Financial Management (3 Units)

This course examines various financial management opportunities and challenges faced by corporate decision makers on both theoretical and applied levels. Course topics include the analysis of financial statements, securities valuation, risk and return, mergers and corporate control, cost of capital, securities offerings, financial planning and forecasting, capital budgeting, bankruptcy and reorganization, capital structure and business valuation.

Prerequisite(s): Finance Leveling Module and BUS 6015

BUS 6072 Developing an Entrepreneurial Mindset (3 Units)

This course presents a framework of the entrepreneurship process and key components, including: the entrepreneur, environment, resources, concept, and organizational context. The course explores the practical application of the development and presentation of concepts. Topics also include opportunity recognition, innovation, leveraging resources, market analysis, capitalization and start-up strategies. Students will engage in the local entrepreneurial eco-system and apply the entrepreneurial mindset to both corporate and start-up environments.

BUS 6078 Applied Innovation (3 Units)

This course provides an advanced theoretical foundation and a set of practical tools applicable to fast changing and innovative environments. The course explores innovation challenges from start to finish and provides an in-depth understanding of the key tenets of design thinking and how to incorporate them into the workplace. Students will be constantly challenged with innovation and entrepreneurial experiences, while learning how to navigate in changing environments. A variety of learning tools will be used, including simulations, games and role-playing.

BUS 6080 Field Experience (3 Units)

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

BUS 6090 Special Studies in Business Administration (1-3 Units)

This course presents selected studies in an area of Business Administration as determined by the Fermanian School of Business. May be repeated for a maximum of six (6) units as long as the content is different.

Prerequisite(s): Permission is required from the Dean of the Fermanian School of Business and the course faculty. The student must be in good academic standing.

BUS 6095 Strategic Management (3 Units)

This capstone course focuses on a thorough understanding of the analytical techniques and skills necessary to identify, develop, and implement successful business strategies. Utilizing an intensive case-study approach, students demonstrate an understanding of the main elements of the strategic management process, including a semester-long detailed strategic plan analysis of an existing corporation. In addition, the course integrates knowledge and skills students have mastered in previous courses.

Pre or Corequisite(s): Business Integration and Strategic Management Leveling Module

Organizational Leadership

LDR 6010 Organizational Behavior (3 Units)

This course addresses organizational behavior and how it is impacted by values, diversity, and technology. Students examine the process through which managers learn to apply concepts from the behavioral sciences to observe, understand, and influence behavior in the workplace. Concepts such as motivation, leadership and application of techniques for individual and organizational growth and decision-making in a global environment are discussed.

LDR 6017 Applied Ethics (1 Unit)

This course explores the theories of ethics and a process of ethical decision making in order to develop a stakeholder approach to leading organizations. Students will be challenged to consider personal ethical standards (goals, norms, beliefs, and values) and to create a framework for evaluating ethical choices, resulting in the ability to develop, articulate, and implement a compelling moral decision.

LDR 6019 Corporate Social Responsibility (1 Unit)

This course explores how organizations can recognize long-term value by integrating social responsibility into their core strategy. Students will learn how to lead corporate social responsibility efforts within organizations and become effective change agents for positive social impact.

LDR 6025 Applied Data Analysis and Visualization (3 Units)

This course explores methods of applied data analysis, including capturing, identifying and analyzing data to inform decision making. Topics include an overview of statistical concepts, guidelines for effective data analysis, data visualization principles, and presenting and evaluating alternative solutions. Emphasis will be placed on designing and creating data visualizations to communicate with various stakeholders.

LDR 6045 Leadership Theory and Application (3 Units)

This course explores the development of a theoretical basis of the intrinsic and extrinsic motivations for exceptional performance. Students analyze the ways leadership and culture shape an organization's environment and history. Different leadership styles, personal leadership effectiveness, and both historical and contemporary leadership literature will be examined. In addition, students will utilize leadership instruments to assess their own leadership styles and competencies.

LDR 6048I Leading with Integrity (1 Unit)

This course examines leaders from diverse backgrounds as models for students to develop their ability to lead with integrity. Students will be challenged to integrate their academic knowledge, core values, and experiences as it relates to leadership. An emphasis is placed on how leaders maintain their moral character in the face of challenges.

LDR 6048P Leading with Purpose (1 Unit)

This course includes an opportunity for students to craft a personal leadership development plan. Students will be challenged to integrate their academic knowledge, core values, and experience as it relates to leadership. An emphasis is placed on how putting one's purpose to work enriches the life of a leader and positively impacts those within the organization one leads.

LDR 6048S Leading with Service (1 Unit)

This course examines leaders from diverse backgrounds as models for students to develop their own approach to leading with service. Students will be challenged to integrate their academic knowledge, core values, and experiences as it relates to leadership. An emphasis is placed on how leaders create a strong community through service. Students will have the opportunity to participate in a service project.

LDR 6060 Managing in a Changing Environment (3 Units)

This course explores how high performance in organizations is related to the ability to adapt to changing internal and external needs, and the impact of values upon the success of the organization. Students will examine the environmental, structural, and human dynamics of organizational change, including factors bearing on organizational rigidity or flexibility. The role of leaders in implementing collaborative change processes is stressed along with a study of strategies for involving others in the design and execution of change projects in a technologically and culturally changing world.

LDR 6061 Negotiation and Conflict Resolution (3 Units)

This course explores the art and science of negotiation and conflict resolution as important strategies and skills for making decisions, managing conflict and creating value. Topics include persuasion, interpersonal and intra-group resolution, overcoming bias, problem-solving techniques, levels of conflict, non-verbal communication and cross-cultural negotiations. In addition, the course will incorporate simulated negotiations and will highlight the importance of leadership, ethics and trust.

LDR 6062 Diversity and Cultural Dynamics (3 Units)

This course examines theory, policy and practice of managing diversity and cultural dynamics within organizations. Topics include intercultural communication, inclusiveness, equity, and dimensions of diversity and culture. Emphasis is placed on cultural values and beliefs in a complex and dynamic work environment.

Prerequisite(s): LDR 6045

LDR 6063 Team Leadership and Collaboration (3 Units)

This course focuses on the formation and development of teams in diverse organizations through effective leadership and the utilization of team building to achieve organizational effectiveness. Topics include team communication styles, stages of team development, functions of groups, trust and cohesion, team dynamics, and creativity and innovation. In addition, virtual teams and the impact of technology on leading teams is considered.

Prerequisite(s): LDR 6045

LDR 6064 Organizational Communication (3 Units)

This course examines the function of communication within the context of complex organizations and multiple audiences. Topics include various approaches to communication including classical, human relations and systems. In addition, socialization, decision making, conflict management and organizational change processes are addressed. Consideration is given to the use of information and technology and the changing landscapes of organizations as it relates to organizational communication.

Prerequisite(s): LDR 6045

LDR 6067 Project Management and Communication (3 Units)

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

LDR 6068 Project Management Risk, Cost, and Program Analysis (3 Units)

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

LDR 6072 Developing an Entrepreneurial Mindset (3 Units)

This course presents a framework of the entrepreneurship process and key components, including: the entrepreneur, environment, resources, concept, and organizational context. The course explores the practical application of the development and presentation of concepts. Topics also include opportunity recognition, innovation, leveraging resources, market analysis, capitalization and start-up strategies. Students will engage in the local entrepreneurial eco-system and apply the entrepreneurial mindset to both corporate and start-up environments.

LDR 6078 Applied Innovation (3 Units)

This course provides an advanced theoretical foundation and a set of practical tools applicable to fast changing and innovative environments. The course explores innovation challenges from start to finish and provides an in-depth understanding of the key tenets of design thinking and how to incorporate them into the workplace. Students will be constantly challenged with innovation and entrepreneurial experiences, while learning how to navigate in changing environments. A variety of learning tools will be used, including simulations, games and role-playing.

LDR 6090 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.

LDR 6092 Organizational Leadership Capstone (1 Unit)

In this capstone course, students will reflect on their knowledge and experience from the program, and select a research topic in organizational leadership. Students will then synthesize and apply their knowledge and experience toward a specific organizational issue.

Prerequisite(s): LDR 6010, LDR 6060

Pre or Corequisite(s): LDR 6062, LDR 6063, LDR 6064

Graduate Business

Master of Business Administration - Daytime

Program Description

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

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

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

The Master of Business Administration (MBA) is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Program Learning Outcomes

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

- Exhibit mastery of the concepts, models and theories in the core business disciplines.
- Integrate knowledge across core business disciplines to identify key strategies and opportunities.
- Analyze business issues and propose solutions using analytical and critical thinking skills.
- Evaluate the impact of business decisions in a global context.
- Analyze the ethical impacts of executive-level decision making.
- Present ideas and decisions clearly through effective communication.
- Collaborate with others as an effective team member.

Program Eligibility for the Daytime MBA

- A completed application for admission to the program
- A recently earned baccalaureate degree from a regionally accredited institution as evidenced by official transcripts from the accredited institution(s)
- Two (2) letters of recommendation
- Resume
- A personal essay that describes why the applicant desires to participate in the Daytime MBA program and a description of the applicant's future goals
- The successful completion of a post-baccalaureate professional certificate program (e.g.,CPA) or graduate degree program, or scores from the Graduate Management Admission Test (GMAT)
- Interview with the Associate Dean of Graduate Business Education

Program Prerequisite

All students must successfully complete the Excel Leveling Module and the APA Writing and Citations Leveling Module prior to their first course in the program.

Course Prerequisites

Prerequisite Leveling Modules are required for BUS 6015, BUS 6070, and BUS 6095. All students must successfully pass the prerequisite leveling modules prior to beginning the respective courses.

Code	Title	Units
Required Courses		
BUS 6015	Accounting for Decision Making	3
BUS 6025	Applied Data Analysis and Visualization	3
BUS 6029	Law, Ethics, and Society	3
BUS 6030	Economic Environment of Business	3
BUS 6035	International Business	3
BUS 6049	Leading With Integrity, Service, and Purpose	3
BUS 6050	Operational Excellence	3
BUS 6055	Marketing Management	3
BUS 6060	Managing in a Changing Environment	3
BUS 6061	Negotiation and Conflict Resolution	3
BUS 6065	Leadership Communication	3
BUS 6070	Financial Management	3
BUS 6080	Field Experience	3
BUS 6095	Strategic Management	3
BUS 6099	Comprehensive Exit Exam	0
Total Units		42

Additional Concentrations

Daytime MBA students may earn a concentration by taking the six (6) required units for each concentration. Students must notify the program director prior to the completion of the 42 units in their current program of their intention to earn an additional concentration, with a subsequent change of program form filed with the Office of Records.

Once a degree is posted, MBA alumni have the option of earning a Graduate Certificate in Business Administration rather than an additional concentration.

Graduation Requirements

In order to earn and receive a Master of Business Administration - Daytime degree, a student must satisfy all of the following:

1. A completed Application for Degree Candidacy (online or in the Office of Records, Point Loma campus).
2. Successful completion of all required curriculum with a minimum of 42 semester units of coursework.
3. Achievement of a cumulative GPA of 3.000 or higher. A student may earn a maximum of six units of "C" grades in the program. Any course in which a student receives a grade lower than a "C" must be repeated and the units will not be added to earned units. Students may repeat courses in which they earn a grade lower than "C" a maximum of two times.
4. Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee.
5. All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

Master of Business Administration - Evening

Program Description

The Evening MBA program is for experienced working professionals who want to take control of their career by acquiring four important drivers of influential leadership - deep qualitative and quantitative business knowledge, wisdom in the face of difficult business decisions, a powerful personal network, and inspiration to follow your purpose. The program is designed to be completed in two years.

A collegial environment supports depth of learning and builds strong relationships among faculty and peers. In the cohort model, students progress through the curriculum together, completing 36 units of core business courses and 6 units of electives. Students may select from three concentrations, including Organizational Leadership, Innovation and Entrepreneurship, and Project Management.

The Fermanian School of Business Evening MBA program is committed to serving the experienced business professional with the best value in quality, academic rigor, professional support services, and individual attention to support students in meeting their academic and professional goals.

The Master of Business Administration (MBA) is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Program Learning Outcomes

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

- Exhibit mastery of the concepts, models and theories in the core business disciplines.
- Integrate knowledge across core business disciplines to identify key strategies and opportunities.
- Analyze business issues and propose solutions using analytical and critical thinking skills.
- Evaluate the impact of business decisions in a global context.
- Analyze the ethical impacts of executive-level decision making.
- Present ideas and decisions clearly through effective communication.
- Collaborate with others as an effective team member.

Candidates who complete the concentration in Organizational Leadership will be able to:

- Assess organizational issues and make sound recommendations based on organizational behavior concepts and theories.

Candidates who complete the concentration in Innovation and Entrepreneurship will be able to:

- Create viable business opportunities using innovation and entrepreneurship methods and knowledge.

Candidates who complete the concentration in Project Management will be able to:

- Formulate a project management plan based on project management knowledge, concepts and processes.

Program Eligibility for the Evening MBA

- A completed application for admission to the program
- Baccalaureate degree from a regionally accredited institution as evidenced by official transcripts from the accredited institution
- Two (2) letters of recommendation
- Professional resume including detailed work experience
- A personal essay that describes why the applicant desires to participate in the Evening or Online MBA program and a description of the applicant's future goals
- The successful completion of a post-baccalaureate professional certificate program (e.g., CPA) or graduate degree program, or scores from the Graduate Management Admission Test (GMAT)
- Interview with the Associate Dean of Graduate Business Education

Program Prerequisite

All students must successfully complete the Excel Leveling Module and the APA Writing and Citations Leveling Module prior to their first course in the program.

Course Prerequisites

Prerequisite Leveling Modules are required for BUS 6015, BUS 6070, and BUS 6095. All students must successfully pass the prerequisite leveling modules prior to beginning the respective courses.

Code	Title	Units
Core Courses		
BUS 6015	Accounting for Decision Making	3
BUS 6017	Applied Ethics	1
BUS 6018	Legal Environment of Business	1
BUS 6019	Corporate Social Responsibility	1
BUS 6025	Applied Data Analysis and Visualization	3
BUS 6030	Economic Environment of Business	3
BUS 6035	International Business	3
BUS 6048I	Leading with Integrity	1
BUS 6048P	Leading with Purpose	1
BUS 6048S	Leading with Service	1
BUS 6050	Operational Excellence	3
BUS 6055	Marketing Management	3
BUS 6060	Managing in a Changing Environment	3
BUS 6061	Negotiation and Conflict Resolution	3
BUS 6070	Financial Management	3
BUS 6095	Strategic Management	3
BUS 6099	Comprehensive Exit Exam	0
Electives/Concentrations		
Choose six (6) units of electives or one concentration from the following:		6
Elective Courses:		
Choose two (2) courses from the following:		
BUS 6010	Organizational Behavior	
BUS 6045	Leadership Theory and Application	
BUS 6067	Project Management and Communications	
BUS 6068	Project Management Risk, Cost, and Program Analysis	
BUS 6072	Developing an Entrepreneurial Mindset	
BUS 6078	Applied Innovation	
BUS 6090	Special Studies in Business Administration	
Concentrations:		
Innovation and Entrepreneurship:		
BUS 6072	Developing an Entrepreneurial Mindset	
BUS 6078	Applied Innovation	
Organizational Leadership:		
BUS 6010	Organizational Behavior	
BUS 6045	Leadership Theory and Application	
Project Management:		
BUS 6067	Project Management and Communications	
BUS 6068	Project Management Risk, Cost, and Program Analysis	

Total Units 42

Additional Concentrations

Evening MBA students may earn additional concentrations taking the six (6) required units for each concentration. Students must notify the program director prior to the completion of the 42 units in their current program of their intention to earn an additional concentration, with a subsequent change of program form filed with the Office of Records.

Once a degree is posted, MBA alumni have the option of earning a Graduate Certificate in Business Administration rather than an additional concentration.

Graduation Requirements

In order to earn and receive a Master of Business Administration - Evening degree, a student must satisfy all of the following:

1. A completed Application for Degree Candidacy (online or in the Office of Records, Point Loma campus).
2. Successful completion of all required curriculum with a minimum of 42 semester units of coursework.
3. Achievement of a cumulative GPA of 3.000 or higher. A student may earn a maximum of six units of "C" grades in the program. Any course in which a student receives a grade lower than a "C" must be repeated and the units will not be added to earned units. Students may repeat courses in which they earn a grade lower than "C" a maximum of two times.
4. Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee.
5. All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

Organizational Leadership, M.A.

The Master of Arts in Organizational Leadership exists to equip, empower, and transform individuals for service and leadership in a dynamically changing world. The program provides academic preparation that can be immediately applied to various life situations. The curriculum is interdisciplinary in nature, with the major emphasis on leadership, management, and change.

Program Learning Outcomes

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

1. Identify leadership theories and practices to address issues and changes in organizations.
2. Evaluate personal leadership style, strengths, and limitations to effectively influence groups and organizations.
3. Demonstrate communication skills needed to engage collaboratively with professionals in various settings and industries.
4. Distinguish how effective leaders utilize human capital, social influence, political structures, and ethics in diverse cultural environments.
5. Adapt leadership theories and practices to real life organizational situations to create meaningful change.

Program Prerequisite

All students must successfully complete the Excel Leveling Module and the APA Writing and Citations Leveling Module prior to their first course in the program.

Code	Title	Units
Required Courses		
LDR 6010	Organizational Behavior	3
LDR 6017	Applied Ethics	1
LDR 6019	Corporate Social Responsibility	1
LDR 6025	Applied Data Analysis and Visualization	3

LDR 6045	Leadership Theory and Application	3
LDR 6048I	Leading with Integrity	1
LDR 6048P	Leading with Purpose	1
LDR 6048S	Leading with Service	1
LDR 6060	Managing in a Changing Environment	3
LDR 6061	Negotiation and Conflict Resolution	3
LDR 6062	Diversity and Cultural Dynamics	3
LDR 6063	Team Leadership and Collaboration	3
LDR 6064	Organizational Communication	3
LDR 6092	Organizational Leadership Capstone	1
Total Units		30

Additional Concentrations

MAOL students may earn a concentration by taking the six (6) required units for each concentration. Students must notify the program director prior to the completion of the 30 units in their current program of their intention to earn an additional concentration, with a subsequent change of program form filed with the Office of Records.

Innovation and Entrepreneurship

Code	Title	Units
LDR 6072	Developing an Entrepreneurial Mindset	3
LDR 6078	Applied Innovation	3
Total Units		6

Project Management

Code	Title	Units
LDR 6067	Project Management and Communication	3
LDR 6068	Project Management Risk, Cost, and Program Analysis	3
Total Units		6

Graduation Requirements

In order to earn and receive a Master of Arts in Organizational Leadership degree, a student must satisfy all of the following:

1. Successful completion of the required Organizational Leadership curriculum with a minimum of 30 semester units of coursework.
2. A minimum cumulative grade point average of 3.000 or higher. No more than two "C" grades are permitted to fulfill required courses in the program. A third "C" requires one of the three courses to be repeated. Any course receiving a grade lower than a "C" must be repeated and the units will not be added to earned units.
3. Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee.

Note: The Master of Arts 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.

Business Administration Graduate Certificates

The Fermanian School of Business Graduate Certificates are only offered to Fermanian School of Business alumni or in conjunction with select

corporate sponsors. A student completing the graduate certificate will earn graduate academic credit that, upon acceptance into the Evening MBA program, can be applied toward the graduate requirements of such program. All students must meet the program eligibility requirements to be accepted into the Evening MBA program. The following three (3) graduate certificates are offered:

- Innovation and Entrepreneurship
- Organizational Leadership
- Project Management

Program Eligibility for Graduate Certificates

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

Innovation and Entrepreneurship

Code	Title	Units
Required Courses		
BUS 6072	Developing an Entrepreneurial Mindset	3
BUS 6055	Marketing Management	3
BUS 6060	Managing in a Changing Environment	3
BUS 6070	Financial Management	3
BUS 6090	Special Studies in Business Administration	1-3
Total Units		13-15

Organizational Leadership

Code	Title	Units
Required Courses		
BUS 6010	Organizational Behavior	3
BUS 6045	Leadership Theory and Application	3
Choose six (6) units from the following: 6		
BUS 6048I	Leading with Integrity	
BUS 6048S	Leading with Service	
BUS 6048P	Leading with Purpose	
BUS 6060	Managing in a Changing Environment	
BUS 6090	Special Studies in Business Administration	
Total Units		12

Project Management

Code	Title	Units
Required Courses		
BUS 6067	Project Management and Communications	3
BUS 6068	Project Management Risk, Cost, and Program Analysis	3
Choose six (6) units from the following: 6		
BUS 6050	Operational Excellence	
BUS 6060	Managing in a Changing Environment	
BUS 6090	Special Studies in Business Administration	
Total Units		12

Note(s): These graduate certificates are only offered by the Fermanian School of Business in conjunction with select corporate sponsors or to

Fermanian School of Business Alumni, including the selection of elective courses within a given certificate.

Certificate Completion Requirements

- Successful completion of all required courses.
- Achievement of a cumulative GPA of 3.000 or higher. Any course in which a student receives a grade lower than a “C” must be repeated and the units will not be added to the earned units.
- All requirements for the certificate program must be completed within a three year period from the time of initial enrollment in the program.

School of Education

Mission Statement

Point Loma Nazarene University’s School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

Vision Statement

Point Loma Nazarene University School of Education is a prominent Christian voice in higher education - known for innovation in the areas of pedagogy, leadership, clinical practice, and technology.

The School of Education is recognized as:

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

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

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

The SOE believes that true advocacy begins with each faculty member and his or her understanding of the positive power of diversity. Candidates are exposed to socioeconomic, linguistic, religious, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles into educational practices to promote social justice. Faculty, candidates, and graduates are recognized for pursuing equity and access for those who are marginalized and minimized by unjust and/or unthinking social and educational practices and policies. Responding to the Wesleyan heritage of pursuing a life of holiness, the SOE embraces and embodies a Christ-like ethic of love and sacrifice on behalf of those they serve as educators and leaders. “Finally, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable-if anything is excellent or praiseworthy-think about such things.” Philippians 4:8.

Conceptual Framework

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

- **Equip** deep and coordinated understanding of the knowledge, skills, and dispositions demonstrated by effective educators.
- **Transform** ongoing development and competence to apply the knowledge, skills, and dispositions of effective educators in supportive diverse environments.
- **Empower** the continual transformation and commitment to refining professional practice.

Deans and Center Directors

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

Associate Dean/Bakersfield Center Director: Jill Hamilton-Bunch, Ph.D.

Mission Valley Center Director: Rachele Wong, Ed.D.

Career Opportunities

Courses are sequenced to prepare candidates for success in 21st-century classrooms and schools and successful completion of the California Teacher Performance Assessment (CalTPA) and the California Administrator Performance (CalAPA). Methodologies based on current practice and research are modeled and reinforced throughout the program.

Admission to the university is considered Level 1 admission to the School of Education (SOE). However, it neither implies nor guarantees approval for clinical practice (Level 2 admission) or admission to any credential or degree program. If, in the opinion of the SOE, a student fails to meet acceptable professional and personal standards, the department may disqualify any individual from attempting to complete preparation for a career in education.

The School of Education offers an undergraduate major in Cross Disciplinary Studies with the option of completing the 2042 preliminary credential. Complete information on this program can be found in the PLNU Undergraduate Catalog.

All prospective educators should work with an advisor to plan their educational program and establish the proper sequence of courses and the fulfillment of all professional requirements. The Credentialing Office provides a variety of services including transcript evaluation and

credential applications. The credential analyst acts as a liaison between the candidate and the California Commission on Teacher Credentialing (CTC).

Accreditation

The School of Education credential and added authorization programs are accredited by the California Commission on Teacher Credentialing (CTC).

Credential and Certificate Programs

In addition to its degree-based programs, the School of Education offers a credential program and six (6) certificate programs that can be added to an existing preliminary or clear credential, and seven (7) added authorizations that can be added to an existing Special Education credential and one (1) added authorization that can be added to a valid California teaching credential. These programs range from 9-15 total units and provide an opportunity for further specialization and a link between theory and practice.

School of Education Courses

School of Education graduate course descriptions are organized into sections - EDT, EDU, GED, GEL and SPE. The EDU and EDT courses are related to the preliminary teaching credentials. The GED courses are for advanced educational programs that would typically come after the preliminary teaching credentials and Master of Arts in Education courses.

GEL courses focus on Educational Administration, while SPE denotes Master of Arts in Special Education (MASPED) courses.

- Graduate Education (p. 53)
 - Curriculum and Instruction, M.A. (p. 53)
 - Curriculum and Instruction, M.S. (p. 54)
 - Educational Administration, M.A. (p. 55)
 - Educational Administration, M.S. (p. 56)
 - Higher Education, M.A. (p. 57)
 - Higher Education, M.S. (p. 58)
 - School Counseling, M.A. (p. 59)
 - School Counseling, M.A. (with PPS Credential) (p. 59)
 - School Counseling, M.S. (p. 60)
 - Special Education, M.A. (p. 61)
 - Special Education, M.S. (p. 63)
 - Teaching, Preliminary Teaching Credentials, M.A. (p. 64)
 - Clear Administrative Services Credential (p. 69)
 - Preliminary Administrative Services Credential (p. 70)
 - Preliminary Credentials (p. 71)
 - Professional Clear Teaching Credential: Education Specialist (p. 74)
 - Adapted Physical Education (APE) Added Authorization (p. 75)
 - Autism Spectrum Disorders (ASD) Added Authorization (p. 75)
 - Early Childhood Special Education (ECSE) Added Authorization (p. 75)
 - Emotional and Behavior Disorders (ED) Added Authorization (p. 75)
 - Orthopedic Impairments (OI) Added Authorization (p. 75)
 - Other Health Impairment (OHI) Added Authorization (p. 76)

- Reading and Literacy Added Authorization (p. 76)
- Traumatic Brain Injury (TBI) Added Authorization (p. 76)

Education

EDU 60CP1 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.

Corequisite(s): EDU 6030, EDU 6032, EDU 6040, EDU 6042, EDU 6070M, EDU 6070S, EDU 6072M, EDU 6072S

Fee: A TPA Assessment fee is attached to this course.

All candidates who are preparing for their first preliminary credential must enroll in EDU 60CP1 during their first clinical practice placement and EDU 60CP2 during the second placement.

EDU 60CP2 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): EDU 6034, EDU 6036, EDU 6044, EDU 6046, EDU 6074M, EDU 6074S, EDU 6076M, EDU 6076S

EDU 6000 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.

EDU 6001 Language Acquisition and Diverse Populations (3 Units)

This theory course focuses on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Foundational knowledge and classroom instructional practices are linked through the systematic study of phonemic awareness, oral language, and literacy development. Special emphasis is placed on the Structured English Immersion model as practiced in California schools. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socioeconomically diverse are introduced and applied through fieldwork experiences. This course requires 20 hours of observation in the field.

EDU 6002 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 mainstreaming requirement for all preliminary teaching credentials. This course requires 20 hours of observation in the field.

EDU 6003 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.

EDU 6010 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 English Language Arts Common Core Standards (K-8) and the Next Generation English Language Development Standards. This course includes intentional practice of classroom management, active, and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through fieldwork experience. Technology for teaching and learning is integrated in the course. This course requires 20 hours of observation in the field.

EDU 6011 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.

EDU 6012 Differentiated Mathematics Instruction for All Learners (3 Units)

This methodology course addresses the planning of content-specific instruction and delivery of content consistent with Common Core (K-8) mathematics standards and the language needs of all learners. The interrelated components of a balanced program of mathematics and the fostering of positive attitudes toward mathematics are stressed. This course includes instruction in how to model concepts and teach learners to solve problems using multiple strategies and to anticipate, recognize, and clarify mathematical misunderstandings that are common among (K-8) learners. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through fieldwork experience. Technology for teaching and learning is integrated in the course. This course requires 20 hours of observation in the field.

EDU 6017 (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 (4) times.

EDU 6020 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.

EDU 6021 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.

EDU 6022 Methods of 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 EDT 4032 or LIT 5035 Methods of Teaching English (3). PLNU students who complete EDT 4032 or LIT 5035 are exempt from taking EDU 6022 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6023 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 EDT 4033 or Mathematics 4063 Secondary School Mathematics (3). PLNU students who complete EDT 4033 or Mathematics 4063 are exempt from taking EDU 6023 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6024 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.

Equivalent to EDT 4034 (3). PLNU students who complete EDT 4034 are exempt from taking EDU 6024 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6025 Methods of 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.

Equivalent to EDT 4035 (3). PLNU students who complete EDT 4035 are exempt from taking EDU 6025 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6026 Methods of 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.

Equivalent to EDT 4036 (3). PLNU students who complete EDT 4036 are exempt from taking EDU6026 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6027 Methods of 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 EDT 4037 Or ART 4055 Visual Arts in the Classroom II (3). PLNU candidates who complete EDT 4037 or ART 4055 are exempt from taking EDU 6027 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6028 Methods of 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.

Equivalent to EDT 4038 (3). PLNU candidates who complete EDT 4038 are exempt from taking EDU 6028 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6029 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 EDT 4039 or Music Education 4054 Secondary School Music Methods (3). PLNU candidates who complete EDT 4039 or Music Education 4054 are exempt from taking EDU 6029 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6030 Elementary 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 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): EDU 60CP1

EDU 6032 Intern Elementary Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the Intern candidate with an opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Candidates learn to manage and apply instructional strategies in the elementary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6034 Elementary Clinical Practice II (CalTPA Cycle 2) (4 Units)

This course is the second Clinical Practice teaching experience.

Candidates are assigned to a different content area and/or grade level in an elementary classroom than in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in this new elementary classroom setting. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the 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): EDU 60CP2

EDU 6036 Intern Elementary Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Intern candidate with an additional opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Interns complete all their Supervised Intern Teaching in the grade level where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies in the elementary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the 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): EDU 60CP2

EDU 6040 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): EDU 60CP1

EDU 6042 Intern Secondary Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the Intern candidate with an opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Interns complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates learn to manage and apply instructional strategies in the secondary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6044 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): EDU 60CP2

EDU 6046 Intern Secondary Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Intern candidate with an additional opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Interns complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies in the secondary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the 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): EDU 60CP2

EDU 6048 Intern Support Seminar (3 Units)

This course is designed to support the intern candidate in her/his classroom and educational setting. The intern candidate will receive a minimum of 10 hours of direct support from a university intern coach, which includes instructional strategies for English Learners and sound pedagogy.

May be repeated more than once.

EDU 6050 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.

EDU 6051 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.

EDU 6052 Collaboration and Consultation for IEP Implementation, Evaluation, and Program Involvement (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.

EDU 6053 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. This course requires 20 hours of observation in the field.

EDU 6054 Methods of Teaching Students 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.

EDU 6055 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/severe disabilities. Techniques in training support personnel to actively use appropriate monitoring systems for support in classroom settings and natural environments are studied. Strategies related to positive behavior supports across all learning environments are emphasized.

EDU 6061 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. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6062 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. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6063 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. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6064 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. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6065 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. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6066 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. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6070EP Clinical Practice Practicum - Multiple Subject (4 Units)

This Clinical Practice practicum experience provides the Multiple Subject candidate with the opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor. Credit/No Credit.

Prerequisite(s): Approval of the Associate Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.

EDU 6070HP Clinical Practice Practicum - Single Subject (4 Units)

This Clinical Practice practicum experience provides the Single Subject candidate with the opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor. Credit/No Credit.

Prerequisite(s): Approval of the Associate Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.

EDU 6070M 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): EDU 60CP1

EDU 6070MP Clinical Practice Practicum - Education Specialist, Mild/Moderate (4 Units)

This Clinical Practice practicum experience provides the Mild/Moderate Education Specialist candidate with the opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor. Credit/No Credit.

Credit/No Credit.

Prerequisite(s): Approval of the Associate Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.

EDU 6070S Special Education Moderate-Severe 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.

Corequisite(s): EDU 60CP1

EDU 6070SP Clinical Practice Practicum - Education Specialist, Moderate/Severe (4 Units)

This Clinical Practice practicum experience provides the Moderate/Severe Education Specialist candidate with the opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor.

Credit/No Credit.

Prerequisite(s): Approval of the Associate Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.

EDU 6072M Intern Ed. Specialist Support Needs Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the Education Specialist Intern candidate with an opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor and focus on the general education curriculum and California standards. Candidates learn to manage and apply instructional strategies related to the general education curriculum and California standards with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6072S Intern Moderate/Severe Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the Moderate/Severe Education Specialist Intern candidate with an opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor and focus on the general education curriculum and California standards. Candidates learn to manage and apply instructional strategies related to the general education curriculum and California standards with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6074M 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): EDU 60CP2

EDU 6074S 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): EDU 60CP2

EDU 6076M Intern Ed. Specialist Support Needs Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Education Specialist Intern candidate with an additional opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Interns will complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies appropriate for learners with disabilities with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

Prerequisite(s): Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements.

Corequisite(s): EDU 60CP2

EDU 6076S Intern Moderate/Severe Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Moderate/Severe Education Specialist Intern candidate with an additional opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns will complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies appropriate for learners with disabilities with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the 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): EDU 60CP2

GED 6001 Foundations of Leadership and Educational Issues (3 Units)

A study of leadership theory and skills in the context of today's management/administrative problems as they relate to current critical educational issues, especially those in public education (may be substituted for GEL 6007).

GED 6002 Individual Student Learning Styles and the Effective Teacher (3 Units)

A study of a variety of the most effective strategies developed through research, learning theory and effective schools.

GED 6005 Performance Improvement with Design Thinking (3 Units)

Performance Improvement is a process of selection, analysis, design, development, implementation, and evaluation of programs to most cost-effectively influence human behavior and accomplishment in the creation of personal, team and organizational learning. It is a systematic combination of three fundamental processes: performance analysis, cause analysis, and intervention selection, and can be applied to individuals, small groups, and large organizations. Students will study a systematic approach to improving productivity and competence, using a set of methods and procedures – and a strategy for solving problems grounded in systems and design thinking. Case studies, individual research and action learning will be used to understand and apply the principles of Performance Improvement using Team Based Learning and individual assessments.

GED 6008 Educational Psychology (3 Units)

Candidates explore learning from perspectives of behavioral, cognitive and human psychology, centering on such topics as developmental states, intelligence, culture, mainstreaming, motivation, evaluation, and classroom discipline.

GED 6013 (A,B,C) Reflective Coaching Seminar Year 1 (1 Unit)

This course is designed for candidates who are clearing their preliminary credential through a university option. Candidates participate in a reflective coaching with a site and university mentor each semester and demonstrate advanced proficiency in content knowledge and pedagogy through PLNU formative assessments aligned with state-adopted content standards and the California Standards for the Teaching Profession (CSTP). Candidates must hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. The Reflective Coaching is in partial fulfillment of the Clear Credential. Must be taken in three (3) concurrent semesters. Credit/No Credit.

GED 6014 (A,B,C) Reflective Coaching Seminar Year 2 (1 Unit)

This course is designed for candidates who are clearing their preliminary credential through a university option. Candidates participate in a reflective coaching with a site and university mentor and demonstrate advanced proficiency in content knowledge and pedagogy through PLNU formative assessments aligned with state-adopted content standards and the California Standards for the Teaching Profession (CSTP). Candidates must hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. The Reflective Coaching is in partial fulfillment of the Clear Credential. Must be taken in three (3) concurrent semesters. Credit/No Credit.

Prerequisite(s): GED 6013 (A,B,C)

GED 6016 Curriculum Development, Innovation, and Evaluation (3 Units)

This course provides candidates the opportunity to explore current innovations in teaching and learning as well as to examine their own teaching style in order to better meet the needs of diverse learners. The content of this course includes Models of Teaching and provides an in-depth analysis of Behavioral, Information Processing, Personal and Social models. Candidates also examine the principles and problems of pedagogy, curriculum development, procedures for evaluation of curriculum and curricular innovation, and methods for stimulating changes in teaching and learning environments.

GED 6022 Advanced Special Education Assessment and Analysis of Behavior (3 Units)

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

Corequisite(s): APE 6057CP (A,B,C,D)

GED 6029 Using Technology to Enhance Teaching and Learning (3 Units)

This course provides candidates the additional preparation they need to be fluent, critical users of technology, able to provide a relevant education to those who seek life-long learning in an information-based, interactive society. Candidates make appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. The use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Candidates integrate technology-related tools into the educational experience of students, including those with special needs. Using technology resources and guidance of the instructor, candidates will access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process through the development of a related integrated technology project. Candidates in enrolled in the Reading and Literacy Added Authorization must complete the project in an area of reading and/or literacy development.

GED 6030 Assessment and Design of Hybrid and Online Learning (3 Units)

One of two core courses in the Instructional Design with Technology certification focused on using a variety of technologies to assess, design and deliver effective instruction in a hybrid or online format. The course is delivered in modules of learning content and participants will learn the components of creating a student-centered learning environment using technology to deliver quality online instruction. This course focuses heavily on best practices for online instruction and includes a faith integration component to affirm and promote a strong Christian community for students.

Prerequisite(s): GED 6016 and GED 6028

GED 6033 Educational Law and Finance (3 Units)

Legal principles, laws relating to children, students, and school management; principles of financing public education; practices, techniques, and problems associated with financial administration of schools.

GED 6034 Transition Services for Students with Disabilities (3 Units)

This course is designed to expand upon the candidate's knowledge of transition services for students with disabilities. Each candidate is required to demonstrate knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences. Each candidate will collaborate with personnel from other educational and community agencies, students, and families to plan for successful transitions by students.

GED 6037 Development and Implementation of Hybrid and Online Learning (3 Units)

One of two core courses in the Instructional Design with Technology certification focused on course development and initial course implementation using a variety of technologies to design and deliver instruction in a hybrid or online format. Participants will employ a variety of tools for data analysis, collaboration, communication, and content delivery while developing the capacity to deploy and manage all aspects of hybrid and online learning.

Prerequisite(s): GED 6016, GED 6028, and GED 6030

GED 6039 Health Education (2 Units)

This course is designed to extend and refine the candidate's conceptual understanding of comprehensive school health as well as strengthen specific knowledge, skills, attitudes, and ability to explicitly deliver comprehensive support for students' physical, mental, emotional and social well-being in the classroom and school setting. Candidates focus on developing and sustaining the components of well-being as well as modeling preventive health practices in their own personal/professional lives.

GED 6041 Culturally Inclusive Environments: Instruction and Advocacy (3 Units)

This course develops candidates' knowledge, skills, and dispositions regarding cultural competence and sensitivity inclusive of personal awareness, culturally inclusive instruction, culturally inclusive counseling, advocating for diverse populations across the lifespan, in roles that eliminate biases, creating culturally inclusive environments. (May be substituted for GED 6009.)

GED 6042 Teaching Strategies for English Learners (3 Units)

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

GED 6047 School Culture and Barriers to Student Achievement (3 Units)

This course emphasizes the principle elements toward understanding contributing factors to pupils who are not successful in school. School culture and related systems, assessment and mitigation of barriers to learning, alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting, and methods for supporting the needs of students and their families will be presented.

GED 6048 PPS Intern Support Seminar (1 Unit)

This support course is a requirement each quad that a PPS Credential candidate serves as an intern School Counselor for a school district while enrolled in the PPS Credential Program. Candidates meet weekly with an assigned university supervisor for coaching, mentoring and on-the-job support.

GED 6049 (A,B) PPS Intern Support Seminar (1 Unit)

This support course is a requirement each quad that a PPS Credential candidate serves as an intern School Counselor for a school district while enrolled in the PPS Credential Program. Candidates meet weekly with an assigned university supervisor for coaching, mentoring and on-the-job support.

GED 6050 Universal Access: Equity for All Students (3 Units)

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

Corequisite(s): APE 6057CP (A,B,C,D)

GED 6051 Foundations of School Counseling: Professionalism, Ethics, and Legal Mandates (3 Units)

This course examines the historical context of school counseling and provides candidates with the foundational aspects of professional, ethical, and legal considerations. A number of counseling theories are explored and model frameworks of school counseling programs are reviewed.

GED 6052 School Counseling and Academic Development (3 Units)

This course studies the stages of and factors impacting growth and development through early adulthood as well as learning theories and academic achievement. A focus is on the counselor's role in academic systems of support as well as student learning.

GED 6053 The School Counselor's Role in Student College and Career Development (3 Units)

This course explores the roles of the K-12 and college counselors in the areas of academic achievement and career development. Counseling candidates learn to eliminate barriers in the learning process in support of academic achievement and career development so that K-adult students have knowledge of and preparation for a full range of options.

GED 6054 The School Counselor's Role in Social and Emotional Development (3 Units)

This course provides candidates an understanding of the Social/Emotional Development concerns of the PreK-12th grade student experience and the school counselor's integral role in addressing those concerns as purveyors of a comprehensive school counseling program. Candidates will describe, explore and discuss the role of the school counselor in creating a social, emotional learning (SEL) environment, gain insight into personal perspectives of social/emotional awareness as well as inform their professional practices, a transitional aspect of the program.

GED 6055 Growth, Development, and Learning Support (3 Units)

This course studies the stages of and factors impacting growth and development through early adulthood as well as learning theories and academic achievement. A focus is on the counselor's role in academic systems of support as well as student learning.

GED 6056 Shared Leadership, Legislation, and Due Process (2 Units)

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

Corequisite(s): APE 6057CP (A,B,C,D)

GED 6057 Leadership and Advocacy in Social Justice, Equity, and Access (3 Units)

This course examines the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes as well as demonstrating knowledge and application of federal and state laws and district policies related to the rights and treatment of historically marginalized populations. Aspects of preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society are explored.

GED 6058 Program Development: Research, Program Evaluation, and Technology (3 Units)

This course explores the use of data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems. In addition, candidates learn to plan, develop, implement and evaluate a comprehensive counseling program and the program's role connected with the overall school plan.

GED 6059 Independent Studies in Education (2 Units)

This course provides an opportunity for an intensive study of a special topic in Education involving support for further exploration of the action research topic or special studies for added authorization in Special Education.

GED 6062 Counseling Theory and Techniques (3 Units)

This course provides an overview of the school counseling profession in educational venues, including historical content and knowledge of social and cultural foundations. Foundational counseling theories, skills, and techniques are introduced as are stages of the counseling relationship. Purposes, types, and applications of research in counseling are introduced, as is program evaluation.

GED 6063 Individual and Group Counseling and Ethical Standards (3 Units)

This course allows the candidate to become familiar with and gain skills in the various models associated with individual and group counseling to include group dynamics and interpersonal relations and ethical development constructs among emerging adults. Candidates begin to develop a professional identity in accordance with the ethical standards of school counseling and the role of counseling in the educational process.

GED 6064 Counseling for Academic Achievement and Career Development (3 Units)

This course explores the role of the K-12 and college counselor in the areas of academic achievement and career development. Counseling candidates learn to eliminate barriers in the learning process in support of academic achievement and career development so that K-adult students have knowledge of and preparation for a full range of options.

GED 6065 Safe Schools and Violence Prevention (3 Units)

This course provides candidates with opportunities and experiences in understanding the way in which violence has transformed the educational experience of students in schools today. Candidates learn to identify and access available resources to address these concerns. Early intervention counseling techniques are explored, including the prevention of bullying, suicide, substance abuse, hate crimes, and gang conflict. Candidates learn how to effectively employ these skills when working with students, teachers, and families and how to improve student self-esteem to assist in the development of a positive outlook for the future.

GED 6066 Foundations of Counseling and Advising in Higher Education (3 Units)

This course will explore various advising models that are used to help college students effectively navigate their academic, personal, and career choices. The course will also focus on the role of the individual student affairs professional as a leader and advocate for students.

GED 6067 Comprehensive Counseling and Guidance Programs: Coordination and Collaboration (3 Units)

This course gives candidates an understanding of the development, operation, management and ongoing evaluation of a comprehensive counseling and guidance program at the elementary, middle, and high school levels. The course describes, defines, and discusses the elements necessary for the development of an effective guidance program that includes coordination of services and collaboration with key individuals and groups including parents, administrators, teachers, and community-based organizations.

GED 6068 Advanced Practice for English Learners (3 Units)

This course develops candidates' knowledge, skills, and dispositions in the foundations of English language literacy development, content instruction, and understanding for communities with diverse language and cultural backgrounds. Candidates will develop an understanding of the process of English language literacy and content instruction development with an emphasis on Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD). Candidates will focus on the effective process of instructional planning and organization, components of effective instructional delivery, and the effective use of resources.

GED 6069 Research and Evaluation of College Student Success (3 Units)

This course will focus on how to use research and data from higher education to build an equity-minded approach in developing programs that lead to persistence, thriving, and a sense of belonging for traditional, special populations, and racially underrepresented college students.

GED 6070 Applied Psychology of Learning (3 Units)

This course provides opportunity for the application of research and theory in the study of how learning occurs. Major attention devoted to the cognitive development of the learner, how knowledge and behavior are developed, conditions that promote learning, how to accommodate the needs of the diverse learners, and how to evaluate a variety of learning environments across the life span.

GED 6071 (A,B) Research, Field Studies, and Practicum in College Counseling and Student Development (1 Unit)

A total experience of two hundred (200) hours of observation and participation specific to student and emerging adult development and support services are broken down into one (1) unit increments of one hundred (100) hours each in settings that are culturally and linguistically diverse where effective and age-appropriate development strategies are modeled. Candidates are responsible for transportation to and from school/community site.

Must be taken twice for a total of two (2) units. Credit/No Credit.

Prerequisite(s): GED 6071S

GED 6071S Seminar in College Counseling and Student Development (1 Unit)

Candidates gain understanding of the fieldwork processes and procedures required in the CCSD program for a successful relationship between the university candidate and our partner institutions.

GED 6071X Research, Field Studies, and Practicum in College Counseling and Student Development Extension (0.5 Units)

This is an extension of GED 6071A or B if a student does not complete requirements for those courses within the enrollment period.

Credit/No Credit.

GED 6072 Philosophy in Education (3 Units)

This course is designed to guide and support graduate candidates in teaching and learning, counseling, and administration in clarifying a functional personal philosophy of education by extending, refining, and constructively applying their knowledge of the dominating philosophies of education. This course will provide candidates with an overview of both classical and contemporary philosophies and theories of education. The course includes introduction of Judeo-Christian tradition (especially the Wesleyan perspective) and how this tradition informs the discipline and can provide a framework for interaction between and among educators, students, support staff, parents, and culturally diverse traditions and school communities. The emphasis of study in this course leads to the development of a Personal Educational Philosophy for each candidate through focused reading, enhanced critical thinking skills, encouraging meaningful personal and professional reflection, and providing for formative shared thought.

GED 6074 Emergent Adult Development Theory (3 Units)

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

GED 6075 Family Systems (3 Units)

This course provides candidates with an understanding of the interdependence among family members, including how family members conceptualize their roles and position in the family unit. This course equips candidates to work collaboratively with families toward successful academic development and personal/social issues such as positive self-esteem. Candidates learn the meaning of family systems theory and how it applies to school counselors as they execute their roles and responsibilities in schools today. Candidates gain an understanding of parents' rights in the educational process, enabling them to better meet their needs. Candidates learn how to coordinate prevention education training among multidisciplinary teams that include family participants.

GED 6076 Higher Education Leadership in Student Development (3 Units)

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

GED 6077 Teaching Strategies for Special Populations (3 Units)

This course builds on the candidate's knowledge, skills, experiences, and strategies acquired during preliminary preparation for teaching students with disabilities, English language learners, students who are gifted and talented, and students who are at risk in the general education classroom. Each candidate will practice delivery of comprehensive, specialized instruction for English learners, review and learn application principles for the statutory provisions of the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, and become aware of any new, relevant statutory requirements.

GED 6081 Educational Measurement and Evaluation (3 Units)

Study of validity and accuracy of examinations and marking systems across age spans and educational venues; use of statistical procedures to interpret test results; nature, function and use of standardized tests and authentic assessment including portfolio methods for diagnosis and guidance; brief overview of educational research methods.

GED 6082 Field Studies/Action Research in Technology Instruction (3 Units)

Supervised field experiences in technology applications in classroom settings and/or educational institutions.

May be repeated up to a total of six (6) units. Credit/No Credit.

GED 6083 New Teacher Induction and Reflective Coaching (1-6 Units)

This course provides Master's level graduate credit to Beginning Teachers and to the Master Teachers who support them. Credentialed Beginning Teachers working in a school district may earn three (3) credits per year for completion of one or two years of a CTC-approved Beginning Teacher Induction Program satisfied through an approved School District or County Office of Education. Induction Mentors and Clinical Practice Master Teachers may earn a total of three (3) credits for the CTC-required training and subsequent supervised service to a pre-service or beginning teacher. Required of Induction teachers to receive credit is submission of the candidate's Individual Learning Plan (ILP), including pre- and post-student achievement data and official certificate of successful completion. Because the requirements for this course are met by work completed through a school district, a PLNU professor will monitor the coursework and require a comprehensive review of the ILP to ensure that all GED 6083 course requirements are met according to the PLNU course standards. Candidates must register and pay online prior to submitting documentation of program completion. The Induction program must have been completed within three (3) years of the request for units. Required of Master Teachers to receive credit is documented completion of the CTC-required training, at least eight (8) weeks of PLNU Master Teacher supervision and fulfillment of all supervision requirements.

Up to six (6) units of GED 6083 credit may be applied as elective credit to the Leadership in Learning concentration of the Master of Arts in Education degree and up to two (2) units can be applied to the Master of Arts Educational Administration degree. May be repeated up to a total of six (6) units. Credit/No Credit.

GED 6085 Research, Field Study, and Special Topics in Multicultural Education (1-6 Units)

Supervised field experience and practice in action research on special topics related to multicultural education.

May be repeated. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GED 6087F1 School Counseling Fieldwork I (2 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. Candidates may enroll in GED 6087F1 after the prerequisites GED 6087P and GED 6062 have been completed. There are three sections of GED 6087F (GED 6087F1, GED 6087F2, and GED 6087F3). Each section is two units and equals 200 hours of fieldwork and clinical practice for a total of six units (600 hours total). Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Corequisite(s): GED 6087S1

GED 6087F2 School Counseling Fieldwork II (2 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. There are three sections of GED 6087F (GED 6087F1, GED 6087F2, and GED 6087F3). Each section is two units and equals 200 hours of fieldwork and clinical practice for a total of six units (600 hours total). Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Prerequisite(s): Candidates may enroll in GED 6087F2 after the prerequisites GED 6087P and GED 6062 have been completed.

Corequisite(s): GED 6087S2

GED 6087F3 School Counseling Fieldwork III (2 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. There are three sections of GED 6087F (GED 6087F1, GED 6087F2, and GED 6087F3). Each section is two (2) units and equals 200 hours of fieldwork and clinical practice for a total of six (6) units (600 hours total). Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Prerequisite(s): Candidates may enroll in GED 6087F3 after the prerequisites GED 6087P and GED 6062 have been completed.

GED 6087M1 Research, Field Studies, and Practica in Counseling and Guidance (1 Unit)

Designed for students seeking a master's degree without the addition of a credential.

GED 6087M2 Research, Field Studies, and Practica in Counseling and Guidance (1 Unit)

Additional hours and reporting for masters only students in Counseling and Guidance.

Prerequisite(s): GED 6087M1

GED 6087M3 Research, Field Studies, and Practica in Counseling and Guidance (1 Unit)

This is the final unit requirement for master's degree only students in the Counseling and Guidance concentration.

Credit/No Credit.

Prerequisite(s): GED 6087M2

GED 6087P School Counseling Practica (1 Unit)

The GED 6087P Practica fieldwork course is designed to explicitly provide support to the Pupil Personnel Services - School Counseling candidates with class meetings and 100 hours of observation responsibilities in diverse school and other education-related settings of school counselors or areas within the counseling field. Enrollment requires clearance consistent with public school districts. Practica hours must be completed within one semester to progress to field experience hours.

Prerequisite(s): GED 6087P serves as a prerequisite to GED 6087F1 (Fieldwork) and GED 6087S1 (Seminar).

Concurrent: The course is taken simultaneously with GED 6062.

GED 6087S1 School Counseling Seminar (1 Unit)

The GED 6087S Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6087S are required for the PPS Credential. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Corequisite(s): GED 6087F1

GED 6087S2 School Counseling Seminar (1 Unit)

The GED 6087S Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6087S are required for the PPS Credential. GED 6087S2 is taken the semester following GED 6087S1. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Corequisite(s): GED 6087F2

GED 6089 Master's Research and Design (3 Units)

This course is designed to explicitly support Master of Arts degree, and Reading and Literacy Added Authorization candidates in developing and internalizing the essential knowledge, skills, and dispositions to conduct an investigation of primary sources. The course is intended to demonstrate the candidate's ability to work independently on a problem, to demonstrate wide familiarity with the literature in the field of the program, to demonstrate command of the techniques and principles of research and to demonstrate ability to form valid generalizations from the data used. The candidate's learning and research previously conducted in the required Master's level coursework serve as the foundation for developing essential action research or thesis topics. Enrollment spans one semester and must be at the end of the candidate's coursework and can be concurrent with other coursework. Passage of this course at a B- or better is required for Enrollment in GED 6089P1 (.5). Earning a grade lower than a B- requires that the candidate enroll concurrently in GED 6089W with GED 6089P1 for additional support in the thesis writing process. GED 6089P1 is required the two terms immediately following the successful completion of GED6089. Portions of the content are offered in an online format.

May be repeated.

GED 6089P1 Culminating Research Project Support (0.5 Units)

This course is designed to explicitly support Master of Arts degree, and Reading and Literacy Added Authorization candidates in developing the written product and the oral presentation of a research project developed during the GED 6089 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and reporting results of an original research experience in a classroom environment. Enrollment in GED 6089P1 and GED 6089P2 are required the two terms immediately following the successful completion of GED 6089. Earning a grade lower than a B- in GED 6089 requires that the candidate enroll concurrently in GED 6089W with GED 6089P1 for additional support in the thesis writing process. Continuous enrollment is required each quad until the project is completed. GED 6089P1 and P2 are repeated for each additional Master's degree earned.

Credit/No Credit.

Prerequisite(s): GED 6089

GED 6089P2 Culminating Research Project Support (0.5 Units)

This is a continuation of the project support initiated in GED6089P1. This course, and GED6089P1, is to be repeated for each additional Master's degree earned. This course is designed to explicitly support Master of Arts degree, and Reading and Literacy Added Authorization candidates in developing the written product and the oral presentation of a research project developed during the GED 6089 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and reporting results of an original research experience in a classroom environment. Enrollment in GED6089P1 and GED6089P2 are required the two terms immediately following the successful completion of GED6089. Earning a grade lower than a B- in GED6089 requires that the candidate enroll concurrently in GED6089W with GED6089P1 for additional support in the thesis writing process. Continuous enrollment is required each quad until the project is completed. These courses are to be in continuous enrollment each session until the project is completed.

Credit/No Credit.

Prerequisite(s): GED 6089P1

GED 6089W Graduate-Level Writing Support (2 Units)

This course provides an intensive focus on graduate-level writing. May be repeated.

GED 6090 Contemporary Issues in Higher Education (2 Units)

This course explores issues in higher education particularly in the areas of college counseling and student development.

GED 6091 Educational Workshops/Special Studies in Education (0.5-3 Units)

An intensive study of a special topic in education involving university faculty and/or lecturers. Available for continuing education units. May be repeated for a total of twelve (12) units. Credit/No Credit or Letter grade.

GED 6096 Advanced Research-Based Literacy Instruction for All Students (3 Units)

This course explores research and best practices related to systematic literacy development at all grade levels and the curriculum to address the specific needs of diverse groups of students. Candidates will learn components of research-based literacy instruction, including oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development. Emphasis is given to strengthening skills in aligning State Standards, contents of the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework, and assessment results with the selection and appropriate use of instructional strategies, materials and programs.

Prerequisite(s): Admission to the Reading and Literacy Added Authorization (RLAA) Program.

GED 6097 Advanced Literacy Assessment, Instruction, and Intervention for All Students (3 Units)

This course teaches candidates how to implement, manage, and evaluate explicit instruction of comprehension strategies and study strategies, literary response and analysis skills, and all components of the writing process. Candidates focus on providing universal access to narrative and expository texts (including content area textbooks and multicultural literature). Emphasis is given to creating a culture of literacy by aligning State Standards and assessment results with the selection and appropriate use of instructional programs, intervention strategies, and appropriate materials based on current research in literacy. Candidates will have a concurrent experience in a PreK-12 fieldwork setting in order to complete assignments and apply their skills.

Prerequisite(s): Admission to the Reading and Literacy Added Authorization (RLAA) Program.

GED 6099 Master of Science Thesis (3 Units)

This course is designed to explicitly support Master of Science candidates in developing the written thesis product and the oral presentation of the research project developed during the GED 6098 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and reporting results of an original research and/or experience in an educational environment. Enrollment spans one semester and is required immediately following the successful completion of GED 6098. Continuous enrollment is required each semester until the thesis is completed.

May be repeated. Credit/No Credit.

Prerequisite(s): GED 6098

Concurrent: If the candidate receives lower than a B- in GED 6098, GED 6089W is required with GED 6099 for additional support in the thesis writing process.

GED 6187P School Counseling Practica (1 Unit)

The GED 6187P Practica fieldwork course is designed to explicitly provide support to the Pupil Personnel Services - School Counseling candidates with class meetings and 100 hours of observation responsibilities in diverse school and other education-related settings of school counselors or areas within the counseling field. Enrollment requires clearance consistent with public school districts. Practica hours must be completed within one semester to progress to field experience hours.

GED 6187S1 School Counseling Fieldwork Seminar I (1 Unit)

The GED 6187S1 Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6187S are required for the PPS Credential. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Prerequisite(s): GED 6187P

Corequisite(s): GED 6188F1

GED 6187S2 School Counseling Fieldwork Seminar II (1 Unit)

The GED 6187S2 Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6187S are required for the PPS Credential. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Prerequisite(s): GED 6187P

Corequisite(s): GED 6188F2

GED 6188F1 School Counseling Fieldwork Placement I (4 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. GED 6188F1 School Counseling Fieldwork Placement 1 is four units and equals 400 hours of fieldwork and clinical practice in a public setting. Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within two semesters.

Credit/No Credit.

Prerequisite(s): GED 6187P

Corequisite(s): GED 6187S1

GED 6188F2 School Counseling Fieldwork Placement II (4 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. GED 6188F2 School Counseling Fieldwork Placement 2 is four units and equals 400 hours of fieldwork and clinical practice in a public setting. Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within two semesters.

Credit/No Credit.

Prerequisite(s): GED 6187P

Corequisite(s): GED 6187S2

GED 7001 (A,B,C,D) Individualized Coaching and Induction Plan 1 (1 Unit)

This course includes the development of an Individualized Induction Plan, utilizing assessments of leadership competency as well as the rubrics from Moving Leadership into Every Day Work: Descriptions of Practice (WestEd, 2003). Twenty-five hours of individualized coaching based on the California Professional Standards for Educational Leaders (CPSELs) is provided to the candidate.

Must be taken for a total of four (4) units. Credit/No Credit.

GED 7002 (A,B,C,D) The California Professional Standards for Educational Leaders: Inquiry Modules 1 (0.5 Units)

These .5 unit modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing administrators complete a site based inquiry in each of the six standards. 1. Development and Implementation of a Shared Vision 2. Instructional Leadership 3. Management and Learning Environment 4. Family and Community Engagement 5. Ethics and Integrity 6. External Context Policy Must be taken for a total of two (2) units. Credit/No Credit.

GED 7003 (A,B,C,D) Individualized Coaching and Induction Plan 2 (1 Unit)

This course includes the development of an Individualized Induction Plan, utilizing assessments of leadership competency as well as the rubrics from Moving Leadership into Every Day Work: Descriptions of Practice (WestEd, 2003). Twenty-five hours of individualized coaching based on the California Professional Standards for Educational Leaders (CPSELs) is provided to the candidate.

Must be taken for a total of four (4) units. Credit/No Credit.

GED 7004 (A,B,C,D) The California Professional Standards for Educational Leaders: Inquiry Modules 2 (0.5 Units)

These .5 unit modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing administrators complete a site based inquiry in each of the six standards. 1. Development and Implementation of a Shared Vision 2. Instructional Leadership 3. Management and Learning Environment 4. Family and Community Engagement 5. Ethics and Integrity 6. External Context Policy Must be taken for a total of two (2) units. Credit/No Credit.

GED 7025 Management of Human Resources (3 Units)

This course explores effective staff utilization patterns, developing and implementing effective personnel policies, short and long-range planning procedures for filling staff needs, evaluation of staff performance, and employer-employee relations issues.

GED 7030 Decision Making for Curricular Change and Improvement (3 Units)

This course explores the roles of the educational leader in the development, modification and evaluation of programs. Techniques for generating curricular change and innovation at all levels are discussed. The procedures for testing and evaluating curricular innovations and student achievement are also reviewed. An emphasis is placed on decision-making models and strategic planning processes for transformational change.

GED 7040 Educational Law, Finance, and Governance (3 Units)

Designed to provide advanced and comprehensive knowledge and practical application of the following areas of study: School law; legal framework of public education and the political and sociological forces that affect school practices; fiscal management; school and district level funding and budgeting; organization, functions and problems of school financing; effective utilization and management of human and material resources; and short and long range planning for establishing needs, priorities and implementation.

GED 7055 Professional and Political Issues in Organizations (3 Units)

This course deals with complex, controversial and political issues facing educators. Origins of critical problems are identified and techniques for dealing with these issues are reviewed. The class provides an opportunity for each candidate to examine the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities, and to understand how the politics from several levels of government influence teaching and learning.

GED 7060 School/Community Relations in a Changing Society (3 Units)

Ethnic and socio-economic variations in the total community are studied in their relationship to a given school's program and operation and to the total educational operation. Candidates explore the components of cultural, sociological, and economic diversity, including the general ethnic, racial, and religious composition of the state, and the specific composition of the local community, concepts of cultural values and language diversity, programs and procedures for meeting the instructional needs of limited English-proficient pupils, and principles and procedures for involving all parents and other family members in school activities and in reaching educational objectives.

GED 7080 Philosophical and Sociological Backgrounds in Education (3 Units)

In order to better understand the philosophical foundations of education, candidates examine the philosophies of the Perennialists, the Essentialists, the Pragmatists, the Social Reconstructionists, and others. Candidates are expected to explore in-depth educational philosophical problems of their own selection. This course also provides a study of the relationship of elementary, secondary, and higher education in the United States and the sociological environment in which they function. It is intended that the candidate increases his/her ability to be perceptive about social environment and its influence upon human development and behavior. As candidates in the discipline of education, there should be increased ability to use social realities and understanding in working with the processes inherent in education.

GED 7090 Special Studies in Education (1-9 Units)

An intensive study on a special topic in education involving university faculty and/or lecturers.

May be repeated for a total of nine (9) units. Credit/No Credit.

Prerequisite(s): Consent of location director is required.

GED 7095 Concurrent Course Assignments (1-8 Units)

Action research projects that correlate with each of the above courses.

GED 7096 Induction, Mentoring, and Advanced Fieldwork (3 Units)

This course utilizes assessments of leadership competency, mentoring, and university site-based coaching, development of an induction and a professional growth plan in collaboration with a district mentor and University Fieldwork Supervisor. The induction plan includes goals related to enhancing candidate competency in the California Professional Standards for Educational Leaders. Credit/No Credit.

GED 7097 Professional Development and Assessment (3 Units)

This course provides professional development opportunities for the beginning administrator in areas of special interest or areas needing development. The candidate will continue to work toward achievement of the goals identified in the Individual Induction Plan (IIP). Formative and summative assessments of leadership competence are utilized to guide candidate growth and completion of the IIP. At the conclusion of GED 7097 Professional Development and Assessment, the candidate will engage in a culminating exhibition with his/her mentor, University Fieldwork Supervisor, and peers, during which he/she presents a portfolio with evidence of having met the goals listed in the IIP. Credit/No Credit.

Prerequisite(s): GED 7096

GED 7098 Research Design Seminar (2 Units)

Discussion and study of research designs for planning and conducting research in the field of education. Seminar format.

Education Leadership

GEL 6003 Instructional Leadership (APA Cycle 3) (3 Units)

This course addresses a candidate's knowledge of California's student academic content standards; appropriate and effective curriculum, instructional, and assessment practices; and the candidate's ability to analyze classroom instruction and provide focused, constructive feedback to teachers to improve teaching and learning for all students.

GEL 6003F Fieldwork and Practicum for Instructional Leadership (CalTPA Cycle 3) (1 Unit)

Application of coursework to directed experiences in school leadership. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 6004 Equitable and Socially Just School Communities (3 Units)

This course provides an opportunity for the candidate to learn how to work effectively as a leader with the entire school community. Candidates will understand and address the diverse expectations, needs, aspirations, and goals of family and community groups and learn how to mobilize community resources in planning and decision-making for student achievement. The program offers the candidate an opportunity to examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes towards sexual orientation and individuals with disabilities so they will be effective leaders in a diverse setting and value individuals from different family structures, religions, races, cultures, socio-economic statuses, and ethnic backgrounds, and treat them with fairness and respect. Candidates will learn theories, practices, and application of restorative justice and social justice models.

GEL 6004F Fieldwork and Practicum for Equitable and Socially Just Communities (1 Unit)

Application of coursework to directed experiences in school leadership. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 6005 Organizational and Systems Leadership (3 Units)

This course provides an opportunity for the candidate to learn how to implement California school laws, guidelines, and other relevant federal, state, and local requirements and regulations; develop and implement the school's budget; and understand and manage the complex interaction of all of the school's systems to promote teaching and learning.

GEL 6005F Fieldwork and Practicum for Organizational and Systems Leadership (1 Unit)

Application of coursework to directed experiences in school leadership. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 6006 School Improvement Leadership (APA Cycle 1) (3 Units)

This course provides multiple opportunities for the candidate to learn, practice, and reflect on school improvement and enhanced student achievement for all. This course addresses the candidate's knowledge and strategic implementation of appropriate and effective school improvement, theories and strategies, his/her ability to build capacity, as well as his/her ability to communicate and lead others in continuous improvement and monitoring of these efforts based on school outcomes. There is an opportunity for collaborating with others to identify student and school needs, developing a data-based school growth plan, and identifying and using available human, fiscal, and material resources to implement the school growth plan, using change strategies based on current, relevant theories and best practices in school improvement.

GEL 6006F Fieldwork and Practicum for School Improvement Leadership (CalAPA Cycle 1) (1 Unit)

Application of coursework to directed experiences in school leadership. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 6007 Professional Learning and Growth Leadership (APA Cycle 2) (3 Units)

This course teaches candidates to model professional growth, framed around principles of adult learning, and identify and facilitate focused, developmentally appropriate professional growth opportunities to build individual and collective capacity. These capacities include collaborating with others to help achieve the school's vision through professional learning focused on improving teaching and learning. The program provides multiple opportunities for each candidate to learn, practice, and reflect on professional growth leadership.

GEL 6007F Fieldwork and Practicum for Professional Learning and Growth Leadership (CalAPA Cycle 2) (1 Unit)

Application of coursework to directed experiences in school leadership. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 6008 Ethical and Visionary Leadership (3 Units)

This course provides an opportunity for the candidate to learn and develop and implement a school vision based in ethical, just, and moral practices to enhance learning for faculty, staff, and students. Leadership theories, problem and decision-making models and socially just practices will be explored through case studies and simulations. The candidate has multiple opportunities to model personal and professional ethics, integrity, justice, and fairness and receive feedback from faculty and peers; reflect on personal leadership beliefs and practices; develop mechanisms for sustaining personal motivation, commitment, energy and health and learn to balance professional and personal responsibilities.

GEL 6008F Fieldwork and Practicum for Ethical and Visionary Leadership (1 Unit)

Application of coursework to directed experiences in school leadership. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 6048 Administrative Intern Support Seminar (1 Unit)

This support course is a requirement each quad that a Preliminary Administrative Credential candidate serves as an intern principal for a school district while enrolled in the Preliminary Administrative Program. Candidates meet weekly with an assigned university supervisor for coaching, mentoring and on-the-job support.

GEL 7011 Educational Leadership: From the Inside Out (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course specifically focuses on the strengths and values the candidate brings to educational leadership; in conjunction with the university coach and district mentor, the candidate develops an individualized learning plan.

Credit/No Credit.

GEL 7012 Educational Leadership: Management of the Learning Environment (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders manage the organization to cultivate a safe and productive learning and working environment (CPSEL 3).

Credit/No Credit.

GEL 7013 Educational Leadership: Shaping a Culture of Teaching and Learning (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth (CPSEL 2).

Credit/No Credit.

GEL 7014 Educational Leadership: Family and Community Engagement (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources (CPSEL 4).

Credit/No Credit.

GEL 7015 Educational Leadership: Ethics and Integrity (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard (CPSEL 5).

Credit/No Credit.

GEL 7016 Educational Leadership: External Context and Policy (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices (CPSEL 6).

Credit/No Credit.

GEL 7017 Educational Leadership: Development and Implementation of a Shared Vision (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders facilitate the development and implementation of a shared vision of learning and growth of all students (CPSEL 1).

Credit/No Credit.

GEL 7018 Educational Leadership: Capstone (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on the candidate's inquiry and practice-centered research project, showcasing the candidate's knowledge and skill in one of the six CPSELS.

Credit/No Credit.

Special Education

SPE 6051 Methods of Teaching Students with Emotional and Behavioral Disorders (4 Units)

This methodology course examines educational support strategies and intervention techniques suitable for students with emotional and behavioral challenges. Focus is given to understanding the function of behavior and its communicative intent. Measurement of behavior, reinforcement strategies, systematic program development, techniques for monitoring student progress, and procedures for increasing academic and socially appropriate behavior are emphasized. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

SPE 6052 Methods of Teaching Students with Autism Spectrum Disorder (4 Units)

This methodology course prepares Education Specialists for the successful teaching of students with autism spectrum disorder (ASD). Topics include instructional planning and social stories, evaluation techniques and functional behavior assessment, research trends and outcomes, working with repetitive behaviors, sensory and movement disorders, atypical language development, and atypical social development. This course includes intentional practice in partnering for special education and related services, supporting students in the general curriculum, and promoting friendships for students with ASD. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

SPE 6053 Methods of Teaching Students with Traumatic Brain Injury (4 Units)

This methodology course prepares Education Specialists for the successful teaching of students with the disability of traumatic brain injury (TBI). Candidates will become familiar with a variety of specific methods and strategies to use in teaching students who have experienced a head injury. Among topics included are the need for frequent evaluation and reevaluation because of the nature and trend of their recovery, especially in the first couple of years after the onset of the injury; determining supplementary aids and services; supporting the functional domains of memory, attention and concentration, executive functioning, self-awareness, and language. This course will examine a comprehensive plan for addressing the long-term effects of TBI requiring interventions to address present and anticipated future needs of the students. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

SPE 6054 Methods of Teaching Students with Other Health Impairments (4 Units)

This methodology course prepares Education Specialists for successful teaching of students with other health impairments (OHI). Topics include determining the presence of acute and chronic conditions associated with OHI, collaborating with health professionals in the monitoring of the student's disability, determining the nature of specially designed instruction and services, curriculum differentiation and design, safe management and operation of specialized equipment, integration of curriculum, and classroom application of various forms of assistive technology. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

SPE 6060 Methods of Teaching Students with Orthopedic Impairments (4 Units)

This methodology course provides candidates with the knowledge and skills necessary to teach and engage students with orthopedic disabilities in essential skills including academics, independent living skills, personal independence skills, communication skills, psychosocial skills, and career and vocational experiences. Candidates develop and apply knowledge in adapting teaching techniques and methods of instruction to meet individual needs of students in schools, hospitals, and students' homes. Emphasis is given to factors such as individual needs, abilities, learning levels, and physical limitations of students, as well as the need for low and high assistive technology devices, services, and software applications that facilitate communication. Effective instructional strategies and interventions are practiced and applied through 30 hours of fieldwork experiences.

SPE 6061 Early Childhood Special Education Curriculum and Services (4 Units)

This methodology course provides an overview of early childhood special education and the provision of early intervention screening, assessment, planning, family involvement, and inclusive practices for young children with special needs. Candidates will build the skills to understand, analyze, and reflect upon best practices and use sound professional strategies to assist young children. The course will emphasize (a) an ecological approach to assessment of the young child; (b) partnerships with families; (c) the collaborative planning of the IFSP/IEP; and (d) the relationship between assessment and intervention services. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

Graduate Education

Curriculum and Instruction, M.A.

The Master of Arts degree in Curriculum and Instruction is an advanced academic degree that builds upon an appropriate undergraduate foundation. A total of 36 semester units are required to complete this program. The curriculum for each of the specializations in this degree links theory to practice for teachers, counselors, principals, and those in educational roles outside of the K-12 setting.

Program Learning Outcomes

Candidates who complete the Master of Arts in Curriculum and Instruction program will be able to:

Equip

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

Transform

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

Empower

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

Program Eligibility for the Master of Arts in Curriculum and Instruction

- Proof of completion of the California Basic Educational Skills Test (CBEST) or equivalent accredited by the California Commission on Teacher Credentialing (CTC). (Not required for entrance into the PPS program.) Candidates seeking a Master's degree that does not include an approved CTC credential are not required to take the CBEST or equivalent exam;
- A cumulative undergraduate grade point average of 3.000 is required to be admitted in the M.A. in Education or a stand-alone credential or added authorization housed within the M.A. in Education degree program. Candidates with a cumulative grade point average less than 3.000 may apply for "Admission under Exception" which is reviewed by the program director and dean;
- Two or more letters of recommendation from appropriate persons who have knowledge of the applicant's character and ability to work with children or youth. (References from friends or relatives are not appropriate);
- A writing sample that indicates graduate-level ability; and
- An interview with the appropriate program director or Admissions chair.

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

Transfer of Credits

Up to six (6) units of approved post-baccalaureate coursework aligned with the course of study below, and unused for a previous Master's degree, may be transferred from other institutions toward this degree. Candidates desiring to transfer coursework must petition this through their advisor during the first semester of enrollment.

The Master of Arts degrees are considered advanced degrees beyond preliminary teacher credential coursework, signified by GED/GEL course numbers.

Required Courses

Code	Title	Units
Core Courses		
GED 6016	Curriculum Development, Innovation, and Evaluation	3

GED 6029	Using Technology to Enhance Teaching and Learning	3
GED 6041	Culturally Inclusive Environments: Instruction and Advocacy	3
GED 6068	Advanced Practice for English Learners	3
GED 6072	Philosophy in Education	3
GED 6075	Family Systems	3
GED 6081	Educational Measurement and Evaluation	3
GED 6096	Advanced Research-Based Literacy Instruction for All Students	3
GED 6097	Advanced Literacy Assessment, Instruction, and Intervention for All Students	3
GEL 6004	Equitable and Socially Just School Communities	3
Finishing Courses		
GED 6094	Action Research Project	3
GED 6095	Action Research Project and Presentation	3
Total Units		36

Graduation Requirements

In order to earn and receive a Master of Arts in Curriculum and Instruction degree, a student must satisfy all of the following:

1. A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
2. Satisfactory completion of the prescribed course of study with a cumulative grade point average of 3.000 or higher;
3. Completion of the approved graduate program consisting of a minimum of 36 units;
4. A recommendation from the credential analyst and director of the branch campus;
5. All accounts paid in full; and
6. All requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.

Curriculum and Instruction, M.S.

The Master of Science degree in Curriculum and Instruction is an advanced academic degree that builds upon an appropriate undergraduate foundation. A total of 36 semester units are required to complete this program.

This program is designed as advanced study for classroom teachers who desire to gain more knowledge in the areas of technology integration, reading instruction, and teaching English learners. Candidates without a preliminary teaching credential from the state of California will not be eligible to apply for the Reading and Literacy Added Authorization.

Program Learning Outcomes

Candidates who complete the Master of Science in Curriculum and Instruction program will be able to:

Equip

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

Transform

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

Empower

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

Program Eligibility for the Master of Science in Curriculum and Instruction

- A cumulative undergraduate grade point average of 3.000 is required to be admitted in the Master of Science in Curriculum and Instruction or a stand-alone credential or added authorization housed within the MS degree program. Applicants with a cumulative grade point average less than 3.000 may apply for "Admission under Exception" which is reviewed by the program director and dean;
- Two or more letters of recommendation from appropriate persons who have knowledge of the applicant's character and ability to work with children or youth (references from friends or relatives are not appropriate);
- A writing sample that indicates graduate-level ability; and
- An interview with the appropriate program director or Admissions chair.

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

Transfer of Credits

Up to six (6) units of approved post-baccalaureate coursework aligned with the course of study below, and unused for a previous Master's degree, may be transferred from other institutions toward this degree. Candidates desiring to transfer coursework must petition this through their advisor during the first semester of enrollment.

The Master of Science degrees are considered advanced degrees beyond preliminary teacher credential coursework, signified by GED/GEL course numbers. Prior coursework taken toward a preliminary teaching credential cannot be used as credit toward a PLNU Master of Science in Curriculum and Instruction degree.

Required Courses

Code	Title	Units
Core Courses		
GED 6016	Curriculum Development, Innovation, and Evaluation	3
GED 6029	Using Technology to Enhance Teaching and Learning	3
GED 6041	Culturally Inclusive Environments: Instruction and Advocacy	3
GED 6068	Advanced Practice for English Learners	3
GED 6072	Philosophy in Education	3
GED 6075	Family Systems	3
GED 6081	Educational Measurement and Evaluation	3
GED 6096	Advanced Research-Based Literacy Instruction for All Students	3

GED 6097	Advanced Literacy Assessment, Instruction, and Intervention for All Students	3
GEL 6004	Equitable and Socially Just School Communities	3
Finishing Courses		
GED 6098	Master of Science Thesis Design	3
GED 6099	Master of Science Thesis	3
Total Units		36

Certification Options

- Reading and Literacy Added Authorization (p. 76)

Graduation Requirements

In order to earn and receive a Master of Science in Curriculum and Instruction degree, a student must satisfy all of the following:

1. A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
2. Satisfactory completion of the prescribed course of study with a cumulative grade point average of 3.000 or higher;
3. Completion of the approved graduate program consisting of a minimum of 36 units;
4. A recommendation from the credential analyst and director of the regional center;
5. All accounts paid in full; and
6. All requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.

Educational Administration, M.A.

The Master of Arts degree in Educational Administration is an advanced academic degree that builds upon an appropriate undergraduate foundation. A total of 36 semester units are required to complete this program. The curriculum for each of the specializations in this degree links theory to practice for teachers, counselors, principals, and those in educational roles outside of the K-12 setting.

Program Learning Outcomes

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

Equip

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

Transform

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

Empower

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

Program Eligibility for the Master of Arts in Educational Administration

- Proof of completion of the California Basic Educational Skills Test (CBEST) or equivalent accredited by the California Commission on Teacher Credentialing (CTC). (Not required for entrance into the PPS program.) Candidates seeking a Master's degree that does not include an approved CTC credential are not required to take the CBEST or equivalent exam;
- A cumulative undergraduate grade point average of 3.000 is required to be admitted in the M.A. in Education or a stand-alone credential or added authorization housed within the M.A. in Education degree program. Candidates with a cumulative grade point average less than 3.000 may apply for "Admission under Exception" which is reviewed by the program director and dean;
- Two or more letters of recommendation from appropriate persons who have knowledge of the applicant's character and ability to work with children or youth. (References from friends or relatives are not appropriate);
- A writing sample that indicates graduate-level ability; and
- An interview with the appropriate program director or Admissions chair.

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

Transfer of Credits

Up to six (6) units of approved post-baccalaureate coursework aligned with the course of study below, and unused for a previous Master's degree, may be transferred from other institutions toward this degree. Candidates desiring to transfer coursework must petition this through their advisor during the first semester of enrollment.

The Master of Arts degrees are considered advanced degrees beyond preliminary teacher credential coursework, signified by GED/GEL course numbers.

Required Courses

Code	Title	Units
Core Courses		
GED 6072	Philosophy in Education	3
GED 6081	Educational Measurement and Evaluation	3
GEL 6003	Instructional Leadership (APA Cycle 3)	3
GEL 6003F	Fieldwork and Practicum for Instructional Leadership (CalTPA Cycle 3)	1
GEL 6004	Equitable and Socially Just School Communities	3
GEL 6004F	Fieldwork and Practicum for Equitable and Socially Just Communities	1
GEL 6005	Organizational and Systems Leadership	3
GEL 6005F	Fieldwork and Practicum for Organizational and Systems Leadership	1
GEL 6006	School Improvement Leadership (APA Cycle 1)	3
GEL 6006F	Fieldwork and Practicum for School Improvement Leadership (CalAPA Cycle 1)	1
GEL 6007	Professional Learning and Growth Leadership (APA Cycle 2)	3

GEL 6007F	Fieldwork and Practicum for Professional Learning and Growth Leadership (CalAPA Cycle 2)	1
GEL 6008	Ethical and Visionary Leadership	3
GEL 6008F	Fieldwork and Practicum for Ethical and Visionary Leadership	1
Finishing Courses		
GED 6094	Action Research Project	3
GED 6095	Action Research Project and Presentation	3
Total Units		36

Graduation Requirements

In order to earn and receive a Master of Arts in Educational Administration degree, a student must satisfy all of the following:

1. A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
2. Satisfactory completion of the prescribed course of study with a cumulative grade point average of 3.000 or higher;
3. Completion of the approved graduate program consisting of a minimum of 36 units;
4. A recommendation from the credential analyst and director of the branch campus;
5. All accounts paid in full; and
6. All requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.

Educational Administration, M.S.

The Master of Science in Educational Administration is an advanced academic degree that builds upon an appropriate undergraduate foundation. A total of 36 semester units are required to complete this program. The curriculum for this degree links theory to practice for those who desire to be a school principal or administrator.

Program Learning Outcomes

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

Equip

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

Transform

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

Empower

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

Program Eligibility for the Master of Science in Educational Administration

- Proof of a valid California initial credential.
- A cumulative undergraduate grade point average of 3.000 is required to be admitted in the Master of Science in Educational Administration or the stand-alone credential. Applicants with a cumulative grade point average less than 3.000 may apply for "Admission under Exception" which is reviewed by the program director and dean;
- Two or more letters of recommendation from appropriate persons who have knowledge of the applicant's character and ability to work with children or youth (references from friends or relatives are not appropriate);
- A writing sample that indicates graduate-level ability; and
- An interview with the appropriate program director or Admissions chair.

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

Transfer of Credits

Up to six (6) units of approved post-baccalaureate coursework aligned with the course of study below, and unused for a previous Master's degree, may be transferred from other institutions toward this degree. Candidates desiring to transfer coursework must petition this through their advisor during the first semester of enrollment.

The Master of Science degrees are considered advanced degrees beyond preliminary teacher credential coursework, signified by GED/GEL course numbers.

Required Courses

Code	Title	Units
Core Courses		
GED 6072	Philosophy in Education	3
GED 6081	Educational Measurement and Evaluation	3
GEL 6003	Instructional Leadership (APA Cycle 3)	3
GEL 6003F	Fieldwork and Practicum for Instructional Leadership (CalTPA Cycle 3)	1
GEL 6004	Equitable and Socially Just School Communities	3
GEL 6004F	Fieldwork and Practicum for Equitable and Socially Just Communities	1
GEL 6005	Organizational and Systems Leadership	3
GEL 6005F	Fieldwork and Practicum for Organizational and Systems Leadership	1
GEL 6006	School Improvement Leadership (APA Cycle 1)	3
GEL 6006F	Fieldwork and Practicum for School Improvement Leadership (CalAPA Cycle 1)	1
GEL 6007	Professional Learning and Growth Leadership (APA Cycle 2)	3
GEL 6007F	Fieldwork and Practicum for Professional Learning and Growth Leadership (CalAPA Cycle 2)	1
GEL 6008	Ethical and Visionary Leadership	3
GEL 6008F	Fieldwork and Practicum for Ethical and Visionary Leadership	1

Finishing Courses

GED 6098	Master of Science Thesis Design	3
GED 6099	Master of Science Thesis	3
Total Units		36

Graduation Requirements

In order to earn and receive a Master of Science in Educational Administration degree, a student must satisfy all of the following:

1. A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
2. Satisfactory completion of the prescribed course of study with a cumulative grade point average of 3.000 or higher;
3. Completion of the approved graduate program consisting of a minimum of 36 units;
4. A recommendation from the credential analyst and director of the regional center;
5. All accounts paid in full; and
6. All requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.

Higher Education, M.A.

The Master of Arts degree in Higher Education is an advanced academic degree that builds upon an appropriate undergraduate foundation. A total of 36 semester units are required to complete this program. The curriculum for each of the specializations in this degree links theory to practice for teachers, counselors, principals, and those in educational roles outside of the K-12 setting.

Program Learning Outcomes

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

Equip

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

Transform

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

Empower

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

Program Eligibility for the Master of Arts in Higher Education

- Proof of completion of the California Basic Educational Skills Test (CBEST) or equivalent accredited by the California Commission on Teacher Credentialing (CTC). (Not required for entrance into the PPS program.) Candidates seeking a Master's degree that does

not include an approved CTC credential are not required to take the CBEST or equivalent exam;

- A cumulative undergraduate grade point average of 3.000 is required to be admitted in the M.A. in Education or a stand-alone credential or added authorization housed within the M.A. in Education degree program. Candidates with a cumulative grade point average less than 3.000 may apply for "Admission under Exception" which is reviewed by the program director and dean;
- Two or more letters of recommendation from appropriate persons who have knowledge of the applicant's character and ability to work with children or youth. (References from friends or relatives are not appropriate);
- A writing sample that indicates graduate-level ability; and
- An interview with the appropriate program director or Admissions chair.

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

Transfer of Credits

Up to six (6) units of approved post-baccalaureate coursework aligned with the course of study below, and unused for a previous Master's degree, may be transferred from other institutions toward this degree. Candidates desiring to transfer coursework must petition this through their advisor during the first semester of enrollment.

The Master of Arts degrees are considered advanced degrees beyond preliminary teacher credential coursework, signified by GED/GEL course numbers.

Required Courses

Code	Title	Units
Core Courses		
GED 6041	Culturally Inclusive Environments: Instruction and Advocacy	3
GED 6062	Counseling Theory and Techniques	3
GED 6066	Foundations of Counseling and Advising in Higher Education	3
GED 6069	Research and Evaluation of College Student Success	3
GED 6070	Applied Psychology of Learning	3
GED 6071 (A,B)	Research, Field Studies, and Practicum in College Counseling and Student Development	2
GED 6071S	Seminar in College Counseling and Student Development	1
GED 6072	Philosophy in Education	3
GED 6074	Emergent Adult Development Theory	3
GED 6076	Higher Education Leadership in Student Development	3
GED 6081	Educational Measurement and Evaluation	3
Finishing Courses		
GED 6094	Action Research Project	3
GED 6095	Action Research Project and Presentation	3
Total Units		36

Graduation Requirements

In order to earn and receive a Master of Arts in Higher Education degree, a student must satisfy all of the following:

1. A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
2. Satisfactory completion of the prescribed course of study with a cumulative grade point average of 3.000 or higher;
3. Completion of the approved graduate program consisting of a minimum of 36 units;
4. A recommendation from the credential analyst and director of the branch campus;
5. All accounts paid in full; and
6. All requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.

Higher Education, M.S.

The Master of Science in Higher Education is an advanced academic degree that builds upon an appropriate undergraduate foundation. A total of 36 semester units are required to complete this program. The curriculum for this degree links theory to practice for those who desire to work in a higher education setting.

Program Learning Outcomes

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

Equip

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

Transform

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

Empower

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

Program Eligibility for the Master of Science in Higher Education

- A cumulative undergraduate grade point average of 3.000 is required to be admitted in the M.S. in Higher Education. Candidates with a cumulative grade point average less than 3.000 may apply for "Admission under Exception" which is reviewed by the program director and dean;
- Two or more letters of recommendation from appropriate persons who have knowledge of the applicant's character and ability to work with young adults. (References from friends or relatives are not appropriate);
- A writing sample that indicates graduate-level ability; and
- An interview with the appropriate program director or Admissions chair.

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

Transfer of Credits

Up to six (6) units of approved post-baccalaureate coursework aligned with the course of study below, and unused for a previous Master's degree, may be transferred from other institutions toward this degree. Candidates desiring to transfer coursework must petition this through their advisor during the first semester of enrollment.

The Master of Science degrees are considered advanced degrees beyond preliminary teacher credential coursework, signified by GED/GEL course numbers.

Required Courses

Code	Title	Units
Core Courses		
GED 6041	Culturally Inclusive Environments: Instruction and Advocacy	3
GED 6062	Counseling Theory and Techniques	3
GED 6066	Foundations of Counseling and Advising in Higher Education	3
GED 6069	Research and Evaluation of College Student Success	3
GED 6070	Applied Psychology of Learning	3
GED 6071 (A,B)	Research, Field Studies, and Practicum in College Counseling and Student Development	2
GED 6071S	Seminar in College Counseling and Student Development	1
GED 6072	Philosophy in Education	3
GED 6074	Emergent Adult Development Theory	3
GED 6076	Higher Education Leadership in Student Development	3
GED 6081	Educational Measurement and Evaluation	3
Finishing Courses		
GED 6098	Master of Science Thesis Design	3
GED 6099	Master of Science Thesis	3
Total Units		36

Graduation Requirements

In order to earn and receive a Master of Science in Higher Education degree, a student must satisfy all of the following:

1. A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
2. Satisfactory completion of the prescribed course of study with a cumulative grade point average of 3.000 or higher;
3. Completion of the approved graduate program consisting of a minimum of 36 units;
4. A recommendation from the credential analyst and director of the regional center;
5. All accounts paid in full; and
6. All requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.

School Counseling, M.A.

The Master of Arts degree in School Counseling is an advanced academic degree that builds upon an appropriate undergraduate foundation. A total of 39 semester units are required to complete this program. The curriculum for each of the specializations in this degree links theory to practice for teachers, counselors, principals, and those in educational roles outside of the K-12 setting.

Program Learning Outcomes

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

Equip

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

Transform

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

Empower

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

Program Eligibility for the Master of Arts in School Counseling

- Proof of completion of the California Basic Educational Skills Test (CBEST) or equivalent accredited by the California Commission on Teacher Credentialing (CTC). (Not required for entrance into the PPS program.) Candidates seeking a Master's degree that does not include an approved CTC credential are not required to take the CBEST or equivalent exam;
- A cumulative undergraduate grade point average of 3.000 is required to be admitted in the M.A. in Education or a stand-alone credential or added authorization housed within the M.A. in Education degree program. Candidates with a cumulative grade point average less than 3.000 may apply for "Admission under Exception" which is reviewed by the program director and dean;
- Two or more letters of recommendation from appropriate persons who have knowledge of the applicant's character and ability to work with children or youth. (References from friends or relatives are not appropriate);
- A writing sample that indicates graduate-level ability; and
- An interview with the appropriate program director or Admissions chair.

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

Transfer of Credits

Up to six (6) units of approved post-baccalaureate coursework aligned with the course of study below, and unused for a previous Master's degree, may be transferred from other institutions toward this degree. Candidates desiring to transfer coursework must petition this through their advisor during the first semester of enrollment.

The Master of Arts degrees are considered advanced degrees beyond preliminary teacher credential coursework, signified by GED/GEL course numbers.

Required Courses

Code	Title	Units
Core Courses		
GED 6051	Foundations of School Counseling: Professionalism, Ethics, and Legal Mandates	3
GED 6052	School Counseling and Academic Development	3
GED 6053	The School Counselor's Role in Student College and Career Development	3
GED 6054	The School Counselor's Role in Social and Emotional Development	3
GED 6055	Growth, Development, and Learning Support	3
GED 6057	Leadership and Advocacy in Social Justice, Equity, and Access	3
GED 6058	Program Development: Research, Program Evaluation, and Technology	3
GED 6062	Counseling Theory and Techniques	3
GED 6072	Philosophy in Education	3
GED 6075	Family Systems	3
GED 6081	Educational Measurement and Evaluation	3
Finishing Courses		
GED 6094	Action Research Project	3
GED 6095	Action Research Project and Presentation	3
Total Units		39

Graduation Requirements

In order to earn and receive a Master of Arts in School Counseling degree, a student must satisfy all of the following:

- A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
- Satisfactory completion of the prescribed course of study with a cumulative grade point average of 3.000 or higher;
- Completion of the approved graduate program consisting of a minimum of 36 units;
- A recommendation from the credential analyst and director of the branch campus;
- All accounts paid in full; and
- All requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.

School Counseling, M.A. (with PPS Credential)

The Master of Arts degree in School Counseling with PPS Credential is an advanced academic degree that builds upon an appropriate

undergraduate foundation. A total of 50 semester units are required to complete this program. The curriculum for each of the specializations in this degree links theory to practice for teachers, counselors, principals, and those in educational roles outside of the K-12 setting.

Program Learning Outcomes

Candidates who complete the Master of Arts in School Counseling with PPS Credential program will be able to:

Equip

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

Transform

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

Empower

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

Program Eligibility for the Master of Arts in School Counseling with PPS Credential

- Proof of completion of the California Basic Educational Skills Test (CBEST) or equivalent accredited by the California Commission on Teacher Credentialing (CTC). (Not required for entrance into the PPS program.) Candidates seeking a Master's degree that does not include an approved CTC credential are not required to take the CBEST or equivalent exam;
- A cumulative undergraduate grade point average of 3.000 is required to be admitted in the M.A. in Education or a stand-alone credential or added authorization housed within the M.A. in Education degree program. Candidates with a cumulative grade point average less than 3.000 may apply for "Admission under Exception" which is reviewed by the program director and dean;
- Two or more letters of recommendation from appropriate persons who have knowledge of the applicant's character and ability to work with children or youth. (References from friends or relatives are not appropriate);
- A writing sample that indicates graduate-level ability; and
- An interview with the appropriate program director or Admissions chair.

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

Transfer of Credits

Up to six (6) units of approved post-baccalaureate coursework aligned with the course of study below, and unused for a previous Master's degree, may be transferred from other institutions toward this degree. Candidates desiring to transfer coursework must petition this through their advisor during the first semester of enrollment.

The Master of Arts degrees are considered advanced degrees beyond preliminary teacher credential coursework, signified by GED/GEL course numbers.

Required Courses

Code	Title	Units
Core Courses		
GED 6051	Foundations of School Counseling: Professionalism, Ethics, and Legal Mandates	3
GED 6052	School Counseling and Academic Development	3
GED 6053	The School Counselor's Role in Student College and Career Development	3
GED 6054	The School Counselor's Role in Social and Emotional Development	3
GED 6055	Growth, Development, and Learning Support	3
GED 6057	Leadership and Advocacy in Social Justice, Equity, and Access	3
GED 6058	Program Development: Research, Program Evaluation, and Technology	3
GED 6062	Counseling Theory and Techniques	3
GED 6072	Philosophy in Education	3
GED 6075	Family Systems	3
GED 6081	Educational Measurement and Evaluation	3
GED 6187P	School Counseling Practica	1
GED 6187S1	School Counseling Fieldwork Seminar I	1
GED 6187S2	School Counseling Fieldwork Seminar II	1
GED 6188F1	School Counseling Fieldwork Placement I	4
GED 6188F2	School Counseling Fieldwork Placement II	4
Finishing Courses		
GED 6094	Action Research Project	3
GED 6095	Action Research Project and Presentation	3
Total Units		50

Graduation Requirements

In order to earn and receive a Master of Arts in School Counseling with PPS Credential degree, a student must satisfy all of the following:

- A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
- Satisfactory completion of the prescribed course of study with a cumulative grade point average of 3.000 or higher;
- Completion of the approved graduate program consisting of a minimum of 36 units;
- A recommendation from the credential analyst and director of the branch campus;
- All accounts paid in full; and
- All requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.

School Counseling, M.S.

The Master of Science in School Counseling is an advanced academic degree that builds upon an appropriate undergraduate foundation. A total of 50 semester units are required to complete this program. The

curriculum for each of the specializations in this degree links theory to practice for preparation to be a school counselor.

Program Learning Outcomes

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

Equip

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

Transform

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

Empower

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

Program Eligibility for the Master of Science in School Counseling

- Proof of completion of the basic skills requirement as outlined by the California Commission on Teacher Credentialing (CTC).
- A cumulative undergraduate grade point average of 3.000 is required to be admitted in the MS program. Applicants with a cumulative grade point average less than 3.000 may apply for "Admission under Exception" which is reviewed by the program director and dean;
- Two or more letters of recommendation from appropriate persons who have knowledge of the applicant's character and ability to work with children or youth (references from friends or relatives are not appropriate);
- A writing sample that indicates graduate-level ability; and
- An interview with the appropriate program director or Admissions chair.

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

Transfer of Credits

Up to six (6) units of approved post-baccalaureate coursework aligned with the course of study below, and unused for a previous Master's degree, may be transferred from other institutions toward this degree. Candidates desiring to transfer coursework must petition this through their advisor during the first semester of enrollment.

The Master of Science degrees are considered advanced degrees beyond preliminary teacher credential coursework, signified by GED/GEL course numbers. Prior coursework taken toward a preliminary teaching credential cannot be used as credit toward a PLNU Master's degree.

Required Courses

Code	Title	Units
Core Courses		
GED 6051	Foundations of School Counseling: Professionalism, Ethics, and Legal Mandates	3
GED 6052	School Counseling and Academic Development	3
GED 6053	The School Counselor's Role in Student College and Career Development	3
GED 6054	The School Counselor's Role in Social and Emotional Development	3
GED 6055	Growth, Development, and Learning Support	3
GED 6057	Leadership and Advocacy in Social Justice, Equity, and Access	3
GED 6058	Program Development: Research, Program Evaluation, and Technology	3
GED 6062	Counseling Theory and Techniques	3
GED 6072	Philosophy in Education	3
GED 6075	Family Systems	3
GED 6081	Educational Measurement and Evaluation	3
GED 6187P	School Counseling Practica	1
GED 6187S1	School Counseling Fieldwork Seminar I	1
GED 6187S2	School Counseling Fieldwork Seminar II	1
GED 6188F1	School Counseling Fieldwork Placement I	4
GED 6188F2	School Counseling Fieldwork Placement II	4
Finishing Courses		
GED 6098	Master of Science Thesis Design	3
GED 6099	Master of Science Thesis	3
Total Units		50

Graduation Requirements

In order to earn and receive a Master Science in School Counseling degree, a student must satisfy all of the following:

- A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
- Satisfactory completion of the prescribed course of study with a cumulative grade point average of 3.000 or higher;
- Completion of the approved graduate program consisting of a minimum of 50 units;
- A recommendation from the credential analyst and director of the regional center;
- All accounts paid in full; and
- All requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.

Special Education, M.A.

Program Description

The Master of Arts degree in Special Education is an advanced academic degree. One of the following Added Authorizations is included within the degree: Adapted Physical Education (APE), Autism Spectrum Disorder (ASD), Early Childhood Special Education (ECSE), Emotional Disturbance (ED), Other Health Impairment (OHI), Orthopedic Impairment (OI), and/or Traumatic Brain Injury (TBI). A total of 36 semester units are required

for the degree. The curriculum provides a deeper specialization in contemporary issues in the field of special education.

Program Learning Outcomes

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

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

Equip

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

Transform

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

Empower

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

Program Eligibility to the Master of Arts in Special Education

- Education and Grade-Point Average: Candidates must have completed a baccalaureate or higher degree from a regionally accredited college or university. A cumulative undergraduate grade point average of 3.000 is required to be admitted into the Master of Arts in Special Education or a stand-alone credential or added authorization housed within the M.A. in Special Education degree program. Candidates with a cumulative grade point average less than 3.000 may apply for "Admission under Exception;"
- Two or more letters of recommendation from appropriate persons who have the knowledge of the applicant's character and ability to work with children or youth. (References from friends or relatives are not appropriate.);
- An interview with the appropriate program director or Admissions chair at a branch campus.

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

Code	Title	Units
Core Courses		
GED 6022	Advanced Special Education Assessment and Analysis of Behavior	3
GED 6029	Using Technology to Enhance Teaching and Learning	3

GED 6041	Culturally Inclusive Environments: Instruction and Advocacy	3
GED 6050	Universal Access: Equity for All Students	3
GED 6056	Shared Leadership, Legislation, and Due Process	2
GED 6072	Philosophy in Education	3
GED 6081	Educational Measurement and Evaluation	3
GED 6096	Advanced Research-Based Literacy Instruction for All Students	3
GED 6097	Advanced Literacy Assessment, Instruction, and Intervention for All Students	3
Choose one (1) course from the following:		4
APE 6057	Adapted Physical Education Methods and Inclusive Strategies ¹	
SPE 6051	Methods of Teaching Students with Emotional and Behavioral Disorders	
SPE 6053	Methods of Teaching Students with Traumatic Brain Injury	
SPE 6054	Methods of Teaching Students with Other Health Impairments	
SPE 6060	Methods of Teaching Students with Orthopedic Impairments	
SPE 6061	Early Childhood Special Education Curriculum and Services	

Finishing Courses

GED 6094	Action Research Project	3
GED 6095	Action Research Project and Presentation	3

Total Units **36**

¹ APE 6057 requires additional fieldwork units.

Added Authorizations in Special Education

- Adapted Physical Education (APE) Added Authorization (p. 75)
- Autism Spectrum Disorders (ASD) Added Authorization (p. 75)
- Early Childhood Special Education (ECSE) Added Authorization (p. 75)
- Emotional and Behavior Disorders (ED) Added Authorization (p. 75)
- Orthopedic Impairments (OI) Added Authorization (p. 75)
- Other Health Impairment (OHI) Added Authorization (p. 76)
- Reading and Literacy Added Authorization (p. 76)
- Traumatic Brain Injury (TBI) Added Authorization (p. 76)

Graduation Requirements

In order to earn and receive a Master of Arts in Special Education degree, a student must satisfy all of the following:

- A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
- Satisfactory completion of the prescribed course of study with a cumulative grade-point average of 3.000 or higher and no grade lower than a C in any course;
- Completion of the approved graduate program consisting of a minimum of 36 units;

4. Recommendation from the credential analyst and director of the Regional Center;
5. Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee; and
6. All requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.

The Master of Arts in Special Education builds on the foundation of the Preliminary Education Specialist credential and the Council for Exceptional Children’s Professional Standards. Candidates develop advanced level knowledge, skills, and dispositions aligned with professional standards and directly apply research-based theory and “best practices” as they teach students with special needs in their own classrooms.

Up to six (6) units of post-baccalaureate coursework aligned with the course of study below may be transferred from other institutions toward this degree. Candidates seeking transfer credit should make this request during the first semester of enrollment. Candidates who completed their preliminary Education Specialist, Mild/Moderate credentials through PLNU may apply up to 12 units of this coursework toward the MA in Special Education. Candidates who completed their preliminary Education Specialist, Moderate/Severe credentials through PLNU may apply up to 12 units of this coursework toward the MA in Special Education. Candidates who completed both their preliminary Education Specialist, Mild/Moderate and Moderate/Severe credentials through PLNU may apply up to 15 units of this coursework toward the MA in Special Education.

Special Education, M.S.

The Master of Science degree in Special Education is an advanced academic degree. One of the following Added Authorizations is included within the degree: Adapted Physical Education (APE), Early Childhood Special Education (ECSE), Emotional Disturbance (ED), Orthopedic Impairment (OI), Other Health Impaired (OHI), and/or Traumatic Brain Injury (TBI). A total of 36 semester units are required for the degree. The curriculum provides a deeper specialization in contemporary issues in the field of special education.

Program Learning Outcomes

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

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

Equip

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

Transform

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

Empower

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

Program Eligibility to the Master of Science in Special Education

- Proof of a valid California initial credential
- A cumulative undergraduate grade point average of 3.000 is required to be admitted in the MS in Special Education to the degree or the stand-alone credential. Applicants with a cumulative grade point average less than 3.000 may apply for “Admission under Exception” which is reviewed by the program director and dean;
- Two or more letters of recommendation from appropriate persons who have knowledge of the applicant’s character and ability to work with children or youth (references from friends or relatives are not appropriate);
- A writing sample that indicates graduate-level ability; and
- An interview with the appropriate program director or Admissions chair.

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

Transfer of Credits

Up to six (6) units of post-baccalaureate coursework aligned with the course of study below may be transferred from other institutions toward this degree. Candidates seeking transfer credit should make this request during the first semester of enrollment.

Required Courses

Code	Title	Units
Core Courses		
GED 6022	Advanced Special Education Assessment and Analysis of Behavior	3
GED 6029	Using Technology to Enhance Teaching and Learning	3
GED 6041	Culturally Inclusive Environments: Instruction and Advocacy	3
GED 6050	Universal Access: Equity for All Students	3
GED 6056	Shared Leadership, Legislation, and Due Process	2
GED 6072	Philosophy in Education	3
GED 6081	Educational Measurement and Evaluation	3
GED 6096	Advanced Research-Based Literacy Instruction for All Students	3
GED 6097	Advanced Literacy Assessment, Instruction, and Intervention for All Students	3
Choose one (1) course from the following:		4
APE 6057	Adapted Physical Education Methods and Inclusive Strategies ¹	
SPE 6051	Methods of Teaching Students with Emotional and Behavioral Disorders	

SPE 6053	Methods of Teaching Students with Traumatic Brain Injury	
SPE 6054	Methods of Teaching Students with Other Health Impairments	
SPE 6060	Methods of Teaching Students with Orthopedic Impairments	
SPE 6061	Early Childhood Special Education Curriculum and Services	
Finishing Courses		
GED 6098	Master of Science Thesis Design	3
GED 6099	Master of Science Thesis	3
Total Units		36

¹ APE 6057 requires additional fieldwork units.

Added Authorizations in Special Education

- Adapted Physical Education (APE) Added Authorization (p. 75)
- Autism Spectrum Disorders (ASD) Added Authorization (p. 75)
- Early Childhood Special Education (ECSE) Added Authorization (p. 75)
- Emotional and Behavior Disorders (ED) Added Authorization (p. 75)
- Orthopedic Impairments (OI) Added Authorization (p. 75)
- Other Health Impairment (OHI) Added Authorization (p. 76)
- Reading and Literacy Added Authorization (p. 76)
- Traumatic Brain Injury (TBI) Added Authorization (p. 76)

Graduation Requirements

In order to earn and receive a Master of Science in Special Education degree, a student must satisfy all of the following:

1. A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
2. Satisfactory completion of the prescribed course of study with a cumulative grade-point average of 3.000 or higher and no grade lower than a C in any course;
3. Completion of the approved graduate program consisting of a minimum of 36 units;
4. Recommendation from the credential analyst and director of the Regional Center;
5. Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee; and
6. All requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.

Teaching, Preliminary Teaching Credentials, M.A.

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

- **Multiple Subject** - Teaching credential program designed for candidates seeking to teach at the elementary grade levels or in P - Adult self-contained, general education classrooms.
- **Single Subject** - Teaching credential program designed for candidates seeking to teach at the junior high, middle school, or high school levels or in a departmentalized setting serving grades P - Adult.
- **Dual Educational Specialist Support Needs Credentials¹**
 - **Mild/Moderate Support Needs** - The Preliminary **Mild to Moderate Support Needs Education Specialist Instruction Credential (MMSN)** authorizes instruction of students with mild to moderate support needs with a primary disability of
 - Autism Spectrum Disorder,
 - Emotional Disturbance,
 - Intellectual Disability,
 - Multiple Disabilities,
 - Orthopedic Impairment,
 - Other Health Impairment (e.g. Attention Deficit Disorder),
 - Specific Learning Disability, or
 - Traumatic Brain Injury.
 - **Extensive Support Needs** - The Preliminary **Extensive Support Needs Education Specialist Instruction Credential (ESN)** authorizes instruction of students with extensive support needs with a primary disability of
 - Autism Spectrum Disorder,
 - Deaf-Blindness,
 - Emotional Disturbance,
 - Intellectual Disability,
 - Multiple Disabilities,
 - Orthopedic Impairment,
 - Other Health Impairment (e.g. Attention Deficit Disorder),
 - Specific Learning Disability, or
 - Traumatic Brain Injury.

¹ The MMSN and ESN credentials are offered in a dual credential format only. Completing credential courses does not guarantee the California Commission on Teacher Credentialing (CTC) will issue a credential. If any requirements for a preliminary credential are altered by the CTC during the candidate's program, the candidate will be held responsible for those requirements in accordance with regulations designated by this accrediting agency.

The M.A.T. is offered in two (2) phases to candidates who hold a Bachelor's degree:

1. Phase I consists of 23-29 units of coursework and 10 units of clinical practice (student teaching) culminating in a preliminary teaching credential (33-48 units). The candidate is not required to finish Phase II of the M.A.T. degree in order to earn the preliminary credential.
2. Phase II usually takes place after a candidate has obtained the preliminary credential and has obtained a first teaching position. Phase II consists of 7-13 units, depending on the program, for a total of 46-48 units.

Program Learning Outcomes

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

Equip

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

Transform

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

Empower

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

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

- Proof of passage of the California Basic Educational Skills Test (CBEST) or another form of Basic Skills Testing as approved by the California Commission on Teacher Credentialing (CTC).
- Proof of registration for the California Subject Examination for Teachers (CSET) test.
- Education and Grade-Point Average: Teacher candidates must have completed a baccalaureate or higher degree from a regionally accredited college or university. A cumulative undergraduate grade point average of 3.000 is required in order to be admitted into the M.A.T. or credential(s) housed within the degree program. Candidates with a cumulative grade point average lower than 3.000 may apply for "Admission under Exception".
- Two or more letters of recommendation from appropriate persons who have the knowledge of the applicant's character and ability to work with children or youth. (References from friends or relatives are not appropriate);
- An interview with the appropriate program director or Admissions chair.

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

Code	Title	Units
Common Courses Required of all Multiple, Single, and Special Education Preliminary Credentials		
EDU 6000	Foundations of Education and Learning Theory	3
EDU 6001	Language Acquisition and Diverse Populations ¹	3
EDU 6002	Foundations of Special Education ¹	3
EDU 6003	Classroom Assessment and Research Practices	3
EDU 6017 (A,B,C,D)	Teaching and Learning Capstone: Contemporary Issues in the Vocation of Education	1
Preliminary Credentials		
Select one (1) from the following:		19-37

Multiple Subject (p. 65)

Single Subject (p. 66)

Education Specialist Mild Moderate & Extensive (p. 67)

Total Units 32-50

¹ Course requires 20 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.

Total Common Courses Required for all Preliminary Credentials: 13 Units

Teacher Education candidates who have completed 14 units of the Education coursework at Point Loma Nazarene University required for their bachelor's degree may complete the remainder of the teaching credential within the Master of Arts in Teaching degree, requiring the addition of the Reading and Literacy Added Authorization nine (9) units and six (6) elective units to complete the M.A.T. degree.

Preliminary Multiple Subject Teaching Credential and Intern Program

A Multiple Subject Teaching Credential enables a candidate to teach in a self-contained (P-Adult) classroom in California. Candidates receive coursework in educational research and theory as well as methodology in reading, language arts, and mathematics. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

Candidates for the Multiple Subject credential must complete the 13 units listed above under Common Courses.

Program Learning Outcomes

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

Equip

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

Transform

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

Empower

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

Multiple Subject Specific Courses

Code	Title	Units
EDU 6010	Methods of Teaching Reading and Writing ¹	3
EDU 6011	Interdisciplinary Approaches to Teaching in the Content Areas	3

EDU 6012	Differentiated Mathematics Instruction for All Learners ²	3
Total Units		9

¹ Course requires 20 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of literacy under the direction of a cooperating teacher.

² Course requires 20 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive school setting.

Clinical Practice

Clinical Practice is the culminating experience in which candidates work full time in classrooms under the guidance of cooperating teachers in public or private schools assigned by the field experience coordinator at the branch campus.

Traditional Candidates take:

Code	Title	Units
EDU 6030	Elementary Clinical Practice I (CalTPA Cycle 1)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 6034	Elementary Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP2	Clinical Practice Seminar II	1
Total Units		10

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

Code	Title	Units
EDU 6048	Intern Support Seminar (Each Quad, Up to six (6) times)	3
EDU 6032	Intern Elementary Clinical Practice I (CalTPA Cycle 1)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 6036	Intern Elementary Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP2	Clinical Practice Seminar II	1
Total Units		13

Total Multiple Subject Clinical Practice Courses: 10+ Units

Total Units Required for M.A.T. Phase I for Multiple Subject Candidates: 33 Units + Up to 18 additional units for Interns

Preliminary Single Subject Teaching Credential and Intern Program

Individuals who plan to teach at the secondary level pursue the Single Subject credential in an approved discipline of their choice. A Single Subject credential enables a candidate to teach in a departmentalized (P-Adult) classroom. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

Candidates for the Single Subject credential must complete the 13 units listed above under Common Courses.

Program Learning Outcomes

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

Equip

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

Transform

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

Empower

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

Single Subject Specific Courses

The Single Subject Content Methods courses (EDU 6022-EDU 6029) consist of 15 hours of assigned coursework and 30 hours with a subject-specific mentor. Candidates should contact their program advisor about dates for these courses.

Code	Title	Units
EDU 6020	Literacy Instruction for Secondary Teachers	3
EDU 6021	General Methods for Secondary Teachers	3
Choose one (1) of the content-specific pedagogy courses:		
EDU 6022	Methods of Teaching Secondary Language Arts	3
EDU 6023	Methods of Teaching Secondary Mathematics	3
EDU 6024	Methods of Teaching Secondary Science	3
EDU 6025	Methods of Teaching Secondary Social Science	3
EDU 6026	Methods of Teaching Secondary Foreign Language	3
EDU 6027	Methods of Teaching Secondary Visual Arts	3
EDU 6028	Methods of Teaching Secondary Physical Education	3
EDU 6029	Content-Specific Pedagogy for Secondary Teachers ¹	3

Total Units **9**

¹ EDU 6029 is offered for content areas that are not listed in EDU 6022-EDU 6028 (i.e., Business, Music, Agriculture, and Home Economics).

Clinical Practice

Traditional Candidates take:

Code	Title	Units
EDU 6040	Secondary Clinical Practice I (CalTPA Cycle 1)	4
EDU 60CP1	Clinical Practice Seminar I	1

EDU 6044	Secondary Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP2	Clinical Practice Seminar II	1
Total Units		10

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

Code	Title	Units
EDU 6048	Intern Support Seminar (Each Quad, Up to six (6) times)	3
EDU 6042	Intern Secondary Clinical Practice I (CalTPA Cycle 1)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 6046	Intern Secondary Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP2	Clinical Practice Seminar II	1
Total Units		13

Total Single Subject Clinical Practice Courses: 10+ Units

Total Units Required for M.A.T. Phase I for Single Subject Candidates: 33 Units +Up to 18 additional units for Interns

Preliminary Mild Moderate & Extensive Support Needs Education Specialist Instruction Credentials and Intern Dual Program

The program prepares individuals seeking teacher certification to work with students who have **Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN)**. The foundation for the duality of the program is the assumption that educational services and supports for students with disabilities should be implemented in the least restrictive environment; and the goal of those services and supports is to teach skills and arrange educational and social settings to increase the students' ability to participate fully in school, home, and community environments including students with learning disabilities, English language learners with language/learning disabilities, Autism Spectrum Disorder, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment (e.g. Attention Deficit Disorder), Specific Learning Disability, or Traumatic Brain Injury. The program also provides instruction and field experiences in multidisciplinary data decision making, classroom and environment structure, case management, self-determination, student centered planning, assessment, IEP and ITP planning, instructional programming, behavior management, and collaboration and co-teaching among general and special educators. Credential candidates learn to develop close relationships with students and apply specialized supports in numerous educational settings.

The program uses research-based curricula and pedagogy to prepare highly qualified teachers using research-based curricula and pedagogy to provide quality educational services to students from culturally and linguistically diverse backgrounds.

In addition, a three-semester sequence of supervised fieldwork ensures that teacher candidates are able to apply the knowledge and skills acquired through course content and assignments to the instruction of students with extensive support needs in urban school settings.

Candidates for the Dual Preliminary Mild Moderate & Extensive Support Needs Preliminary credential must complete the 13 units listed above under Common Courses.

Program Learning Outcomes

Candidates who complete the Master of Arts in Teaching (Ed. Specialist Dual) program will be able to:

Equip

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

Transform

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

Empower

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

Dual Mild Moderate and Extensive Support Needs Courses

Code	Title	Units
EDU 6010	Methods of Teaching Reading and Writing ¹	3
EDU 6061	Supportive Environments and Plans for Students with Exceptionalities ¹	3
EDU 6062	Assessments and Case Management ¹	3
EDU 6063	Self-Determination and Partnerships: Keys to Successful Transitions ¹	3
EDU 6064	Multidisciplinary Collaboration and IEP Development ¹	3
EDU 6065	Social Emotional, Communicative Strategies and Behavior Supports ¹	3
EDU 6066	High Leverage Practices for Inclusive Environments ¹	3
Choose one (1) course from the following:		3
EDU 6012	Differentiated Mathematics Instruction for All Learners	
EDU 6021	General Methods for Secondary Teachers ²	
Total Units		24

¹ Courses require 200 clock hours of participation in classrooms with specific course designed instruction in culturally diverse and inclusive school settings. Candidates work with a small group in the area of specialized activities under the direction of a cooperating teacher and university supervisor.

² Course requires 20 clock hours of observation and participation specific to content area teaching strategies in a culturally diverse and inclusive school setting.

Traditional Candidates take:

Code	Title	Units
EDU 6070M	Special Education Mild-Moderate Clinical Practice I (CalTPA Cycle 1)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 6074M	Special Education Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP2	Clinical Practice Seminar II	1
Total Units		10

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

Code	Title	Units
EDU 6048	Intern Support Seminar (Each Quad, Up to six (6) times)	3
EDU 6072M	Intern Ed. Specialist Support Needs Clinical Practice I (CalTPA Cycle 1)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 6076M	Intern Ed. Specialist Support Needs Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP2	Clinical Practice Seminar II	1
Total Units		13

Total: 12+ Units

Total Units Required for M.A.T. Phase I for Mild Moderate and Extensive Dual Support Candidates: 39 Units+Up to 18 additional units for Interns

The California Teaching Performance Assessments (CalTPA)

The School of Education implements the CalTPA as one of several measures to assess candidate proficiency and the preliminary credential program effectiveness for all preliminary credential programs. The CTC requires that all credential candidates pass the Teaching Performance Assessment before applying for a teaching credential as defined in Standard 19 of the 2042 credential document.

Information about TPA

All preliminary teacher candidates at Point Loma Nazarene University in Multiple Subject, Single Subject, and Special Education programs are required to participate in the CalTPA program.

The CalTPA process is an integrated part of the clinical practice experience.

All candidates are required to follow the calendar and deadlines of the CalTPA process and must receive an acceptable score on both Cycle 1 and Cycle 2 to be recommended for a teaching credential.

The Teacher Education Assessment Fee includes all assessment services except a second attempt of the Cycles.

The content of the two cycles will be introduced and practiced throughout the preliminary credential course of study following an intentional course sequence.

Teacher Performance Assessments

Every teaching credential candidate in the School of Education at PLNU must attempt and receive an acceptable score on the California Teaching Performance Assessment (CalTPA) in order to be recommended to the CCTC for a preliminary teaching credential. This requirement includes teacher candidates in Multiple Subject, Single Subject, and both Special Education credentials (Mild/Moderate and Moderate/Severe).

This requirement began with the passage of SB2042 in 1998, which mandates that candidates must successfully pass an assessment of their performance with respect to the Teaching Performance Expectations (TPEs). PLNU employs an assessment model that is comprised of Cycle 1 (Instruction) and Cycle 2 (Assessment, Unit of Instruction and Technology).

Candidates who are not successful on their first attempts on either Cycle must enroll in GED 6091 for one (1) unit to re-mediate and re-submit the failed Cycle a second time (up to once for each Cycle). There is no allowance for a third attempt on the TPA.

Candidates will receive direct instruction about each cycle within their courses.

Title II Information

According to federal regulations, all accredited departments, schools, and colleges of education are required to report information regarding their candidates' passing rates on examinations. A summary of the passage rates may be found on the PLNU web site at www.pointloma.edu/education (<http://www.pointloma.edu/education/>)

M.A.T. Phase II Finishing Courses

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

Multiple and Single Subject Candidates

The courses listed below are the final thirteen (13) units or sixteen (16) to complete the M.A.T. degree, for a total of 46 or 49 semester units.

Code	Title	Units
Core Course		
GED 6072	Philosophy in Education	3
Curriculum Course		
GED 6016	Curriculum Development, Innovation, and Evaluation	3
Diversity Course		
GED 6041	Culturally Inclusive Environments: Instruction and Advocacy	3
or GED 6068	Advanced Practice for English Learners	
Action Research		
GED 6094	Action Research Project	3
GED 6095	Action Research Project and Presentation	3
Total Units		15

OR

Code	Title	Units
Core Course		
GED 6072	Philosophy in Education	3
Reading and Literacy Coursework		
GED 6029	Using Technology to Enhance Teaching and Learning	3
GED 6096	Advanced Research-Based Literacy Instruction for All Students	3
GED 6097	Advanced Literacy Assessment, Instruction, and Intervention for All Students	3
Action Research		
GED 6094	Action Research Project	3
GED 6095	Action Research Project and Presentation	3
Total Units		18

Special Education - Mild/Moderate or Moderate/Severe

The courses listed below are the final seven (7) or sixteen (16) units to complete the M.A.T. degree in Special Education (for a total of 46 or 56 units).

Code	Title	Units
Core Course		
GED 6072	Philosophy in Education	3
Action Research		
GED 6094	Action Research Project	3
GED 6095	Action Research Project and Presentation	3
Total Units		9

Or

Code	Title	Units
Core Course		
GED 6072	Philosophy in Education	3
Reading and Literacy Coursework		
GED 6029	Using Technology to Enhance Teaching and Learning	3
GED 6096	Advanced Research-Based Literacy Instruction for All Students	3
GED 6097	Advanced Literacy Assessment, Instruction, and Intervention for All Students	3
Action Research		
GED 6094	Action Research Project	3
GED 6095	Action Research Project and Presentation	3
Total Units		18

Graduation Requirements

In order to earn and receive a Master of Arts in Teaching, Preliminary Teaching Credentials degree, a candidate must satisfy all of the following:

1. A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
2. Satisfactory completion of the prescribed course of study with a cumulative grade-point average of 3.000 or higher;
3. Completion of the approved graduate program consisting of a minimum of 46 units;

4. A recommendation from the credential analyst and director of the Branch Campus;
5. Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee; and
6. All requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.

Clear Administrative Services Credential

Program Description

The Clear Administrative Services Credential is a hybrid, individualized 8-unit induction program with embedded coaching that builds upon the preliminary administrative credential and prepares school administrators to establish and sustain a vital learning community that supports powerful teaching and learning for the success of all students. This is an **evidence-based program**. Candidates develop a plan for their graduate level coursework and fieldwork, building on the evidence of prior knowledge, skills, and dispositions that they bring into the program. This program is aligned with the California Professional Standards for Educational Leaders (CPSELs).

The Administrative Services Credential authorizes the holder to provide the following services in grades 12 and below, including preschool, and in classes organized primarily for adults:

- Develop, coordinate, and assess instructional programs.
- Evaluate certificated and classified personnel.
- Provide students' discipline, including but not limited to, suspension and expulsion.
- Provide certificated and classified employees discipline, including but not limited to, suspension, dismissal, and reinstatement.
- Supervise certificated and classified personnel.
- Manage school site, district, or county level fiscal services.
- Recruit, employ, and assign certificated and classified personnel.
- Develop, coordinate, and supervise student support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.

Prior to acceptance in the program, Professional Clear Induction Administrative Services Credential applicants must possess a valid Preliminary Administrative Services Credential. In addition, the applicant must be employed full-time in a position requiring an administrative credential. Statutory basis: Education Code Section 44270.

Program Learning Outcomes

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

Equip: Promote the success of all students by demonstrating an understanding of the greater political, social, economic, legal, and cultural context; responding to and influencing the greater political, social, economic, legal, and cultural context; and demonstrating the development of professional leadership capacity.

Transform: Promote the success of all students by responding to diverse community interests and needs; collaborating with families and community members; and modeling a personal code of ethics.

Empower: Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff development and growth; and ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Admission Requirements

Admission to the University

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

- Application;
- Two (2) letters of recommendation;
- Application fee;
- Official transcripts showing completion of a baccalaureate or higher-level degree from an institution that is accredited by a regional accrediting association;
- Overall university grade-point average (GPA) of 3.000 or better on a four-point scale - a cumulative GPA of 3.000 alone does not guarantee acceptance into the program;
- Proof of valid Preliminary Administrative Services Credential;
- Proof of employment as a school administrator as defined in Education Code Section 44270;
- An interview with the area Program Admissions Chair;
- Formal acceptance to PLNU as a student.

Program Admission Requirements

- Verification and Passage of the CBEST (credential students)
- Writing sample indicating graduate level writing ability. Writing sample should be in the form of an essay and respond to the following prompts:
 - Describe your professional career goals;
 - Describe the experiences that helped you determine these goals. You may want to include multi-cultural and professional experiences; and
 - Explain why you are applying to a Christian graduate program.
- Verification of experience (see above)
- Verification of teaching and/or administrative credentials held

Code	Title	Units
Required Courses		
GEL 7011	Educational Leadership: From the Inside Out	1
GEL 7012	Educational Leadership: Management of the Learning Environment	1
GEL 7013	Educational Leadership: Shaping a Culture of Teaching and Learning	1
GEL 7014	Educational Leadership: Family and Community Engagement	1
GEL 7015	Educational Leadership: Ethics and Integrity	1
GEL 7016	Educational Leadership: External Context and Policy	1
GEL 7017	Educational Leadership: Development and Implementation of a Shared Vision	1

GEL 7018	Educational Leadership: Capstone	1
Total Units		8

Preliminary Administrative Services Credential

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

Program Learning Outcomes

Candidates who complete the Preliminary Administrative Services Credential will be able to:

Equip

- Connect theory to practice and impact students learning in the P-12 learning environment.

Transform

- Apply real-world leadership skills in the field.

Empower

- Serve as leaders throughout the state of California.

Admission Requirements

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

- Application;
- Two (2) letters of recommendation;
- Application fee;
- Official transcripts showing completion of a baccalaureate or higher-level degree from an institution that is accredited by a regional accrediting association;
- Overall university grade-point average (GPA) of 3.000 or better on a four-point scale - a cumulative GPA of 3.000 alone does not guarantee acceptance into the program;
- Submission of CBEST or equivalence;
- An interview with the area Program Admissions Chair;
- Formal acceptance to PLNU as a student.

Code	Title	Units
Required Courses		
GEL 6003	Instructional Leadership (APA Cycle 3)	3
GEL 6003F	Fieldwork and Practicum for Instructional Leadership (CalTPA Cycle 3)	1
GEL 6004	Equitable and Socially Just School Communities	3
GEL 6004F	Fieldwork and Practicum for Equitable and Socially Just Communities	1

GEL 6005	Organizational and Systems Leadership	3
GEL 6005F	Fieldwork and Practicum for Organizational and Systems Leadership	1
GEL 6006	School Improvement Leadership (APA Cycle 1)	3
GEL 6006F	Fieldwork and Practicum for School Improvement Leadership (CalAPA Cycle 1)	1
GEL 6007	Professional Learning and Growth Leadership (APA Cycle 2)	3
GEL 6007F	Fieldwork and Practicum for Professional Learning and Growth Leadership (CalAPA Cycle 2)	1
GEL 6008	Ethical and Visionary Leadership	3
GEL 6008F	Fieldwork and Practicum for Ethical and Visionary Leadership	1
Total Units		24

The California Administrator Performance Assessments (CalAPA) Requirements

All candidates for the Preliminary Administrative Services Credential must complete all credential program requirements at an approved institution AND earn a minimum score from the California Commission on Teacher Credentialing (CTC) on each of the three (3) California Administrator Performance Assessments (CalAPA) before earning the preliminary administrative credential.

The CalAPA is structured around three (3) full leadership cycles with each of the three (3) cycles containing four distinct components: *Investigate, Plan, Act, and Reflect*. In each of these four steps, candidates must provide evidence of leadership practice according to specific requirements within the respective cycle. Acceptable evidence may be in a variety of forms, including video recordings and written narrative. Each of the major components of the three cycles are supported in PLNU coursework in order to prepare candidates to address the CalAPA.

Candidates pay an assessment fee to the university that includes this cost.

Intern Candidates

Candidates who have an intern contract with a school district must have completed six (6) units of administrative coursework and register for the following course each quad the candidate is serving as an intern.

- GEL 6048 - Administrative Intern Support Seminar

Preliminary Credentials

Completing credential courses does not guarantee the California Commission on Teacher Credentialing (CTC) will issue a credential. If any requirements for a preliminary credential are altered by the CTC during the candidate's program, the candidate will be held responsible for those requirements in accordance with regulations designated by this accrediting agency.

Preliminary Teaching Credentials

The School of Education offers a specially designed preliminary teaching credentials approved by the California Commission on Teacher Credentialing:

- **Multiple Subject** teaching credential program is designed for candidates seeking to teach at the elementary grade levels or in P - Adult self-contained, general education classrooms.
- **Single Subject** teaching credential program is designed for candidates seeking to teach at the junior high, middle school, or high school levels or in a departmentalized setting serving grades P - Adult.
- **Mild/Moderate** is one (1) of the two (2) Educational Specialist Preliminary teaching credentials. This authorization is related to services for individuals with a primary disability of specific learning disabilities, emotional disturbance, mild/moderate mental retardation, other health impairment, and autism spectrum disorders within the disability area.
- **Moderate/Severe** authorization is related to services for individuals with a primary disability for autism, moderate/severe disability, emotional disturbance, deaf-blind, and multiple disabilities.

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

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

Phase II usually takes place after a candidate has obtained the preliminary credential and has obtained a first teaching position. Phase II consists of 7-13 units, depending on the program, for a total of 46 units.

Program Learning Outcomes

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

Equip

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

Transform

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

Empower

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

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

- Proof of passage of the California Basic Educational Skills Test (CBEST) or another form of Basic Skills Testing as approved by the California Commission on Teacher Credentialing (CTC).
- Proof of registration for the CSET test.
- Education and Grade-Point Average: Teacher candidates must have completed a baccalaureate or higher degree from a regionally accredited college or university. A cumulative undergraduate grade point average of 3.000 is required in order to be admitted into the

M.A.T./credential program. Candidates with a cumulative grade point average lower than 3.000 may apply for "Admission under Exception."

- Two or more letters of recommendation from appropriate persons who have the knowledge of the applicant's character and ability to work with children or youth. (References from friends or relatives are not appropriate.)
- M.A.T. interview: All candidate must complete a personal interview with a program admissions chair.

Code	Title	Units
Common Courses Required of All Multiple, Single, and Special Education Preliminary Credentials		
EDU 6000	Foundations of Education and Learning Theory	3
EDU 6002	Foundations of Special Education ¹	3
EDU 6003	Classroom Assessment and Research Practices	3
EDU 6017 (A,B,C,D)	Teaching and Learning Capstone: Contemporary Issues in the Vocation of Education	2
Choose one (1) course from the following:		3
EDU 6001	Language Acquisition and Diverse Populations ¹	
EDU 6053	Principles of Language Acquisition for Students with Moderate/Severe Disabilities ²	
Preliminary Credentials		
Select one from the following:		10-28
Multiple Subject (p. 72)		
Single Subject (p. 72)		
Education Specialist (Mild/Moderate) (p.)		
Education Specialist (Moderate/Severe) (p. 74)		
Total Units		24-42

¹ Course requires 20 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.

² Course requires 20 clock hours of observation and participation specific to learners with moderate/severe disabilities in addition to culturally and linguistically diverse in a culturally diverse and inclusive school setting.

Teacher Education candidates who have completed fourteen (14) units of Education coursework at Point Loma Nazarene University required for their bachelor's degree may complete the remainder of the teaching credential within the Master of Arts in Teaching degree, requiring the addition of the Reading and Literacy Added Authorization nine (9) units and six (6) elective units to complete the M.A.T. degree.

Preliminary Multiple Subject Teaching Credential and Intern Program

A Multiple Subject Teaching Credential enables a candidate to teach in a self-contained (P-Adult) classroom in California. Candidates receive coursework in educational research and theory as well as methodology in reading, language arts, and mathematics. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

Candidates for the Multiple Subject credential must complete the 14 units listed in the Core Courses.

Multiple Subject Specific Courses

Code	Title	Units
EDU 6010	Methods of Teaching Reading and Writing ¹	3
EDU 6011	Interdisciplinary Approaches to Teaching in the Content Areas	3
EDU 6012	Differentiated Mathematics Instruction for All Learners ²	3
Total Units		9

¹ Course requires 20 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of literacy under the direction of a cooperating teacher.

² Course requires 20 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive school setting.

Clinical Practice for Multiple Subject

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

Traditional Candidates take:

Code	Title	Units
EDU 6030	Elementary Clinical Practice I (CaTPA Cycle 1)	4
EDU 6034	Elementary Clinical Practice II (CaTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1
Total Units		10

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

Code	Title	Units
EDU 6032	Intern Elementary Clinical Practice I (CaTPA Cycle 1)	4
EDU 6036	Intern Elementary Clinical Practice II (CaTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1
EDU 6048	Intern Support Seminar	3
Total Units		13

¹ Candidates who are under an intern contract with a school district take when not enrolled in Clinical Practice.

Total Multiple Subject Clinical Practice Courses: 10-28 Units

Total Courses Required for M.A.T. Phase I for Multiple Subject Candidates: 33 Units + Up to 18 additional units for interns

Preliminary Single Subject Teaching Credential and Intern Program

Candidates for the Single Subject credential must complete the 14 units listed above under Common Courses.

Code	Title	Units
EDU 6020	Literacy Instruction for Secondary Teachers ¹	3
EDU 6021	General Methods for Secondary Teachers ²	3
Choose one (1) of the content-specific pedagogy courses:		3
EDU 6022	Methods of Teaching Secondary Language Arts	
EDU 6023	Methods of Teaching Secondary Mathematics	
EDU 6024	Methods of Teaching Secondary Science	
EDU 6025	Methods of Teaching Secondary Social Science	
EDU 6026	Methods of Teaching Secondary Foreign Language	
EDU 6027	Methods of Teaching Secondary Visual Arts	
EDU 6028	Methods of Teaching Secondary Physical Education	
EDU 6029	Content-Specific Pedagogy for Secondary Teachers ³	
Total Units		9

¹ Course requires 20 clock hours of observation and participation specific to literacy instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of literacy under the direction of a cooperative teacher.

² Course requires 20 clock hours of observation and participation specific to content area teaching strategies in a culturally diverse and inclusive school setting.

³ EDU 6029 is offered for content areas that are not listed in EDU 6022-EDU 6028 (i.e. Business, Music, Agriculture, and Home Economics)

Traditional Mild Moderate Clinical Practice Candidates take:

Code	Title	Units
EDU 6070M	Special Education Mild-Moderate Clinical Practice I (CalTPA Cycle 1)	4
EDU 6074M	Special Education Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1
Total Units		10

Mild Moderate Intern Candidates who are under intern contract with a school district take:

Code	Title	Units
EDU 6072M	Intern Ed. Specialist Support Needs Clinical Practice I (CalTPA Cycle 1)	4
EDU 6076M	Intern Ed. Specialist Support Needs Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1
EDU 6048	Intern Support Seminar ¹	3
Total Units		13

¹ Candidates who are under an intern contract with a school district take when not enrolled in Clinical Practice.

Total: 10 - 28 units

Total Required for Preliminary Credential for Single Subject: 33 units

Preliminary Education Specialist (Mild/Moderate) Teaching Credential

Candidates for the Mild/Moderate Preliminary credential must complete the 14 units listed above under Common Courses in addition to the following:

Mild/Moderate Authorization Courses

Code	Title	Units
EDU 6010	Methods of Teaching Reading and Writing ¹	3
EDU 6050	Assessment and Services for Students with Disabilities	3
EDU 6051	Curricular and Instructional Adaptations for Students with Mild/Moderate Disabilities	3
EDU 6052	Collaboration and Consultation for IEP Implementation, Evaluation, and Program Involvement	3
Choose one (1) course from the following:		3
EDU 6012	Differentiated Mathematics Instruction for All Learners	
EDU 6021	General Methods for Secondary Teachers ²	
Total Units		15

¹ Course requires 20 clock hours of participation in a classroom specific to math instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of mathematics under the direction of a cooperating teacher.

² Course requires 20 clock hours of observation and participation specific to content area teaching strategies in a culturally diverse and inclusive school setting.

Moderate Severe Traditional Clinical Practice Candidates take:

Code	Title	Units
EDU 6070S	Special Education Moderate-Severe Clinical Practice I (CalTPA Cycle 1)	4
EDU 6074S	Moderate/Severe Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1
Total Units		10

Moderate Severe Intern Clinical Practice Candidates take:

Code	Title	Units
EDU 6072S	Intern Moderate/Severe Clinical Practice I (CalTPA Cycle 1)	4
EDU 6076S	Intern Moderate/Severe Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1
EDU 6048	Intern Support Seminar ¹	3
Total Units		13

¹ Candidates who are under an intern contract with a school district take when not enrolled in Clinical Practice.

Total: 10-28 units

Preliminary Education Specialist (Moderate/Severe) Teaching Credential

Candidates for the Moderate/Severe Preliminary credential must complete the 14 units listed above under Common Courses.

Code	Title	Units
Requirements		
EDU 6010	Methods of Teaching Reading and Writing	3
EDU 6050	Assessment and Services for Students with Disabilities	3
EDU 6052	Collaboration and Consultation for IEP Implementation, Evaluation, and Program Involvement	3
EDU 6054	Methods of Teaching Students with Moderate/Severe Disabilities	3
EDU 6055	Organization and Management for Success in the Moderate/Severe Classroom	3
Total Units		15

Total Moderate/Severe Authorization: 16 units

Students in the Moderate/Severe credential program take EDU 6053 while students in Multiple, Single and Mild/Moderate Credential programs take EDU 6010.

Notes:

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

Course requires 20 hours of observation and participation specific to learners with moderate/severe disabilities in addition to culturally and linguistically diverse and inclusive school setting.

Moderate Severe Traditional Clinical Practice Candidates take:

Code	Title	Units
EDU 6070S	Special Education Moderate-Severe Clinical Practice I (CalTPA Cycle 1)	4
EDU 6074S	Moderate/Severe Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1
Total Units		10

Total: 10 units**Moderate Severe Intern Clinical Practice Candidates take:**

Code	Title	Units
EDU 6072S	Intern Moderate/Severe Clinical Practice I (CalTPA Cycle 1)	4
EDU 6076S	Intern Moderate/Severe Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1

EDU 6048	Intern Support Seminar ¹	3
Total Units		13

¹ Candidates who are under an intern contract with a school district take when not enrolled in Clinical Practice.

Total: 10-28 units**Total Moderate Severe Authorization: 39 units**

Completion Requirements

In order to earn and receive a Preliminary Teaching Credential, a student must satisfy all of the following:

1. A completed Application process with a credential analyst;
2. Satisfactory completion of the prescribed course of study with a cumulative grade-point average of 3.000 or higher;
3. No grade lower than a C in any course;
4. Passage of all assessments as required by the California Commission on Teacher Credentialing (CTC);
5. A recommendation from the credential analyst and director of the regional center;
6. Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee; and
7. If opting for a Master of Arts in Teaching, all requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.

Professional Clear Teaching Credential: Education Specialist

The Clear Education Specialist credential requirements can be incorporated into this advanced credential and are strategically aligned and blended with Induction requirements to equip special education teachers in Induction programs to address the Clear (Level II) credential proficiency requirements as they complete their Induction requirements.

Program Learning Outcomes

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

Candidates who complete the Clear Education Specialist program will be able to:

Equip

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

Transform

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

Empower

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

Program Eligibility

The eligibility requirements are the same for the degree to which the credential program is attached. Please see that degree.

Credential Requirements

Preliminary Education Specialist Credential holders can earn and receive a Clear credential by completing our CTC-approved Induction program consisting of the following requirements and satisfying all of the following:

Code	Title	Units
GED 6013 (A,B,C)	Reflective Coaching Seminar Year 1 ¹	3
GED 6014 (A,B,C)	Reflective Coaching Seminar Year 2 ¹	3
Choose one (1) course from the following:		3-4
SPE 6051	Methods of Teaching Students with Emotional and Behavioral Disorders	
SPE 6052	Methods of Teaching Students with Autism Spectrum Disorder	
SPE 6053	Methods of Teaching Students with Traumatic Brain Injury	
SPE 6054	Methods of Teaching Students with Other Health Impairments	
APE 6057	Adapted Physical Education Methods and Inclusive Strategies	
SPE 6060	Methods of Teaching Students with Orthopedic Impairments	
SPE 6061	Early Childhood Special Education Curriculum and Services	
Total Units		9-10

¹ Offered in one (1) unit increments in concurrent semesters.

Adapted Physical Education (APE) Added Authorization

All courses must be completed in the sequence provided on the candidate's advising guide.

Code	Title	Units
Required Courses		
APE 6022	Advanced Assessment for Adapted Physical Education	3
APE 6057	Adapted Physical Education Methods and Inclusive Strategies	3
APE 6057CP (A,B,C)	Adapted Physical Education Clinical Practice (Must be taken for a total of 4 units)	4
GED 6050	Universal Access: Equity for All Students	3
GED 6056	Shared Leadership, Legislation, and Due Process	2
Total Units		15

Autism Spectrum Disorders (ASD) Added Authorization

This Authorization may only be applied to an Ed Specialist Credential.

Code	Title	Units
Required Courses		
GED 6022	Advanced Special Education Assessment and Analysis of Behavior	3
or GED 6050	Universal Access: Equity for All Students	
GED 6056	Shared Leadership, Legislation, and Due Process	2
SPE 6052	Methods of Teaching Students with Autism Spectrum Disorder	4
Total Units		9

Early Childhood Special Education (ECSE) Added Authorization

This Authorization may only be applied to an Ed Specialist Credential.

Code	Title	Units
Required Courses		
GED 6050	Universal Access: Equity for All Students	3
GED 6056	Shared Leadership, Legislation, and Due Process	2
SPE 6061	Early Childhood Special Education Curriculum and Services	4
Total Units		9

Emotional and Behavior Disorders (ED) Added Authorization

This Authorization may only be applied to an Ed Specialist Credential.

Code	Title	Units
Required Courses		
GED 6022	Advanced Special Education Assessment and Analysis of Behavior	3
or GED 6050	Universal Access: Equity for All Students	
GED 6056	Shared Leadership, Legislation, and Due Process	2
SPE 6051	Methods of Teaching Students with Emotional and Behavioral Disorders	4
Total Units		9

Orthopedic Impairments (OI) Added Authorization

Code	Title	Units
Required Courses		
GED 6022	Advanced Special Education Assessment and Analysis of Behavior	3
or GED 6050	Universal Access: Equity for All Students	
GED 6056	Shared Leadership, Legislation, and Due Process	2

SPE 6060	Methods of Teaching Students with Orthopedic Impairments	4
Total Units		9

Other Health Impairment (OHI) Added Authorization

This Authorization may only be applied to an Ed Specialist Credential.

Code	Title	Units
Required Courses		
GED 6022	Advanced Special Education Assessment and Analysis of Behavior	3
or GED 6050	Universal Access: Equity for All Students	
GED 6056	Shared Leadership, Legislation, and Due Process	2
SPE 6054	Methods of Teaching Students with Other Health Impairments	4
Total Units		9

Reading and Literacy Added Authorization

This added authorization is a 9-unit program for credentialed teachers who want specialized certification to teach reading in the PreK-12 setting. The program follows an explicit philosophy and purpose based on current, confirmed replicable and reliable research in literacy as referenced in the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework.

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

Program Learning Outcomes

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

Equip

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

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

Transform

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

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

Empower

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

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

Program Eligibility

See the degree to which the certificate program is attached.

Graduation Requirements

See the degree to which the certificate is attached.

Code	Title	Units
Required Courses		
GED 6029	Using Technology to Enhance Teaching and Learning	3
GED 6096	Advanced Research-Based Literacy Instruction for All Students	3
GED 6097	Advanced Literacy Assessment, Instruction, and Intervention for All Students	3
Total Units		9

Traumatic Brain Injury (TBI) Added Authorization

This Authorization may only be applied to an Ed Specialist Credential.

Code	Title	Units
Required Courses		
GED 6022	Advanced Special Education Assessment and Analysis of Behavior	3
or GED 6050	Universal Access: Equity for All Students	
GED 6056	Shared Leadership, Legislation, and Due Process	2
SPE 6053	Methods of Teaching Students with Traumatic Brain Injury	4
Total Units		9

School of Nursing

Mission Statement

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

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him.

Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set an example that you should do as I have done for you. John 13:4-5 (NIV)

Vision Statement

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

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

Faculty

Mary Adams, PhD, RN
Loyola University Chicago

Angelica Almonte, PhD, RN
University of San Diego

Lori Ballantyne, DNP, RN-BC, CCDS
University of Minnesota

Casey Blalock, MSN, RN, CNS, CPN
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Rochelle Doyle, MSN, RN, CNS
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Lindsey Ryan, PhD, RN, ACNS-BC, CCRN-K, NE-BC
University of California, San Diego

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Point Loma Nazarene University

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 - Doctor of Nursing Practice (p. 82)
 - Nursing, M.S. (p. 84)
 - Post-M.S.N. Clinical Nurse Specialist Certificate (p. 87)

Nursing

GED 6070 Applied Psychology of Learning (3 Units)

This course provides opportunity for the application of research and theory in the study of how learning occurs. Major attention devoted to the cognitive development of the learner, how knowledge and behavior are developed, conditions that promote learning, how to accommodate the needs of the diverse learners, and how to evaluate a variety of learning environments across the life span.

GNSG 5001 Writing and Research (3 Units)

This course introduces foundational concepts and issues designed to assist the graduate student with scholarly writing skills and research inquiry techniques. Statistical methods for nursing research including: descriptive statistics, inferential statistics, sampling, hypothesis testing, frequency distribution, and correlation are included.

GNSG 5045 RN-MSN Transition I (4 Units)

This course explores Christian nursing history, scholarly writing, research, theory, and the legal/ethical foundations for practice in the professional role. This course prepares the student for GNSG 6020 and GNSG 6022. Letter grade.

GNSG 5046 RN-MSN Transition II (4 Units)

This course explores the environmental, multi-cultural, and global issues related to nursing in the community. Current trends in nursing management and servant leadership for communication, decision making and management of groups are also investigated.

GNSG 6000 CNS Role Acquisition (2 Units)

This course will focus on the role of the clinical nurse specialist and the spheres of influence in quality initiatives and ethical comportment. Leadership aspects of quality monitoring, program planning and evaluation will be analyzed. A leadership role in ethical discussions at the unit, organization and/or system level will be explored. Additionally the student will work collaboratively to enhance decision making. All specialties together. Letter grade.

GNSG 6002 Following Faithfully: Servant Leadership (2 Units)

This course focuses on the development of skills necessary for effective interpersonal communications, both written and oral. Scholarly writing and effective oral presentation principles are emphasized. Wesleyan thought as it relates to service, nursing and nursing leadership is integrated through interprofessional teaching. A review of the history of nursing based on religious teachings is discussed with an emphasis on the role of servant leadership and nursing practice. Leadership clinical hours begin during GNSG 6002. GNSG 6002 must be completed concurrently or before Leadership clinical hours may be accumulated. Hours include participation in local leadership organizations and/or activities. Letter grade.

GNSG 6003 Following Faithfully: Healthcare Policy and Ethics (3 Units)

This course provides an understanding of legal, regulatory, and socioeconomic forces that affect healthcare delivery and health outcomes for individuals, communities, and populations. Concepts related to access to healthcare, social determinates, ethical dimensions and dilemmas, local/state/national healthcare policies, quality of health care delivery, and the advanced nursing practice roles will be discussed. Emphasis will be placed on the policy, values, and principles that guide the practice of nurse leaders.

Letter grade.

GNSG 6005 Advanced Assessment and Health Promotion Across the Lifespan (2.5 Units)

This course provides a focused examination of health assessment across the human lifespan, focusing on the concepts of health promotion, disease prevention, and nursing care.

Letter grade.

GNSG 6005L Advanced Assessment and Health Promotion Across the Lifespan Practicum (0.5 Units)

This laboratory course provides opportunity for application of nursing assessment and health promotion theory as it relates to advanced practice nursing role.

Credit/No Credit.

Corequisite(s): GNSG 6005

GNSG 6006 Advanced Pathophysiology (3 Units)

This course provides an understanding of pathophysiology and alterations in normal human physiologic function across the life span. Emphasis will be on pathophysiological principles and clinical consequences of common disease processes that are essential for performing advanced health assessment, differential diagnoses, and clinical therapeutic decisions for treatments.

Letter grade.

GNSG 6007 Advanced Pharmacology (3 Units)

This course is designed to introduce advanced pharmacology knowledge for registered nurses to practice at the advanced level across the lifespan. The course content includes principles of pharmacodynamics, pharmacokinetics, pharmacogenetics, pharmacotherapeutics, drug-drug, and drug-food interactions of broad categories of pharmacologic agents. The goal of the course is to prepare students with a well-grounded understanding and application of advanced pharmacologic principles for patient management.

Letter grade.

GNSG 6008 Advanced Health Assessment Across the Lifespan (2 Units)

This course focuses on the integration of advanced health assessment principles and skills for comprehensive physical assessment across the lifespan. Emphasis will be on comprehensive and focused health history, advanced physical assessment of body systems, psychosocial assessment, differentiation of assessment findings, and assessment documentation. Incorporation of developmental, psychosocial, spiritual, and functional assessment will be included.

Letter grade.

Corequisite(s): GNSG 6008L

GNSG 6008L Advanced Health Assessment Across the Lifespan Practicum (1 Unit)

This practicum course provides an opportunity for the application of advanced nursing assessment principles and skills to complete comprehensive health history, physical, and psychosocial assessment of patients across the lifespan.

Credit/No Credit.

Corequisite(s): GNSG 6008

GNSG 6009 Health Promotion Across the Lifespan (2 Units)

This course examines strategies for health promotion, risk management, and disease prevention for all ages, individuals, families, communities, and population groups. The focus will be on theoretical models, evidence-based practice standards, the latest research and trends in health promotion, genomics, and disease prevention, and national initiatives to maximize health, well-being, and quality of life. The roles of the nurse leader and advocate for maintaining health and modifying health risk factors will be explored.

Letter grade.

GNSG 6014 Advanced Health Assessment: Adult Gerontology (1 Unit)

This course focuses on the application of advanced health assessment principles and skills for comprehensive physical assessment of young and older adults. Emphasis will be on comprehensive and focused health history, advanced physical assessment of body systems, psychosocial assessment, differentiation of assessment findings, and assessment documentation. Incorporation of developmental, psychosocial, spiritual, and functional assessment will be included.

Letter grade.

Prerequisite(s): GNSG 6008 and GNSG 6008L

GNSG 6015 Advanced Health Assessment: Pediatrics (1 Unit)

This course focuses on the application of advanced health assessment principles and skills for comprehensive physical assessment of children. Emphasis will be on comprehensive and focused health history, advanced physical assessment of body systems, psychosocial assessment, differentiation of assessment findings, and assessment documentation. Incorporation of developmental, psychosocial, spiritual, and functional assessment will be included.

Letter grade.

Prerequisite(s): GNSG 6008 and GNSG 6008L

GNSG 6016 Advanced Health Assessment: Women's Health (1 Unit)

This course focuses on the application of advanced health assessment principles and skills for comprehensive physical assessment of women across the lifespan. Emphasis will be on comprehensive and focused health history, advanced physical assessment of body systems, psychosocial assessment, differentiation of assessment findings, and assessment documentation. Incorporation of developmental, psychosocial, spiritual, and functional assessment will be included.

Letter grade.

Prerequisite(s): GNSG 6008 and GNSG 6008L

GNSG 6020 Research Inquiry and Theory (3 Units)

This course builds the student's understanding of scholarly inquiry, knowledge generation, research design and methods, and research utilization as best practices in health care. Students will assume a leadership role in the development of the skills related to translational research, data collection and analysis, and evaluation culminating in dissemination of findings. A variety of theoretical frameworks will be presented and discussed, and the connection of theory guiding practice change will be highlighted.

Letter grade.

GNSG 6020L Research Inquiry and Theory Practicum (0.5 Units)

This practicum course builds the student's understanding and application of scholarly inquiry, knowledge generation, research design and methods, and research utilization as best practices in health care. Students will assume a leadership role in the development of the skills related to translational research, data collection and analysis, and evaluation culminating in dissemination of findings. A variety of theoretical frameworks will be applied and discussed, and the connection of theory guiding practice change will be highlighted. This laboratory course provides opportunity for application of research and EBP methods as it relates to advanced practice nursing role.

Credit/No Credit.

Corequisite(s): GNSG 6020

GNSG 6021 Foundations for Evidence-Based Nursing Practice (2 Units)

This course provides a foundation for advanced clinical scholarship and healthcare improvement. Emphasis will be on a review of research methods, critical appraisal, evidence synthesis, evidence-based quality improvement initiatives, statistics, and scholarly dissemination. Students will develop essential knowledge and skills to translate research into practice by examining research, evidence-based practice, and improvement science.

Letter grade.

GNSG 6022 Evidence-Based Practice Process (2 Units)

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

Letter grade.

GNSG 6023 Planning and Management of Evidence-Based Initiatives (2 Units)

This course prepares students to design, plan and implement evidence-based healthcare innovation initiatives. Students will focus on strategic project planning and management processes using quality improvement tools and fiscal management methodologies. Emphasis will be on strategizing and managing clinical change projects to optimize quality, safety and clinical practice outcomes.

Letter grade.

Prerequisite(s): GNSG 6021

GNSG 6024 Adult/Gerontology Nursing CNS Role Acquisition (2 Units)

This course provides opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and the social sciences as it relates to individuals with a focus on healthcare conditions associated with the young adult to older adult, including end of life. This course includes advanced theories of human development as it relates to the practice of nursing and education of clients as individuals or in groups.

Letter grade.

GNSG 6024B Adult Gerontology Theory: Prevention, Wellness Across the Continuum (Optional for A/G National Certification) (2 Units)

This course is designed to address the Prevention and wellness issues that challenge the adult gerontology individual across the continuum of aging. Specific aspects addressed will include wellness and prevention strategies and recommendations for young adults, older adults and the frail elderly populations based on the American Colleges of Nursing Education Adult Gerontology competencies.

GNSG 6024L Adult/Gerontology Practicum (1-3 Units)

This practicum provides opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and the social sciences as it relates to individuals with a focus on healthcare conditions associated with the young adult to older adult, including end of life. This course includes advanced theories of human development as it relates to the practice of nursing and education of clients as individuals or in groups.

Repeatable up to twelve (12) units. Credit/No Credit.

GNSG 6025 Pediatric Nursing CNS Role Acquisition (2 Units)

This course provides the opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to the neonate through adolescence with an emphasis on family. This course focuses on growth and development and healthcare conditions associated with the pediatric patient.

Letter grade.

GNSG 6025L Pediatrics Role Practicum (1-3 Units)

This practicum provides the opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to the neonate through adolescence with an emphasis on family. This course focuses on growth and development and healthcare conditions associated with the pediatric patient.

Repeatable up to twelve (12) units. Credit/No Credit.

GNSG 6026 Family/Individual Health Nursing CNS Role Acquisition (2 Units)

This course provides opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to individuals, including child bearing women, within the context of the family and community.

Letter grade.

GNSG 6026L Family/Individual Health Role Practicum (1-3 Units)

This practicum provides opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to individuals, including child bearing women, within the context of the family and the community.

Repeatable up to twelve (12) units. Credit/No Credit.

GNSG 6030 Educating Nurses for Radical Transformation (3 Units)

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

GNSG 6030L Educating Nurses for Radical Transformation Practicum (0.5 Units)

This laboratory course provides opportunity for application of analysis and synthesis of factors that influence health care so that nursing practice may be radically transformed. Practical application will be made in practicum settings and will focus on quality, safety, and innovation as it relates to advanced practice nursing role.

Credit/No Credit.

Corequisite(s): GNSG 6030

GNSG 6034 Adult Gerontology Nursing CNS Role Acquisition I (2 Units)

This course focuses on the advanced practice nursing management of acute healthcare conditions associated with young and older adults in acute care settings. Emphasis will be on patient care management, including assessment, diagnosis, clinical reasoning, medications, and evidence-based interventions for young and old adults with acute disorders. The leadership roles of adult gerontology clinical nurse specialists in healthcare systems will be explored.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6008, GNSG 6008L

GNSG 6035 Pediatric Nursing CNS Role Acquisition I (2 Units)

The focus of this course is the advanced practice nursing management of acute healthcare conditions among children within the context of their families in acute care settings. Emphasis will be on normal developmental issues and concerns, patient care management, assessment, diagnosis, clinical reasoning, medications, and evidence-based interventions for children with acute disorders. The advanced nursing leadership roles in healthcare systems will be explored.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6008, GNSG 6008L

GNSG 6036 Women's Health Nursing CNS Role Acquisition I (2 Units)

This course focuses on the advanced practice nursing management of acute healthcare conditions among child-bearing women in acute care settings. Emphasis will be on patient care management, including assessment, diagnosis, clinical reasoning, medications, and evidence-based interventions for child-bearing women with acute disorders. The advanced nursing leadership roles in healthcare systems will be explored.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6008, GNSG 6008L

GNSG 6044 Adult Gerontology Nursing CNS Role Acquisition II (3 Units)

This course focuses on the advanced practice nursing management of chronic illnesses associated with young and older adults. Emphasis will be on primary and secondary prevention of common chronic illnesses, transitional care models, interprofessional chronic illness management of at-risk patients, health education and coaching to prevent hospital readmission, coordination of specialized care, and evidence-based decision-making. The leadership roles of adult-gerontology clinical nurse specialists in healthcare systems will be explored.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6008, GNSG 6008L

GNSG 6045 Pediatric Nursing CNS Role Acquisition II (3 Units)

This course focuses on the advanced practice nursing management of chronic illnesses among children and families. Emphasis will be on secondary and tertiary prevention of common chronic illnesses, transitional care models, interprofessional chronic illness management, healthy lifestyle behaviors, patient and family resilience, and disability. The advanced nursing leadership roles in promoting innovative ways for chronic illness management will be explored.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6007, GNSG 6008, GNSG 6008L

GNSG 6046 Women's Health Nursing CNS Role Acquisition II (3 Units)

This course focuses on the advanced practice nursing management of chronic illnesses among child-bearing women. Emphasis will be on secondary and tertiary prevention of common chronic illnesses, transitional care models, interprofessional chronic illness management, healthy lifestyle behaviors, patient and family resilience, and disability. The advanced nursing leadership roles in promoting innovative ways for chronic illness management will be explored.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6007, GNSG 6008, GNSG 6008L

GNSG 6048 Leading with Integrity (3 Units)

This course is taught in an intensive seminar format that includes discussions with executives who have led with integrity. The course challenges the student to integrate their academic knowledge, core values, and experiences as it relates to servant leadership. The course will draw from inspirational leaders and provide a strong foundation for ethical and conscientious leadership to influence cultural change in the workplace. It incorporates an executive speaker series along with a practical diagnosis of case studies and leading articles designed to have students define their personal leadership position as students explore the notion of integrity in their professional and private lives.

GNSG 6054 Adult Gerontology Nursing CNS Role Acquisition III (3 Units)

This course provides theories and science of aging, special care needs, and quality care of older adults and their families. Comprehensive geriatric assessment, evidence-based practice for older adults and families, gerontological nursing research, interprofessional collaborative practice, and leadership will be emphasized.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6008, GNSG 6008L

GNSG 6055 Pediatric Nursing CNS Role Acquisition III (3 Units)

The focus of this course is the advanced practice nursing management of psychosocial, behavioral, and cognitive health of children and adolescents, and their families. Advanced nursing leadership, interprofessional collaborative practice, policy advocacy, and ethical principles within the healthcare systems will be explored.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6007, GNSG 6008, GNSG 6008L

GNSG 6056 Women's Health Nursing CNS Role Acquisition III (3 Units)

This course will examine various topics integral to women's physical and mental health in the United States. Topics include programs, services, and policies that affect women's health as well as the medical care provided for women throughout the lifespan. A discussion of socioeconomic status, racial disparities, and social health issues in light of women's health through the lens of upstream thinking will be threaded throughout the course.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6007, GNSG 6008, GNSG 6008L

GNSG 6064 (A,B,C,D,E) Adult Gerontology Nursing CNS Role Practicum (2-3 Units)

The clinical practicum series will provide opportunities for the student to experience professional growth as an adult/gerontology clinical nurse specialist. The NACNS core competencies will be emphasized throughout the practice course series, including competencies in Patient Direct Care Sphere of Impact (A-2u), Organizations/Systems Sphere of Impact (B-2u), Nurses and Nursing Practice Sphere of Impact (C-2u), and planning (D-3u) and implementation (E-3u) of an evidence-based quality improvement project.

Must be taken for a total of twelve (12) units. Credit/No Credit.

GNSG 6065 (A,B,C,D,E) Pediatric Nursing CNS Role Practicum (2-3 Units)

The clinical practicum series will provide opportunities for the student to experience professional growth as a pediatric clinical nurse specialist. The NACNS core competencies will be emphasized throughout the practice course series, including competencies in Patient Direct Care Sphere of Impact (A-2u), Organizations/Systems Sphere of Impact (B-2u), Nurses and Nursing Practice Sphere of Impact (C-2u), and planning (D-3u) and implementation (E-3u) of an evidence-based quality improvement project.

Must be taken for a total of twelve (12) units. Credit/No Credit.

GNSG 6066 (A,B,C,D,E) Women's Health Nursing CNS Role Practicum (2-3 Units)

The clinical practicum series will provide opportunities for the student to experience professional growth as a women's health clinical nurse specialist. The NACNS core competencies will be emphasized throughout the practice course series, including competencies in Patient Direct Care Sphere of Impact (A-2u), Organizations/Systems Sphere of Impact (B-2u), Nurses and Nursing Practice Sphere of Impact (C-2u), and planning (D-3u) and implementation (E-3u) of an evidence-based quality improvement project.

Must be taken for a total of twelve (12) units. Credit/No Credit.

GNSG 6067 (A,B,C,D) Nursing Education and Leadership Practicum (3 Units)

The clinical practicum series will provide opportunities for the student to experience professional growth in education and/or leadership as a graduate-prepared nurse. The focus will be on the application of knowledge, skills, and attitudes in education, healthcare management, and leadership.

Must be taken for a total of twelve (12) units. Credit/No Credit.

GNSG 6068 (A,B,C,D) Healthcare Leadership Practicum (3 Units)

The clinical practicum series will provide opportunities for the student to experience professional growth in healthcare leadership as a graduate-prepared nurse. The focus will be on the application of knowledge, skills, and attitudes in education, healthcare management, and leadership.

Must be taken for a total of twelve (12) units. Credit/No Credit.

GNSG 6087 Healthcare Financial Management (3 Units)

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

GNSG 6088 Healthcare Leadership and Innovation (3 Units)

This course provides an understanding of organization and systems leadership competencies for the improvement of healthcare delivery as future nurse leaders. Students will develop knowledge of the healthcare environment, leadership skills among the interprofessional teams, professional development, financial planning and analysis, resource management, system integration, and quality improvement principles to demonstrate outcomes. Special attention will be given to systems thinking, innovation, leadership theories, quality and safety initiatives, process evaluation, gap and cost analysis, budgeting, human resources, and business planning.

GNSG 6090 Special Studies In Nursing (1-3 Units)

This course provides opportunity for selected studies in the area of Nursing as determined by the School of Nursing.

May be repeated for credit up to a maximum of six (6) units as long as the content is different.

Prerequisite(s): Permission is required from the Dean of the School of Nursing and the course faculty. Student must be in good academic standing.

GNSG 6095A Comprehensive Exam A (0.5 Units)

In partial completion of the MSN requirements with a clinical nurse specialist focus or general track, the student will complete an oral exam demonstrating breadth and depth of scholarly thought, critical analysis and synthesis of complex healthcare topics for the Masters prepared nurse.

Credit/No Credit.

Prerequisite(s): All nursing theory coursework including GNSG 6020 and GNSG 6022. GNSG 6007 may be taken concurrently.

GNSG 6095B Comprehensive Exam B (0.5 Units)

For final completion of the MSN requirements with a clinical nurse specialist or general track, the student will complete a written comprehensive exam demonstrating breadth and depth of scholarly thought, critical analysis and synthesis of complex healthcare topics for the Masters prepared nurse. All nursing theory course work must be completed prior to registering.

Credit/No Credit.

Prerequisite(s): GNSG 6095A

GNSG 6096 Comprehensive Exam (1 Unit)

This is the culminating course for the student to demonstrate competency in achieving program learning outcomes. The student will complete an oral and a written comprehensive examination demonstrating the competencies in planning, implementing, and evaluating an evidence-based quality improvement project in the specialty area.

Credit/No Credit.

GNSG 7001A Introduction to Statistics and Data Analysis (1 Unit)

Explores research design, methodology and data analysis. This course introduces the DNP student to the process of quantitative data analysis, including the procedures which are appropriate for handling these data in given situations. Inferential statistics are incorporated in the research process. Students will also acquire the knowledge and skills to evaluate the use of building infrastructure for the collection and analysis of interprofessional healthcare work force data.

GNSG 7001B Applied Statistics and Data Analysis (2 Units)

Explores research design, methodology and data analysis. This course introduces the DNP student to the process of quantitative data analysis, including the procedures which are appropriate for handling these data in given situations. Inferential statistics are incorporated in the research process. Students will also acquire the knowledge and skills to evaluate the use of building infrastructure for the collection and analysis of interprofessional healthcare work force data.

GNSG 7003 Healthcare Policy Leadership (2 Units)

This course reviews the legislative process focusing on individual involvement at the local state and national levels to effect healthcare change for individuals and patient populations, and marginalized groups. Advanced practice nurses are prepared to lead change to advance health. Students take a leadership role in the legislative process through analysis and synthesis of healthcare policy.

GNSG 7005 Informatics (2 Units)

An overview of concepts that formulate the framework for professional nursing practice. The historical, philosophical, and professional perspectives are presented as the genesis for the development of professional nursing. Emphasis is placed upon the theoretical basis for the science of nursing. Also included in the module are the concepts of communication between health providers to assist nurses as they develop health information, health education materials, and health presentations.

GNSG 7007 Project Management (2 Units)

Students will implement the principles of planning, scheduling and controlling activities within organizations. The conceptual underpinnings to apply knowledge, skills, tools, and techniques to a broad range of activities in order to develop and manage a project to successful completion will be emphasized. Utilization of evidence based practices are emphasized related to innovative practice change.

GNSG 7008 Healthcare Leadership Perspectives (2 Units)

Focuses on strategic management and organizational theories and evaluation of health, education or quality programs. Includes the principles of program evaluation necessary in monitoring quality initiatives.

GNSG 7020 Translating Research into Practice (3 Units)

This course builds on the student's understanding of evidence-based practice, scholarly inquiry, and knowledge generation as best practices to inform and change health care. The student will evaluate healthcare practice and outcomes and apply the clinical scholarship to improve patient outcomes. The scholarship of translational research and evidence-based practice will support the student in drafting the first three chapters of a Doctor of Nursing Practice (DNP) Project.

GNSG 7022 Evidence-Based Practice Methods (3 Units)

This course incorporates the process of extensive critical appraisal and literature synthesis within the context of scholarly inquiry. Overview of methodology and statistical analysis is presented. The development of research methodology informs the clinical project process. The scholarship of application will support the student in further constructing the third chapter of the DNP Project.

Prerequisite(s): GNSG 7020

Concurrent: GNSG 7090 (A,B,C,D)

GNSG 7030 Writing Strategies for the Doctor of Nursing Practice (1 Unit)

This writing-intensive course is designed to reinforce academic research writing skills to students in the DNP program. The course reviews critical scholarly writing concepts, literature review and synthesis, including micro-level skills such as basic grammar, mechanics, and sentence style, and macro-level composition skills such as internal structure, paragraph structure, coherence, and clarity.

GNSG 7040 Writing for Publication in Doctoral Education (1 Unit)

This Writing for Publication course is designed to focus on the process of writing for publication in nursing. Guidelines are provided for preparing research, review, quality improvement (QI), clinical, and other types of manuscripts. The peer-review process, ethical guidelines, and other topics related to writing and publishing are examined in this course. The course reviews critical academic research and writing concepts.

GNSG 7041 Special Studies in Nursing (1-3 Units)

This course provides opportunity for selected studies in the area of Nursing as determined by the School of Nursing. Students may repeat the course for up to a maximum of six (6) units. The repeated course must cover different content.

Prerequisite(s): Permission is required from the Dean of the School of Nursing and the course faculty. Student must be in good academic standing.

GNSG 7058-7069L DNP Clinical Residency (1 Unit)

Individualized residency experience designed as a culminating experience for the advanced practice nurse. Focus is on operationalizing the role of the advanced nursing practice nurse and integrating evidence based practice as relevant to patient outcomes across the practice domains. The Role practicum hours will allow the student to apply and master the role of the DNP within a variety of specialty specific clinical settings. A total of 1000 clinical hours will be acquired.

Must be taken for a total of twelve (12) units. Credit/No Credit.

GNSG 7080 Context of Practice, Populations, and Outcomes Management (2 Units)

This course will focus on clinical prevention (health promotion and risk reduction/illness prevention for individuals and families), chronic health care conditions and complex healthcare issues related to diverse patient populations. Through the analysis of policy processes, the student will actively engage in politically competent action to improve outcomes.

GNSG 7090 (A,B,C,D) Doctor of Nursing Practice Project (6 Units)

The clinical dissertation is distinguished by the completion of a specific project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship and expert clinical practice. It is a rigorous and significant academic work. Clinical experience in advanced professional nursing practice, broadly defined practice scholarship in nursing education and interprofessional collaboration.

The first 3 parts will be graded Credit/No Credit, while the final project will receive a letter grade.

Graduate Nursing

Doctor of Nursing Practice

Note: This program is not accepting new students for the 2022-2023 academic year.

Program Learning Outcomes

Candidates who complete the Doctor of Nursing Practice program will be able to:

- **Inquire Faithfully:** The graduate will demonstrate knowledge, skill and behavior of the evidence based practice of nursing which integrates growth in reasoning, analysis, decision-making, and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.
- **Lead Faithfully:** The graduate 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 graduate will role-model the need for "Sabbath Rest" as a means of personal renewal, and true care of self, so that service to others is optimally achieved. The graduate will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.
- **Communicate Faithfully:** The graduate 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 conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

- **Follow Faithfully:** Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work”. The graduate will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with dignity.
- **Care Faithfully:** The graduate 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.

Academic Performance

Satisfactory Academic Performance

Satisfactory academic performance is defined as meeting all of the following:

- letter grade of “B-” (81%) or higher in all required theory and elective courses.
- grade of “Credit” in all clinical residency courses.
- minimum GPA of 3.000 on a 4.000 scale in all required courses.

Repeatability and Academic Status Progression

Satisfactory completion of all courses is required in the DNP program of study.

Students must repeat any course in which they fail to receive a minimum grade of “B-” or “Credit.” If a course must be repeated, the following requirements will apply:

- A required theory DNP course may be repeated only once.
- No more than two total required theory DNP courses may be repeated.
- **Student may not continue with any academic or clinical coursework until notified by the Program Director of their status in the School of Nursing.**

Students should refer to the Graduate and Professional Studies Student Handbook (<https://pointloma-public.courseleaf.com/handbooks/grad-handbook/>) for academic status progression policy (e.g., probation and dismissal).

Academic Honesty

In matters related to integrity, such as those listed below, students may be placed on **probation** by the SON graduate faculty or be recommended to the Vice Provost for Academic Administration for **dismissal** from the program:

- inappropriate clinical judgment (e.g. SON policy violation, HIPAA violations);
- violation of Academic Honesty (p. 93);
- other situations that compromise the PLNU University Student Conduct policy (refer to the Graduate and Professional Studies Student Handbook) or the School of Nursing Values and policies (refer to the School of Nursing Graduate Student Handbook),

such as the ANA Code of Ethics CA Nurse Practice Act (<https://www.rn.ca.gov/practice/npa.shtml/>).

Program Eligibility for Doctor of Nursing Practice

Admission to the program is based on an overall appraisal of the applicant’s ability to undertake doctoral study and their contributions to the discipline of nursing as evidenced by the following:

- Documentation of active RN license,
- Official transcripts,
- Minimum grade point average of 3.200 (MSN),
- Curriculum Vitae or Resume,
- Current employment in nursing or at least 1 year of full time nursing practice in the last 5 years,
- Three (3) professional letters of recommendation,
- A typed statement identifying a change of practice issue related to professional goals,
- Example of scholarly work (e.g. work related presentation or project, paper from prior educational endeavors, professional presentation: published document, power point or poster), and
- A completed application form and fee.

English Language Requirements

A satisfactory command of the English language is required for admission to the Graduate School of Nursing. All applicants whose native language is not English, must meet this requirement-including international applicants, permanent residents, immigrants, and transfer students who are not citizens of the United States on the date of admission. A Test of English as a Foreign Language (TOEFL) is the measure of competency. The test must have been taken within the past two years with minimum scores of:

- 550 for the paper-based test, and
- 80 for the internet-based test with a minimum section requirement score of 20 in reading, listening, speaking, and writing. Only the following countries are exempt from proof of English proficiency: Australia, Canada, Ireland, United Kingdom, and New Zealand.

Other Provisions

To satisfy the requirement of the university’s clinical agencies, upon acceptance into the program students are required to provide copies of the following documentation:

- Current licensure as a registered nurse;
- Current Healthcare Provider CPR certificate from the American Heart Association;
- Completed School of Nursing Health Form Packet with officially documented proof of immunizations;
- Current TB screening upon admission into the program (2 step process);
- Current HIPAA certificate;
- Infection Control Module; and
- Background check and drug screening (failure to pass this may result in an inability to complete the program).

Per agreement with the San Diego Nursing Service Education consortium and affiliated hospitals, a background check and drug screening is required prior to the student’s first clinical experience. If a red flag occurs

from either the background check or drug screening, this may result in immediate dismissal from the program.

Code	Title	Units
Required Courses		
GNSG 7001A	Introduction to Statistics and Data Analysis	1
GNSG 7001B	Applied Statistics and Data Analysis	2
GNSG 7003	Healthcare Policy Leadership	2
GNSG 7005	Informatics	2
GNSG 7007	Project Management	2
GNSG 7008	Healthcare Leadership Perspectives	2
GNSG 7020	Translating Research into Practice	3
GNSG 7022	Evidence-Based Practice Methods	3
GNSG 7030	Writing Strategies for the Doctor of Nursing Practice	1
GNSG 7040	Writing for Publication in Doctoral Education	1
GNSG 7041	Special Studies in Nursing (or approved interdisciplinary elective)	1-3
GNSG 7058-7069	LDP Clinical Residency (taken in one-unit increments)	12
GNSG 7080	Context of Practice, Populations, and Outcomes Management	2
GNSG 7090 (A,B,C,D)	Doctor of Nursing Practice Project	6
Total Units		40-42

Graduation Requirements

In order to earn and receive the Doctor of Nursing Practice degree, in addition to successful completion of all didactic course work, the student must satisfy all of the following:

- Complete a total of 1,000 hours of clinical residency (documented clinical hours achieved in an DNP advance practice role will be included);
- Implement and defend a DNP Project-examples of this include: Quality Improvement project at the unit or organization level;
- A minimum grade point average of 3.000;
- A minimum grade of B- in all courses; (Students needing to repeat more than one course may not progress and may be dismissed from the program)
- Deliver a professional presentation of DNP Project in a community forum;
- Submission of a manuscript for publication in a peer-reviewed journal; and
- All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

Nursing, M.S.

Program Description

The Master of Science in Nursing (MSN) program at Point Loma Nazarene University is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the California Board of Registered Nurses (BRN). The program is designed to prepare graduates as competent advanced practice nurses in leadership roles. After completion of the program, students are eligible for national certification (ie, Clinical Nurse Specialist, Certified Nurse Educator, Certified Nurse Manager and Leader, Executive Nursing Practice Certification, Nurse

Executive Advanced Certification). There are five tracks within the MSN program:

1. MSN with Adult Gerontology Nursing CNS
2. MSN with Pediatric Nursing CNS
3. MSN with Women's Health Nursing CNS
4. MSN in Healthcare Leadership
5. MSN in Nursing Education

Depending on which degree track is selected, nurses may be prepared for the following positions: nursing program faculty, clinical nurse educator, staff developer, unit based educator, patient education coordinator, magnet coordinator, nurse manager, nurse lead, nursing supervisor, nursing project manager, quality manager, quality improvement coordinator, or case manager.

Program Learning Outcomes

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

- **Inquire Faithfully:** The student will demonstrate knowledge, skill, and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making, and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.
- **Lead Faithfully:** The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will model the need for "Sabbath Rest" as a means of personal renewal, and true care of self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, and discernment.
- **Communicate Faithfully:** The student will actively engage in the dynamic interactive process, both intrapersonal and interpersonal, with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication which conveys information, thoughts, actions, and feelings through the use of verbal and nonverbal skills.
- **Follow Faithfully:** The student will integrate the ordinary work¹ by complying with and adhering to regulatory and professional standards (e.g., American Nurses Association Code of Ethics, The California Board of Registered Nursing, Scope of Nursing Practice, PLNU School of Nursing Handbook). This includes taking responsibility, being accountable for all actions, and treating others with respect and dignity.
- **Care Faithfully:** The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

¹ Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work."

Academic Performance

Satisfactory Academic Performance

Satisfactory academic performance is defined as meeting all of the following:

- letter grade of “B-” (81%) or higher in all required theory and elective courses.
- grade of “Credit” in all clinical residency courses.
- minimum GPA of 3.000 on a 4.000 scale in all required courses.

Repeatability and Academic Status Progression

Satisfactory completion of all courses is required in the MSN program of study.

Students must repeat any course in which they fail to receive a minimum grade of “B-” or “Credit.” If a course must be repeated, the following requirements will apply:

- A required theory or elective MSN course may be repeated only once.
- No more than two total required theory or elective MSN courses may be repeated.
- **Student may not continue with any academic or clinical coursework until notified by the Program Director of their status in the School of Nursing.**

Students should refer to the Graduate and Professional Studies Student Handbook (<https://pointloma-public.courseleaf.com/handbooks/grad-handbook/>) for academic status progression policy (e.g., probation and dismissal).

Academic Honesty & Integrity

In matters related to integrity, such as those listed below, the School of Nursing will follow policies as shared in the Academic and General Policies (p. 93) section of the PLNU Graduate and Professional Studies Catalog. Students may be recommended to the Vice Provost for Academic Administration for **dismissal** from the program:

- inappropriate clinical judgment (e.g. SON policy violation, HIPAA violations);
- violation of Academic Honesty (p. 93);
- other situations that compromise the PLNU University Student Conduct policy (refer to the Graduate and Professional Studies Student Handbook) or the School of Nursing Values and policies (refer to the School of Nursing Graduate Student Handbook), such as the ANA Code of Ethics and/or CA Nurse Practice Act (<https://www.rn.ca.gov/practice/npa.shtml/>).

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

- An Associate Degree in Nursing (ADN) or equivalent degree from a National League for Nursing (NLN), Commission on Collegiate Nursing Education (CCNE) or regionally accredited program (i.e., WASC);
- Current California licensure as a registered nurse;
- At least one year of continuous full-time nursing experience in a United States healthcare facility within the previous five years; current employment strongly recommended;
- Official transcripts from previous colleges and universities. All foreign transcripts must have a course by course evaluation by World Education Services or another member of the National Association of Credential Evaluation Services that includes a degree equivalency and GPA;
- A college grade-point average of 3.000 (candidates with a grade-point average of 2.700 to 2.999 may be considered under the Exceptions

Policy - see Admission Requirements and Procedures, Admission under Exception);

- A completed university application (available on the website);
- Two professional recommendations (professional recommendation form available on the website);
- A completed School of Nursing graduate program application;
- A personal essay of 250 words demonstrating graduate level writing skills and the importance of graduate study to the applicant;
- An interview with the graduate nursing selection committee;
- Basic computer literacy which includes knowledge of Explorer, Word, Outlook, PowerPoint, APA, and the ability to perform an Internet database search.
- A BSN is not granted.

Registered Nurse (R.N.) with a Bachelor of Science in Nursing (B.S.N.)

- A Bachelor of Science in Nursing degree from a National League for Nursing (NLN) or Commission on Collegiate Nursing Education (CCNE) or regionally accredited program (i.e., WASC);
- Current California licensure as a registered nurse;
- At least one year of continuous full-time nursing experience in a United States healthcare facility within the previous five years; current employment strongly recommended;;
- Official transcripts from previous colleges and universities. All foreign transcripts must have a course by course evaluation by World Education Services or another member of the National Association of Credential Evaluation Services that includes a degree equivalency and GPA;
- An undergraduate grade-point average of 3.000 (candidates with a grade-point average of 2.700 to 2.999 may be considered under the exceptions policy - see below);
- A completed university application (available on the website);
- Two professional recommendations (use professional recommendation form on the website);
- A completed School of Nursing graduate program application;
- A personal essay of 250 words demonstrating graduate level writing skills and the importance of graduate study to the applicant;
- An interview with the graduate nursing selection committee;
- Basic computer literacy which includes knowledge of Explorer, Word, Outlook, PowerPoint, and the ability to perform an internet database search; and
- Completion of baccalaureate courses in nursing research, statistics, nursing leadership, and community health nursing.

English Language Requirements

A satisfactory command of the English language is required for admission to the Graduate School of Nursing. All applicants whose native language is not English, must meet this requirement - including international applicants, permanent residents, immigrants, and transfer students who are not citizens of the United States on the date of admission. A Test of English as a Foreign Language (TOEFL) is the measure of competency. The test must have been taken within the past two years with minimum scores of:

- 550 for the paper-based test
- 80 for the internet- based test with a minimum section requirement score of 20 in reading, listening, speaking, and writing. Only the

following countries are exempt from proof of English proficiency: Australia, Canada, Ireland, United Kingdom, and New Zealand.

Other Provisions

To satisfy the requirements of the university's clinical agencies, upon acceptance into the program students are required to provide copies of the following documentation:

- Current California licensure as a registered nurse;
- Current Healthcare Provider CPR certificate from the American Heart Association;
- Completed School of Nursing Health Form Packet with officially documented proof of immunizations;
- Current TB screening upon admission into the program (2 step process);
- Current HIPAA certificate;
- Infection Control Module; and
- Background check and drug screening (failure to pass this may result in an inability to complete the program).

Per agreement with the San Diego Nursing Service Education consortium and affiliated hospitals, a background check and drug screening is required prior to the student's first clinical experience. If a red flag occurs from either the background check or drug screening, this may result in immediate dismissal from the program.

Note for non-enrolled students taking graduate courses: we recommend allowing non-Bachelor prepared students to take 5000-level classes and Bachelor prepared students to take 6000-level classes that do not have the clinical component.

Exceptions Policy

Applicants who do not meet the above eligibility standards, but who can demonstrate an exceptionally rich experiential background and/or demonstrate dramatic change in academic performance, may petition the School of Nursing to review their status (see Admission Requirements and Procedures, Admission under Exception).

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

For those entering the program with an R.N. (without a B.S.N.), the courses below must be successfully completed before advancement in the M.S.N. GNSG 6000-level courses. The courses must be taken in order and outside transfer is not accepted. These courses are not required for those entering with a B.S.N.

Code	Title	Units
Choose one (1) of the following sequences:		11
<i>Sequence 1</i>		
GNSG 5001	Writing and Research	
GNSG 5045	RN-MSN Transition I	
GNSG 5046	RN-MSN Transition II	
<i>Sequence 2</i>		
NRS 3050	Communicating and Following Faithfully	
NRS 3060A	Inquiring Faithfully I: Nursing Research	
NRS 3060B	Inquiring Faithfully I: Nursing Research	
NRS 4020	Caring Faithfully in the Community	
Total Units		11

MSN with CNS Tracks

The MSN with CNS track courses consists of 10 core courses (22 units), 4 CNS specialty courses (9 units), and 5 clinical practicum courses (12 units).

Code	Title	Units
Core Courses		
GNSG 6003	Following Faithfully: Healthcare Policy and Ethics	3
GNSG 6006	Advanced Pathophysiology	3
GNSG 6007	Advanced Pharmacology	3
GNSG 6008 and GNSG 6008L	Advanced Health Assessment Across the Lifespan and Advanced Health Assessment Across the Lifespan Practicum	3
GNSG 6009	Health Promotion Across the Lifespan	2
GNSG 6021	Foundations for Evidence-Based Nursing Practice	2
GNSG 6023	Planning and Management of Evidence-Based Initiatives	2
GNSG 6088	Healthcare Leadership and Innovation	3
GNSG 6096	Comprehensive Exam	1
CNS Specialty Courses		
Choose one (1) of the following options:		9
MSN w/ Adult Gerontology Nursing CNS:		
GNSG 6014	Advanced Health Assessment: Adult Gerontology	
GNSG 6034	Adult Gerontology Nursing CNS Role Acquisition I	
GNSG 6044	Adult Gerontology Nursing CNS Role Acquisition II	
GNSG 6054	Adult Gerontology Nursing CNS Role Acquisition III	
MSN w/ Pediatric Nursing CNS:		
GNSG 6015	Advanced Health Assessment: Pediatrics	
GNSG 6035	Pediatric Nursing CNS Role Acquisition I	
GNSG 6045	Pediatric Nursing CNS Role Acquisition II	
GNSG 6055	Pediatric Nursing CNS Role Acquisition III	
MSN w/ Women's Health Nursing CNS:		
GNSG 6016	Advanced Health Assessment: Women's Health	
GNSG 6036	Women's Health Nursing CNS Role Acquisition I	
GNSG 6046	Women's Health Nursing CNS Role Acquisition II	
GNSG 6056	Women's Health Nursing CNS Role Acquisition III	
CNS Clinical Practicum Courses (12 units - 500 clinical hours)		
Choose one (1) course from the following:		12
GNSG 6064 (A,F)	Adult Gerontology Nursing CNS Role Practicum (12 units required)	
GNSG 6065 (A,F)	Pediatric Nursing CNS Role Practicum (12 units required)	
GNSG 6066 (A,F)	Women's Health Nursing CNS Role Practicum (12 units required)	
Total Units		43

MSN with Nursing Education and/or Healthcare Leadership Tracks

The MSN with Nursing Education and/or Healthcare Leadership track courses consists of 10 core courses (22 units), 1 specialty course (3 units), 2 elective courses (6 units), and 4 practicum courses (12 units).

Code	Title	Units
Core Courses		
GNSG 6003	Following Faithfully: Healthcare Policy and Ethics	3
GNSG 6006	Advanced Pathophysiology	3
GNSG 6007	Advanced Pharmacology	3
GNSG 6008 and GNSG 6008L	Advanced Health Assessment Across the Lifespan and Advanced Health Assessment Across the Lifespan Practicum	3
GNSG 6009	Health Promotion Across the Lifespan	2
GNSG 6021	Foundations for Evidence-Based Nursing Practice	2
GNSG 6023	Planning and Management of Evidence-Based Initiatives	2
GNSG 6088	Healthcare Leadership and Innovation	3
GNSG 6096	Comprehensive Exam	1
Specialty Course		
GNSG 6030	Educating Nurses for Radical Transformation	3
Elective Courses ¹		6
Examples of approved courses are listed below. Other courses may be approved at the discretion of the School of Nursing:		
BUS 6045	Leadership Theory and Application	
BUS 6050	Operational Excellence	
BUS 6078	Applied Innovation	
CMI 6062	Leadership and Ministry	
CMI 6076	Christian Mission in Local Contexts	
GED 6016	Curriculum Development, Innovation, and Evaluation	
GED 6030	Assessment and Design of Hybrid and Online Learning	
GED 6037	Development and Implementation of Hybrid and Online Learning	
GED 6041	Culturally Inclusive Environments: Instruction and Advocacy	
GED 6072	Philosophy in Education	
GED 6081	Educational Measurement and Evaluation	
GNSG 6048	Leading with Integrity	
Practicum Courses (12 units - 500 clinical hours)		
Choose one (1) course from the following:		12
GNSG 6067 (A,B,C,D) Nursing Education and Leadership Practicum (12 units required)		
GNSG 6068 (A,I) Healthcare Leadership Practicum (12 units required)		
Total Units		43

¹ Approved elective options for the Nursing Education and Healthcare Leadership tracks will be offered in collaboration with the School of Education, Fermanian School of Business, School of Theology and Christian Ministry, as well as by the School of Nursing. Offerings may vary and will be pre-approved by the School of Nursing prior to each semester.

Total M.S.N. units (R.N. entry): 54

Total M.S.N. units (B.S.N. entry): 43

Total Required Clinical Hours for All MSN Tracks: 500

Graduation Requirements

In order to earn and receive a Master of Science in Nursing degree, a student must satisfy all of the following:

1. A completed Application for Degree Candidacy (online);
2. Completion of the approved graduate program, including a comprehensive exam.
 - 43 units for B.S.N. entry
 - 54 units for R.N. entry
3. A cumulative grade-point average of 3.000 or higher. A minimum grade of B- is required to progress in the program. Students needing to repeat more than two courses may not progress in the program and may be dismissed; and
4. Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee.
5. All Comprehensive Exams must be submitted within 1 year from when the exam was originally due. Failure to meet this requirement may result in dismissal from the program. Please refer to the Comprehensive Exam Handbook for specific policies.
6. All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program.

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

The Post-M.S.N. Certification (PMC) CNS programs are designed to prepare the student to assume the role of Clinical Nurse Specialist. The program is designed for working professionals. Classes are held one to two nights per week and some Saturdays. Clinical Nurse Specialist options are available in the following areas:

- Adult/Gerontology Nursing
- Pediatric Nursing
- Women's Health Nursing

Program Learning Outcomes

Candidates who complete the PMC programs will be able to:

- **Inquire Faithfully:** The student will demonstrate knowledge, skill, and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making, and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.
- **Lead Faithfully:** The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for "Sabbath Rest" as a means for personal renewal, and true care of self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.
- **Communicate Faithfully:** The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication which conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.
- **Follow Faithfully:** The student will integrate the ordinary work¹ by complying with and adhering to regulatory and professional

standards (e.g., ANA Code of Ethics, The California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.

- **Care Faithfully:** The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

¹ Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work."

Program Eligibility for the PMC

- M.S.N. degree from a National League for Nursing (NLN) or Commission on Collegiate Nursing Education (CCNE) or regionally accredited program (i.e., WASC);
- Current California licensure as a registered nurse;
- At least one year of continuous full-time nursing experience in a United States healthcare facility within the previous five years; current employment strongly recommended;
- Official transcripts - B.S.N. and M.S.N. All foreign transcripts must have a course by course evaluation by World Education Services or another member of the National Association of Credential Evaluation Services that includes a degree equivalency and GPA;
- A completed university application;
- Two personal letters of recommendation;
- A completed School of Nursing graduate program application;
- Two professional recommendations;
- A personal essay of 250 words demonstrating graduate level writing skills and the importance of graduate study to the applicant;
- An interview with the graduate nursing selection committee;
- Basic computer literacy which includes knowledge of Explorer, Word, Outlook, PowerPoint, and the ability to perform an internet database search.

English Language Requirements

A satisfactory command of the English language is required for admission to the Graduate School of Nursing. Applicants, including international applicants, permanent residents, immigrants and transfer students who are not citizens of the United States on the date of admission and whose native language is other than English, must meet this requirement. A test of English as a Foreign Language (TOEFL) is the measure of competency. The test must have been taken within the past two years. The following scores must be met:

- 550 for the paper-based test
- 80 for the internet based test with a minimum section requirement score of 20 in reading, listening, speaking, and writing.

Only the following countries are exempt from proof of English proficiency: Australia, Canada, Ireland, United Kingdom, and New Zealand.

Other Provisions

To satisfy the requirements of the university's clinical agencies, upon acceptance into the program students are required to provide copies of the following documentation:

- Current California licensure as a registered nurse;
- Current Healthcare Provider CPR certificate from the American Heart Association;
- Completed School of Nursing Health Form Packet with officially documented proof of immunizations;
- Current TB screening upon admission into the program (2 step process);
- Current HIPAA certificate;
- Infection Control Module; and
- Background check and drug screening (failure to pass this may result in an inability to complete the program)

Per agreement with the San Diego Nursing Service Education consortium and affiliated hospitals, a background check and drug screening is required prior to the student's first clinical experience. If a red flag occurs from either the background check or drug screening, this may result in immediate dismissal from the program.

Courses for PMC Clinical Nurse Specialist Students

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

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

Code	Title	Units
Core Courses		
GNSG 6003	Following Faithfully: Healthcare Policy and Ethics	3
GNSG 6006	Advanced Pathophysiology	3
GNSG 6007	Advanced Pharmacology	3
GNSG 6008	Advanced Health Assessment Across the Lifespan	2
GNSG 6008L	Advanced Health Assessment Across the Lifespan Practicum	1
GNSG 6009	Health Promotion Across the Lifespan	2
CNS Specialty Courses		
Choose one (1) specialty from the following:		9
MSN w/Adult Gerontology Nursing CNS:		
GNSG 6014	Advanced Health Assessment: Adult Gerontology	
GNSG 6034	Adult Gerontology Nursing CNS Role Acquisition I	
GNSG 6044	Adult Gerontology Nursing CNS Role Acquisition II	
GNSG 6054	Adult Gerontology Nursing CNS Role Acquisition III	
MSN w/Pediatric Nursing CNS:		
GNSG 6015	Advanced Health Assessment: Pediatrics	
GNSG 6035	Pediatric Nursing CNS Role Acquisition I	
GNSG 6045	Pediatric Nursing CNS Role Acquisition II	
GNSG 6055	Pediatric Nursing CNS Role Acquisition III	
MSN w/Women's Health Nursing CNS:		
GNSG 6016	Advanced Health Assessment: Women's Health	
GNSG 6036	Women's Health Nursing CNS Role Acquisition I	

GNSG 6046	Women's Health Nursing CNS Role Acquisition II	
GNSG 6056	Women's Health Nursing CNS Role Acquisition III	
CNS Clinical Practicum Courses (12 units - 500 clinical hours)		
Choose one (1) from the following:		12
GNSG 6064 (A,B,C,D,E)	Gerontology Nursing CNS Role Practicum (12 units required)	
GNSG 6065 (A,I)	Pediatric Nursing CNS Role Practicum (12 units required)	
GNSG 6066 (A,B,C,D,E)	Women's Health Nursing CNS Role Practicum (12 units required)	
Total Units		35

Total Required Clinical Hours: 500 hours

Completion Requirements

In order to earn and receive a PMC, a student must satisfy all of the following:

1. Successful completion of all required program courses.
2. A cumulative grade-point average of 3.000 or higher. A minimum grade of B- is required to progress in the program. Students needing to repeat more than two courses may not progress in the program and may be dismissed; and
3. Payment in full of all tuition, fees, and other financial obligations owed to the university.
4. All requirements for the program must be completed within an eight-year period from the time of initial enrollment in the program.

School of Theology and Christian Ministry

Mission Statement

Graduate programs exist primarily as a response to the need for post-graduate theological education for ministry in the Southwest Educational Region of the Church of the Nazarene served by Point Loma Nazarene University. This graduate program exists in a community of learning and living in covenant to Christ, embodied in a Christian liberal arts context. This offers the strength of rich diversity of various Christian traditions and of critical reflection in the inter-disciplinary relationship of learners and leaders. Therefore, those providing leadership in the program see their task as:

- Preparing both clergy and lay leaders for serving in Christian congregations and related institutions;
- Preparing scholars for higher education in the public realm, the church, and the academy; and
- Enlarging the vision of practical theology and Christian mission as a public enterprise, responding to the increasingly complex theological, ethical, and socio-political issues facing the worlds of the present and the future.

Administration

Dean: Mark Maddix, Ph.D.

Program Director Master of Arts in Christian Ministry: Mark Maddix, Ph.D.

Program Director Maestría de Artes en Ministerio Cristiano: Jonathan Salgado, Ph.D

Courses Designed for the Graduate Level

Courses numbered at the 4000 undergraduate level in the School of Theology and Christian Ministry may be approved as electives by the program director. Graduate students taking such courses must meet higher qualitative and quantitative standards in order for the course to qualify for graduate credit. Course content areas cannot be repeated between a student's undergraduate and graduate programs.

School of Theology and Christian Ministry Courses

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

- Graduate Theology and Christian Ministry (p. 90)
 - Christianity Ministry, M.A. (p. 90)
 - Ministerio Cristiano, M.A. (p. 92)

Bible

BIB 6035 Christian Scripture (3 Units)

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

BIB 6035S Estudio De Las Sagradas Escrituras (3 Units)

Una exploración de la literatura y de la teología del Canon Cristiano prestando especial atención a los textos antiguos y su relevancia para el ministerio cristiano.

BIB 6037 Interpreting Christian Scripture (3 Units)

An introduction to diverse ways of reading Christian Scripture from ancient to modern, with an emphasis on its theological significance for ministry.

BIB 6037S Interpretando las Sagradas Escrituras (3 Units)

Una introducción a las diversas formas de leer las sagradas escrituras desde la antigüedad hasta la actualidad, con énfasis en su significado teológico para el ministerio.

BIB 6085 Bible and Christian Ministry (3 Units)

This course presents selected topics relating to Biblical interpretation and ministry.

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

Church History

CHU 6052 Christian Tradition (3 Units)

A survey of the history of Christian thought.

CHU 6052S Tradición Cristiana (3 Units)

Una panor mica de la historia del pensamiento Cristiano.

Christian Ministry

CMI 6WEK Intensive (0 Units)

A non-unit course that is a corequisite for MACM courses. It is to be taken each semester during the program. Content will be topical and related to the courses offered each semester.

Credit/No Credit.

CMI 6012 Christian Formation (3 Units)

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

Corequisite(s): CMI 6WEK

CMI 6012S Formación Cristiana (3 Units)

Un estudio de la formación cristiana que abarca prácticas personales y congregacionales que contribuyen a la madurez espiritual y al desarrollo de una persona y práctica ministerial saludable.

CMI 6022 Preaching and Teaching the Scripture (3 Units)

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

Corequisite(s): CMI 6WEK

CMI 6022S Predicando y Enseñando las Sagradas Escrituras (3 Units)

Un encuentro con textos bíblicos para considerar sus posibilidades en la proclamación cristiana y los métodos y prácticas apropiadas para facilitar su uso.

CMI 6046 Church in Mission (3 Units)

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

Corequisite(s): CMI 6WEK

CMI 6046S La Iglesia en Misión (3 Units)

Una exploración de la eclesiología, el ministerio multicultural e intercultural y la teología misional.

CMI 6062 Leadership and Ministry (3 Units)

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

Corequisite(s): CMI 6WEK

CMI 6062S Liderazgo y Ministerio (3 Units)

Un estudio bíblico y teológico y una comprensión práctica del liderazgo en la Iglesia.

CMI 6076 Christian Mission in Local Contexts (3 Units)

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

Corequisite(s): CMI 6WEK

CMI 6076S La Misión Cristiana en Contextos Locales (3 Units)

Un estudio de los contextos sociales, culturales y demográficos del ministerio. Instrucción sobre la "práctica" misional y el liderazgo en la iglesia local.

CMI 6077 Congregational Discipleship and Formation (3 Units)

An exploration of congregational practices that form persons and communities into faithful disciples. Attention is given to how theology informs the educational and formative practices of local congregations.

Corequisite(s): CMI 6WEK

CMI 6077S Discipulado y Formación Congregacional (3 Units)

Una exploración de prácticas congregacionales que forman a personas y a comunidades en discípulos fieles. Se presta atención al hecho de que la teología informa a las prácticas educativas y formativas de las congregaciones.

CMI 6078 Pastoral Care and Counseling (3 Units)

What is the pastor's role in offering and equipping the faith community to provide holistic forms of Christian care? Basic skills will be honed for short-term crisis pastoral counseling, when to refer to medical and psychological counseling, and how to organize lay ministries for care. Special focus will be given to clergy ethics and ongoing self-care and spiritual health for ministry leaders.

Corequisite(s): CMI 6WEK

CMI 6078S Consejería y Cuidado Pastoral (3 Units)

Se estudia el papel del pastor al ofrecer y equipar a la comunidad de fe en diferentes formas de cuidado cristiano integral. Se tratará de pulir las habilidades básicas para la consejería pastoral de crisis y de corto plazo, cuando referir o derivar a las personas que necesiten tratamiento profesional de un médico o psicólogo y cómo organizar ministerios laicos para asesoramiento pastoral. Se prestará especial atención a la ética ministerial y al cuidado continuo de la salud y desarrollo espiritual de los líderes ministeriales.

CMI 6082 Stewardship and Management in Ministry (3 Units)

This course presents the principles of finance as they relate to pastoral involvement in church and life, church budgeting, fund raising, building financing, family budgeting, and long-range financial planning.

Corequisite(s): CMI 6WEK

CMI 6090 Special Studies in Christian Ministry (1-3 Units)

This course presents selected studies in an area of Christian ministry as determined by the School of Theology and Christian Ministry.

May be repeated for up to a total of nine (9) units.

Prerequisite(s): Permission is required from the Dean of the School of Theology and Christian Ministry and the course faculty. Student must be in good academic standing.

Corequisite(s): CMI 6WEK

CMI 6090S Estudios especiales en Ministerio Cristiano (1-3 Units)

Este curso presenta estudios selectos en el área de Ministerio Cristiano determinados por la Escuela de Teología y Ministerio Cristiano. Se requiere la autorización previa del Decano de la Escuela de Teología y Ministerio Cristiano y del profesor del curso. El estudiante debe poseer un buen record académico.

Los estudiantes podrán repetir el curso para un total de hasta nueve unidades.

Philosophy

PHL 6011 Christian Ethics (3 Units)

This course studies major Christian ethical theories and view of the moral life. It also examines contemporary moral issues such as justice, war, peace, work, and family.

PHL 6011S Ética Cristiana (3 Units)

Este curso estudia importantes teorías éticas cristianas y puntos de vista sobre la vida moral. Se examinan cuestiones morales contemporáneas como la justicia, la guerra y la paz, el trabajo y la familia.

Theology

THE 6072 Wesleyan Theology and Contemporary Ministry (3 Units)

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

THE 6072S Teología Wesleyana y Ministerio Contemporáneo (3 Units)

Un estudio de la historia, teología y práctica Wesleyana y sus implicaciones para el ministerio en la iglesia local.

Graduate Theology and Christian Ministry

Christianity Ministry, M.A.

Mission Statement

Graduate programs exist primarily as a response to the need for post-graduate theological education for ministry in the Southwest Educational

Region of the Church of the Nazarene served by Point Loma Nazarene University. This graduate program exists in a community of learning and living in covenant to Christ, embodied in a Christian liberal arts context. This offers the strength of rich diversity of various Christian traditions and of critical reflection in the inter-disciplinary relationship of learners and leaders. Therefore, those providing leadership in the program see their task as:

- Preparing both clergy and lay leaders for serving in Christian congregations and related institutions;
- Preparing scholars for higher education in the public realm, the church, and the academy; and
- Enlarging the vision of practical theology and Christian mission as a public enterprise, responding to the increasingly complex theological, ethical, and socio-political issues facing the worlds of the present and the future.

Program Description

The Master of Arts in Christian Ministry program is designed to educate and accommodate students who live at a distance (often in ministry assignments). Courses are offered in one week intensives or during weekends. Students are expected to engage in completing online discussions, reading assignments, and writing term papers as part of the hybrid classes. The curriculum has a strong emphasis on both academic rigor (preparation for possible continuation of graduate studies) and practical ministry. This program is offered in English and Spanish.

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

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

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

Vision Statement

The purpose of this degree is to provide a program in academic and professional ministry competencies rooted in the classic theological disciplines and engaged with contemporary life, resulting in leadership skills in the formation of character in Christian communities. The desired outcome is the integration of theology and ministry culminating in graduates who are “practical thinkers and thinking practitioners.” The program builds on basic prerequisites in undergraduate work and professional experience, providing education intended to lead to lifelong learning.

Program Learning Outcomes

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

- Incorporate Christian formation in the local congregation and the life of the candidate;

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

Program Eligibility for the Master of Arts in Christian Ministry

- Completion of a baccalaureate degree from an accredited institution or the equivalent;
- A completed application for admission to the program;
- Official transcripts indicating an approved undergraduate degree;
- An interview with the director of the Master of Arts in Christian Ministry program; and
- A writing sample which includes a statement of commitment to Christian values and to excellence in scholarship.

Prerequisites

- Completion of an acceptable undergraduate degree from an accredited institution plus the completion of one year of full-time Christian ministry in a local church setting.
- Students should read carefully the general regulations concerning admission to a graduate program at Point Loma Nazarene University and the basic requirements for graduate degrees that appear in this Graduate Catalog.

Code	Title	Units
Required Courses		
BIB 6035	Christian Scripture	3
BIB 6037	Interpreting Christian Scripture	3
CHU 6052	Christian Tradition	3
CMI 6012	Christian Formation	3
CMI 6022	Preaching and Teaching the Scripture	3
CMI 6046	Church in Mission	3
CMI 6062	Leadership and Ministry	3
CMI 6076	Christian Mission in Local Contexts	3
CMI 6077	Congregational Discipleship and Formation	3
CMI 6078	Pastoral Care and Counseling	3
PHL 6011	Christian Ethics	3
THE 6072	Wesleyan Theology and Contemporary Ministry	3
Total Units		36

Transfer Credit

Students can transfer up to six (6) approved units from the following:

1. transfer of coursework from Nazarene Theological Seminary¹;
2. transfer of approved graduate-level course work;
3. cross-referenced graduate-level course work in the School of Theology and Christian Ministry; or
4. registration in CMI 6090 Special Studies.

¹ Students transferring units from Nazarene Theological Seminary may do so up to the limit approved by the Graduate and Extended Studies

Committee and specified in the partnership agreement between PLNU and NTS.

Graduation Requirements

In order to earn and receive a Master of Arts in Christian Ministry, a student must satisfy all of the following:

1. A completed Application for Degree Candidacy (online or in the Office of Records, main campus);
2. A completed graduation application with appropriate approvals;
3. Successful completion of all core course requirements (12 units) and a minimum of 24 units total units completed at PLNU;
4. Completion of a minimum of 36 units (including core courses);
5. Cumulative grade-point average of 2.750 or higher; and
6. Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee.

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

Ministerio Cristiano, M.A.

Declaración de la Misión

Los programas de posgrado existen principalmente como una respuesta a la necesidad de educación teológica superior para el ministerio en la región educativa del suroeste de la iglesia del Nazareno, a la cual sirve la Universidad Nazarena de Point Loma.

Este programa existe en el contexto de una comunidad educativa comprometida a vivir en pacto con Cristo y dentro del marco cristiano de artes liberales. Esto provee la fuerza de una rica diversidad de varias tradiciones cristianas, de reflexión crítica y de una relación interdisciplinaria de estudiantes y líderes.

Por lo tanto, los líderes en el programa ven como su tarea:

- La preparación de clérigos y líderes laicos para servir en congregaciones cristianas y en instituciones relacionadas;
- La preparación de eruditos para la educación superior en el ámbito público, en la iglesia y en la academia; y
- Ampliar la visión de la teología práctica y misión cristiana en la vida pública, respondiendo a los cada vez más complejos problemas teológicos, éticos y socio-políticos que se enfrentan a los mundos del presente y del futuro.

Descripción del Programa

El programa de Maestría de Artes en Ministerio Cristiano está diseñado para servir y dar cabida a los estudiantes que viven lejos (a menudo debido a asignaciones ministeriales). Se ofrecen cursos intensivos de ocho semanas en línea intercalando clases presenciales cuatro sábados por curso.

Los estudiantes deben comprometerse a completar discusiones en línea, asignaciones de lectura y trabajos escritos. El plan de estudios tiene un fuerte énfasis en rigor académico (preparación para la posible continuación de estudios de posgrado) y en el Ministerio práctico. Este programa se ofrece tanto en inglés como en español.

El programa está diseñado alrededor de cuatro énfasis centrales que se destacan en los cursos básicos:

- Formación Cristiana
- Escrituras Cristianas
- Tradición Cristiana
- Iglesia en misión

Antes de la terminación de las treinta y seis (36) unidades requeridas para la Maestría de Artes en Ministerio Cristiano, los estudiantes tendrán la opción de solicitar a la oficina de registro de PLNU que el título no sea conferido, permitiendo así que el número máximo de unidades pueda ser utilizado para la terminación del grado de Maestría den Divinidades, como se indica en el acuerdo de asociación entre PLNU y el Seminario Teológico Nazareno.

Declaración de la Visión

El propósito de esta titulación es proporcionar un programa de competencias académicas y profesionales del ministerio basado en las disciplinas teológicas clásicas y comprometidas con la vida contemporánea, que resulte en habilidades de liderazgo en la formación del carácter en las comunidades cristianas. El resultado deseado es la integración de la teología y el ministerio que culmine en graduados que sean “pensadores prácticos y practicantes pensantes.” El programa se basa en requisitos básicos universitarios y experiencia profesional, y provee una educación con miras a la formación continua permanente.

Objetivos de Aprendizaje del Programa

Los estudiantes que completen exitosamente la Maestría de Artes en Ministerio Cristiano de PLNU será capaces de:

- Incorporar formación cristiana en la congregación local y en la vida personal;
- Interpretar las Escrituras especialmente en relación con la predicación y la enseñanza en la iglesia local;
- Explicar la naturaleza, la misión y el contexto social de la iglesia, especialmente en lo que se refiere a prácticas eclesíásticas y el liderazgo del pastor en la congregación local; y
- Analizar la teología, ética e historia de la iglesia, especialmente en relación con la tradición Wesleyana en el ministerio contemporáneo.

Elegibilidad para el Programa de Maestría de Artes en Ministerio Cristiano

- Poseer un título de bachillerato de una institución acreditada o su equivalente;
- Completar la solicitud para la admisión al programa;
- Transcripciones o expedientes oficiales indicando grado académico aprobado;
- Entrevista con el director del programa de Maestría de Artes en Ministerio Cristiano; y
- Una muestra de trabajo escrito, que incluya una declaración de compromiso con valores cristianos y con la excelencia académica.

Requisitos Previos

- Haber completado un grado académico aceptable de una institución acreditada, además de un año de ministerio cristiano de tiempo completo en un entorno eclesíástico.

- Los estudiantes deben leer cuidadosamente el Reglamento general de admisión a un programa de postgrado en Point Loma Nazarene University y los requisitos básicos para obtener títulos de posgrado que aparecen en este Catálogo.

Code	Title	Units
Cursos Requeridos		
BIB 6035S	Estudio De Las Sagradas Escrituras	3
BIB 6037S	Interpretando las Sagradas Escrituras	3
CHU 6052S	Tradición Cristiana	3
CMI 6012S	Formación Cristiana	3
CMI 6022S	Predicando y Enseñando las Sagradas Escrituras	3
CMI 6046S	La Iglesia en Misión	3
CMI 6062S	Liderazgo y Ministerio	3
CMI 6076S	La Misión Cristiana en Contextos Locales	3
CMI 6077S	Discipulado y Formación Congregacional	3
CMI 6078S	Consejería y Cuidado Pastoral	3
PHL 6011S	Ética Cristiana	3
THE 6072S	Teología Wesleyana y Ministerio Contemporáneo	3
Total Units		36

Créditos Transferibles

Los estudiantes pueden transferir hasta seis (6) unidades aprobadas así:

1. Transferencia de cursos tomados en el Seminario Teológico Nazareno¹;
2. Transferencia de cursos de un programa de posgrado acreditado;
3. Referencia cruzada de cursos tomados en la Escuela de Teología y Ministerio Cristiano; o
4. Registro en CMI 6090S.

¹ Los estudiantes que transfieran unidades del Seminario Teológico Nazareno podrán hacerlo hasta el límite aprobado por el Comité de Estudios de Posgrado y especificado en el convenio entre PLNU y NTS.

Requisitos de Graduación

Para obtener y recibir una Maestría en Artes en el Ministerio Cristiano, el estudiante debe cumplir con todo lo siguiente:

1. Completar la solicitud para candidatura de grado (en línea o en la oficina de registro del campus principal);
2. Completar una solicitud de graduación completa con aprobaciones apropiadas;
3. Haber completado satisfactoriamente todos los requisitos de los cursos base (12 unidades) y un mínimo de 24 unidades en PLNU;
4. Finalizar un mínimo de 36 unidades (incluyendo cursos básicos);
5. Tener un promedio de 2.750 o superior; y
6. Pago completo de todas las matrículas, tarifas, y otras obligaciones financieras adeudadas a la universidad, incluyendo la tarifa de graduación.

Todos los requisitos para posgrados deben completarse dentro de un período de ocho años a partir de la fecha de inscripción en el programa.

Academic and General Policies

University Policies

Credit Hour Policy

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

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

- 1 credit hour = 750 minutes instructional time
- 2 credit hours = 1500 minutes
- 3 credit hours = 2250 minutes
- 4 credit hours = 3000 minutes

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

Hybrid or Blended courses use online and face to face delivery. A substantial portion 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.

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, 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.)” 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 graduate 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 graduate 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.

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 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.

Application for Graduation

A student who intends to graduate must complete an Application for Degree Candidacy (online or in the Office of Records in Mission Valley). The form must be filed with the Office of Records no less than 60 days prior to the anticipated degree posting date. Degree processing fees will be applied to the student's account. Work for all courses considered for a degree must be completed prior to the anticipated degree posting date. Passing grades for all courses must be recorded prior to a degree posting. Posting dates are available on the academic calendar. All candidates must complete all program courses to participate in Commencement unless all of the following are met:

- There are no more than four (4) units lacking to complete the required units for the program (no more than six (6) units lacking for the Master of Arts in Clinical Counseling, Master of Science in Athletic Training, Master of Science in General Biology, Master of Science in Nursing, Master of Science in Medicine, Physician Assistant, and the Doctorate of Nursing Practice.)
- There is an approved plan to complete the remaining units in the immediately following term
- Payment in full of all financial obligations to the university, including a degree processing fee

Examinations

Examinations may be deferred due only to illness or other equally valid conditions over which the student has no control. Approval for deferral must occur before the scheduled examination. Faculty and/or the department or school has the authority to grant examination deferral.

Class Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements. Absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. If more than twenty 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 three consecutive days will be issued an attendance warning. Students who do not attend at least once in any seven 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 Graduate Catalog (p. 147).

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.

Registration and Records

Transcripts

A complete and official transcript is available from the Office of Records. Official transcripts cost \$5.00 each and can be ordered by going to the National Student Clearinghouse (<https://tsorder.studentclearinghouse.org/school/ficecode/00126200/>) website. Requests not submitted through online ordering require an Official Transcript Form from the Records Office website and a student's handwritten signature. Transcripts marked for pick up will not be released to anyone other than the student except by a signed, written authorization submitted to the Records Office. Photo identification is required for pick up. Unofficial transcripts are free and available through Workday as well as at the Office of Records. Expedited processing and mailing options may be 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
4000-4999	Upper-division courses open to post-baccalaureate students with the approval of the school dean or department chair upon the recommendation of the program director/coordinator.	
5000-5999	Transition or post-baccalaureate courses applicable to a certificate, credential, or a master's degree program.	
6000-6999	Graduate courses applied to a master's degree program.	
7000-7999	Post-master's courses open to students who hold a valid master's degree.	

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.

Add/Drop Policy

Adding a Class. The deadline for students to register for courses is the last day of the second week of the semester or the last day of the first week of a Quad. Exceptions to this deadline will only be considered if students have extenuating circumstances beyond their control and the student completes a change of schedule form, with the approval of the school dean/department chair and the Vice Provost for Academic Administration. The form is then filed with the Office of Records.

Dropping a Class. Students may drop a course through the first 50% of the period of offering; enrollment will be deleted from the student's permanent record. After that, a student with extenuating personal circumstances may request permission of the program director (or the representative director in the case of programs in the School of Education) to withdraw from the course. If approved, a W will appear on the transcript with no impact on the GPA. If the petition is not approved or not submitted, the grade of WF will be assigned or a letter grade in accordance with the grading policy noted in the syllabus as determined by the instructor of record. Students should consider refund and transcript implications when dropping a class.

Maximum and Minimum Course Loads

The maximum course load for a graduate program is twelve (12) units in a semester (MBA Fifth Year has one term with a max course load of fifteen (15) units). Overloads may be carried with the written approval of the Vice Provost for Academic Administration on the recommendation of the school dean/department chair. This must be filed with the Office of Records prior to the applicable registration period. For financial aid purposes, the minimum full-time course load for graduate students is six (6) units per semester. For further information regarding financial aid, students should contact their Student Financial Services representative.

Independent Study

Independent studies at the university level enable students to enrich their academic experience by pursuing topics and research in a closely supervised program with an academic supervisor. In such a study, a qualified student works with the instructor to develop a plan and syllabus. Graduate students may receive credit for up to six (6) units of independent study to be applied to their degree program. No more than four (4) units may be received from one project or study.

An independent study form and proposal must be submitted with a registration form to the program director, with an approved copy filed with the Office of Records. The independent study must be approved by the instructor, department chair or school dean, and the respective college dean. Independent study fees may apply depending on circumstances.

Grades and Appeals Process

Grading System

Traditional letter grades (A, B, C, D, F) including plus and minus grades are used to indicate the level of scholarship earned for each course. Except for the correction of an error, all traditional letter grades are final at the

conclusion of the academic term. Once the degree has been posted on the student's official transcript, no change of grade action is allowed for courses leading to the degree. The grade of C is the lowest grade acceptable for graduate credit.

[H] Audit

The grade assigned when a course is taken as an audit course. A student wishing only exposure to a course may elect to audit the course. The student registers in the regular manner and pays an audit fee. Regular attendance at all class meetings is the responsibility of the student, but written assignments and examinations are not mandatory. A grade of H is entered only for satisfactory attendance; a grade of F is entered for non-attendance. Courses audited carry no credit toward the grade-point average, graduation requirements, or meeting professional requirements. Audit units count toward the student's course load, except in determining financial aid, and may be repeated.

[CR] Credit

The grade utilized for designated courses which are graded on a Credit/No Credit basis. Courses graded Credit are counted toward a student's total number of units but have no grade-point value and no effect on the grade-point average.

[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, if at all, by the end of the next regular semester. Until made up, a grade of I is considered as F in determining the student's grade-point average, and eligibility for financial assistance. Note: Federal fair use policy requires ending access to Canvas resources after three weeks. Instructors should keep this in mind when establishing incomplete grade resolution requirements and deadlines.

[IP] In Progress

A provisional grade assigned to courses, such as fieldwork courses, that extend longer than a semester due to the nature of the course requirements. The grade of IP carries no grade points and is replaced by the grade earned when the requirements for the course are properly completed. If the work is not completed within one calendar year from the end of the semester date of enrollment, the course registration will be concluded and a grade of No Credit [NC] assigned or a grade based on completed work for computation into the grade-point average.

[NC] No Credit

The grade recorded for all non-passing work in those courses graded on a Credit/No Credit basis. The NC grade has no grade-point value and no effect on the grade-point average. In order to complete an NC course to meet degree or credential requirements, including one that was an IP and

reverted to NC, a student assigned this grade must register again for the course.

[W] Withdrawn

This grade is recorded when a student doing passing work is given permission by the program director to drop a course after the first 50 % of the course (for exceptional circumstances such as personal and family emergency).

[WF] Withdrawn under failing conditions

This grade is recorded when a student does not request permission or whose petition to withdraw from a class is denied after 50% of the class has passed. A grade of WF is considered the same as an F in calculating the grade-point average.

Grade Points

Letter grades are converted to numerical equivalents for computation according to the following scale.

Courses in which grades of H, IP, W, CR, and NC are received are not included in determining the grade-point average.

Minimum Grades Required. Except as indicated below, all students admitted to a post-baccalaureate program must maintain a grade-point average of 3.000 (B) or better as a condition of remaining in the program.

- The minimum acceptable grade-point average for Master of Arts in Christian Ministry students is 2.750.
- The grade-point average is computed on all courses taken since admission to graduate study. Courses accepted as transfer credit are not used in computing the grade-point average.
- Students may repeat courses up to the maximum number of attempts as set within the parameters of each program as stated in the catalog in which they earned a grade lower than a C unless otherwise specified within the parameters of each program as specified in the catalog. Students in the Master of Science in Nursing and Doctorate of Nursing Practice may repeat courses in which they earned a grade lower than a B-.
- If this is done, each grade appears on the transcript, but the lower grade is not used for grade-point calculation. Only the units associated with the higher 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/poinloma.edu/file/d/1gpvHTMzRo6mCu8kRkM_336VGLAbCOty9/view/?usp=sharing).

Academic Standing

Normal Academic Progress

The academic progress of all students is reviewed by the Vice Provost for Academic Administration. Those who maintain the minimum required grade-point average are in satisfactory scholastic standing and as such are making progress toward a degree. To remain free of academic probation, students must earn a minimum cumulative grade-point average specified by the program in which they are enrolled. A cumulative GPA of 3.000 is required of all programs with one exception: The Master of Arts in Ministry degree requires a cumulative GPA of 2.750 for graduation.

Unsatisfactory Academic Progress

Point Loma takes seriously a student's inability to make satisfactory progress toward the goal of a degree. The university works with students placed on academic probation to create links between them, faculty advisors, program directors, and other support programs. Policies concerning students on academic probation are administered by the Vice Provost for Academic Administration.

Note: *Students who receive federal, state, or 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 good academic standing, but whose session GPA for a regular semester falls below the program minimum, are placed on alert status. While not technically on academic probation, these students are under the strict supervision of the Office of the Vice Provost for Academic Administration and may be required to repeat courses in which they received a low grade.

Academic Probation

Students whose cumulative GPA falls below minimum standards are placed on academic probation. Probationary students who fail to earn the minimal required session GPA for their program the following semester are disqualified from continuing at the university.

Continuance on Academic Probation

Students who are on probation and earn at least the required GPA for their program during the current session, but whose cumulative GPA is below that standard, may be continued on academic probation at the discretion of the Vice Provost for Academic Administration, considering all factors. These students are under the strict supervision of the Office of the Vice Provost for Academic Administration.

Academic Disqualification

Students whose cumulative GPAs fall below the minimum 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 Vice Provost for Academic Administration describing the reason for the disqualification, the student's eligibility or ineligibility to apply for readmission and the route to readmission if eligible.

Degree Requirements

Applicable Catalog

Students in continuous enrollment may elect to graduate under the curricular requirements of either the catalog for the year in which they enter the university or the catalog of a subsequent year. Those 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.

Department/School Recommendation for a Degree

Prior to recommending a student for a degree, the department or school evaluates the student's progress based on the department/school's student learning outcomes, grade-point average, and other requirements. The Office of Records reviews documents prior to degree posting to assure that all requirements for graduation have been met. All work taken toward a degree must be completed in full before posting. Degrees are conferred six (6) times per year at the close of each traditional quad. Commencement convocation is two times a year, at the close of the fall and spring semesters. All candidates who completed their work and had their degree posted in the current academic year may participate. A candidate who is deficient in meeting graduation requirements by an amount which could reasonably be earned in the summer sessions following may be permitted to participate in the spring commencement. These students are recognized publicly as summer graduates (indicated in the commencement program). The diploma is available to summer graduates upon satisfactory completion of all work for the degree after the closest degree confirmation date.

Time Limit for Completion of a Graduate Degree

All requirements for graduate degrees must be completed within an eight-year period from the time of initial enrollment in the program. For the Master of Science in Medicine degree, all requirements must

be completed within forty-eight (48) months from the time of initial enrollment in the program.

Certificate Requirements

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

- A certificate is a skill-based program responsive to employer and/or market need that supplements a student's graduate or adult degree completion studies. Point Loma Nazarene University offers certificates which may be one of three types: academic, professional development or attendance certificates.
- Academic certificates will be between six (6) and eighteen (18) graduate level units. Professional development certificates are based on a ten (10) hours per CEU formula. Attendance certificates are awarded on the basis of full session attendance.
- 50% or more of the units being applied to the certificate must be unique to that certificate.
- Only academic certificates that appear in the student's catalog of record may be earned at the point of graduation.
- Students must earn a 3.000 cumulative grade point average for an academic certificate with no grade lower than C.
- Of the total graduate units in the academic certificate, a minimum of two-thirds must be earned in residence.
- Academic certificate programs will state clearly whether they can be applied to a PLNU degree.
- Neither professional development nor attendance certificates can be converted to academic credit or applied to university programs or degrees.

Transfer Credit

Transfer credit is defined as graduate credit earned at another regionally accredited institution. Students may request transfer courses to be considered for application to a degree program. Any transfer courses to be considered for application to a degree program must be recommended by the school dean/department chair with final approval residing with the Vice Provost for Academic Administration. No more than six (6) transfer units may be applied to a degree, and all coursework must have been completed within the last seven (7) years at a regionally accredited institution and may not have been previously used for completion of a graduate degree program. PLNU will not accept transfer credit from Career or Technical Schools. Transfer work from Foreign Institutions will not be accepted without proper transcript evaluation from an accredited Foreign Transcript evaluation service. For transfer coursework to be used, it must be presented on an original official transcript directly from the issuing institution.

Curricular Exceptions

Occasionally, an exception to the requirements in this catalog may be appropriate. For consideration of a curricular exception, students must file a Curricular Exceptions Petition (form available online) with their program advisor. The program advisor will make a recommendation to the appropriate school dean or department chair. If approved by the school/department, the petition will be forwarded to the Vice Provost for Academic Administration for final approval. Decisions regarding exceptions are based on the merit of each individual case.

All curricular exceptions combined may not exceed 20% of the total units required for the degree or credential. The rationale for such changes must

be substantiated with official academic records that become part of the student's PLNU academic records.

Examples of curricular exceptions include: a course replacement of a required course in the curriculum with a course taken at another institution; a course substitution of one PLNU course substituting for another PLNU course; and/or a course is waived, requiring the student to take an elective to replace the unit requirement for the program.

Thesis/Graduate Project

The purpose of a thesis or graduate project is to give students experience in carrying out the kind of research they may expect to do throughout their professional careers. A thesis/graduate project involves investigation of primary sources. It may involve a re-examination or re-evaluation of primary sources that others have already studied in an effort to confirm or revise the conclusions of others. It may involve a new program of testing and analyzing procedures or methods. It is intended to demonstrate the student's ability to work independently on a problem, to demonstrate wide familiarity with the literature in the field of the program, to demonstrate command of the techniques and principles of research, and to demonstrate ability to form valid generalizations from the data used.

For those graduate programs requiring a thesis or applied project, the school or department has determined the unit credit required for completion of the thesis/applied project. Students will be assigned an advisor to assist and supervise their work. Students are expected to complete this final phase of their graduate study in a timely manner. If, however, the student requires additional time for completion, an extension fee will be charged each semester until the thesis/applied project grade is recorded (see fee schedule (<https://catalog.pointloma.edu/content.php?catoid=59&navoid=3268>)).

Students who have not completed the thesis/applied project after registering for all the units of thesis work required for their major course of study will be routinely registered each subsequent semester for "thesis extension" until completion. This action will add a thesis extension fee, generating a bill but no additional units. Automatic registration will continue each semester until the final grade has been posted by the thesis advisor. This process allows the students to remain registered in the university system for library resources, computer system, and other support services.

The registration for the extension is automatic. However, if a student "opts out" of this option prior to completing thesis work, the course will be graded No Credit or F. For a student to opt back into the program to complete the thesis/applied project, the student is required to file a request for readmission and registration for the balance of units for the original required thesis course. In addition, the school/department makes a determination on the merits of the readmission request. If a balance exists in the student's account, the payment of regular tuition and fees will be required prior to readmission.

Multiple Master's Degrees

A graduate student may earn more than one master's degree from Point Loma Nazarene University by meeting all university and academic department/school requirements and fulfilling all graduation requirements for each degree. When a second degree is pursued in the same academic discipline (e.g., the School of Education or the Fermanian School of Business, etc.), two-thirds of the courses for the second degree must be distinct from the first degree.

Students desiring to pursue two graduate programs concurrently must apply for program eligibility for both programs and be accepted into those programs. In addition, they must meet with the program director of both graduate degree programs in order to plan the joint course of study. Concurrent graduate program students must meet the requirements of both programs, as stated above.

Withdrawal and Readmission

Withdrawal from the University

There are times when a student finds it necessary to withdraw from the university. In order to avoid being administratively withdrawn, courses and incompletes being converted to a failing grade, and financial payments going into default, students are required to notify the Office of Records and complete a Notice of Intent to Withdraw from the university. If withdrawal occurs while a student is registered for classes, students must follow the procedures listed below for withdrawing from a course.

Withdrawal from a Course

Students may drop a course at any time up to the last day allowable to drop a course. If this action leaves the student with no further courses, a withdrawal form (available online) must be filed in a timely manner. Students with extenuating circumstances, such as personal or family emergencies after the last day to drop, may contact the Center for Student Success or Program Director. If the action is approved, courses are then graded with a W (withdrawal) unless the faculty deems the student's performance to be unsatisfactory at the time of withdrawal, at which point a WF grade would be assigned.

Students who cease attending or never attended a course for which they are registered receive an F in that course if accepted procedures for dropping/withdrawing are not followed.

Financial implications for withdrawals may be found under "Refund Policy (p. 147)."

Leave 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 taken a leave of absence 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, and 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, have not filed an approved leave of absence with the Office of Records, 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.

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.

Course Information

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

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.
4000-4999	Upper-division courses open to post-baccalaureate students with the approval of the school dean or department chair upon the recommendation of the program director/coordinator.
5000-5999	Transition or post-baccalaureate courses applicable to a certificate, credential, or a master's degree program.
6000-6999	Graduate courses applicable to a master's degree program.
7000-7999	Educational Specialist and other post-master's courses open to students who hold a valid master's degree.

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.

BIB - Bible

BIB 6035 Christian Scripture (3 Units)

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

BIB 6035S Estudio De Las Sagradas Escrituras (3 Units)

Una exploración de la literatura y de la teología del Canon Cristiano prestando especial atención a los textos antiguos y su relevancia para el ministerio cristiano.

BIB 6037 Interpreting Christian Scripture (3 Units)

An introduction to diverse ways of reading Christian Scripture from ancient to modern, with an emphasis on its theological significance for ministry.

BIB 6037S Interpretando las Sagradas Escrituras (3 Units)

Una introducción a las diversas formas de leer las sagradas escrituras desde la antigüedad hasta la actualidad, con énfasis en su significado teológico para el ministerio.

BIB 6085 Bible and Christian Ministry (3 Units)

This course presents selected topics relating to Biblical interpretation and ministry.
May be repeated for a total of six (6) units.

BIO - Biology

BIO 6001 Graduate Internship in Biology (1-6 Units)

This course is an elective option allowing students to gain research/lab experience through internships at a variety of local businesses/organizations.
May be repeated up to a total of six (6) units. Credit/No Credit.

BIO 6011 Learning in Science (3 Units)

This course involves discussion and integration of seminal papers in the area of learning theory, with applications in a variety of scientific research, business, and educational settings.
Predominantly online course delivery.

BIO 6021 Readings in Biology (1 Unit)

This course focuses on the reading and discussion of research articles and other sources of material on a particular topic in biology. Topics vary.
May be repeated up to four (4) units as long as the content is different.
Credit/No Credit.

BIO 6033 History/Philosophy of Science (3 Units)

This course involves discussion of seminal works in the history and philosophy of science as a way of thinking. From this perspective, the course explores current interest in the nature of science as an integral part of the study of science.
Predominantly online course delivery.

BIO 6043 Research Design in Science Education (3 Units)

This course promotes understanding of both qualitative and quantitative research design in science education, with a focus on current trends in the field.
Predominantly online course delivery.

BIO 6060 Microbiology and Immunology (3 Units)

Concepts in microbiology, including the diversity and ecology of microscopic organisms, and in immunology, focusing on cellular and molecular regulation of the immune system in health and disease, are addressed from the perspective of teaching for conceptual understanding.
Lecture and lab.

BIO 6061 Ecology of Plants and Animals (3 Units)

Concepts related to complex ecological systems with special emphasis on the interactions between plants and animals are addressed from the perspective of teaching for conceptual understanding.
Lecture and field-oriented lab.

BIO 6062 Genetics and Molecular Biology (3 Units)

Concepts in genetics and molecular biology, including inheritance, organization, variability and expression of genes, with emphasis on the regulatory mechanisms that govern gene expression in eukaryotic and prokaryotic cells, are addressed from the perspective of teaching for conceptual understanding.
Lecture and lab.

BIO 6063 Cell Biology (3 Units)

Concepts in cell biology, including the chemical basis of life, the structure and function of organelles, basic metabolic pathways, models for the origin of cells are addressed from the perspective of teaching for conceptual understanding.
Lecture and lab.

BIO 6064 Developmental Biology (3 Units)

Concepts emerging from the union of the two disciplines of evolution and development that help us better understand both the process of development and of the diversity of life forms are central to this course. Emphasis will be placed on the concepts of modularity, developmental master control genes (toolkit genes) and genetic switches that are the keys to explaining how the diversity within the body plans of animals develop. These topics will be addressed from the perspective of teaching for conceptual understanding.
Lecture and lab.

BIO 6065 Physiology of Plants and Animals (3 Units)

Concepts related to the physiological mechanisms that contribute to homeostasis in both plants and animals are addressed from the perspective of teaching for conceptual understanding.
Lecture and lab.

BIO 6067 Marine Biology (3 Units)

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

BIO 6068 Evolutionary Biology (3 Units)

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

BIO 6082 Research Proposal and Pilot Study (1 Unit)

Students identify a biology or biology education-related research problem, then prepare a brief literature review and research design, followed by carrying out a pilot study with abbreviated analysis. Predominantly online course delivery.

BIO 6083 (A,B,C,D,E,F) Thesis (1-6 Units)

Students write a thorough literature review and bibliography related to their chosen biology education problem, then design, carry out, and analyze the results of their original research, draw conclusions, and propose implications of their findings. This process culminates with the completion of the student's written thesis, as well as a public presentation of the research. Students register for each thesis unit (6083 A through F) in sequence (A through F) corresponding to the 6 units necessary to complete the thesis requirement. Students may register for as many as three thesis units in a single semester (i.e., 6083A, 6083B, and 6083C) or as few as one unit. At the end of each semester a grade of Credit/No Credit is issued reflecting the student's satisfactory progress toward thesis completion. If in the final semester (BIO 6083F) of thesis enrollment the student has not completed all requirements for the thesis, the student is automatically enrolled in thesis extension status for each subsequent semester until the thesis is completed.

Credit/No Credit.

Fee: A thesis extension fee is charged (see fee schedule) for each semester of thesis extension.

BIO 6084 Comprehensive Examination in General Biology (0 Units)

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

BIO 6090 Special Studies in Biology (1-3 Units)

Selected studies in the area of biology as determined by the Department of Biology.

May be repeated for credit up to a maximum of eight (8) units as long as the content is different.

Prerequisite(s): Permission is required from the Chair of the Department of Biology and the course faculty. The student must be in good academic standing.

BIO 6092 Perspectives on Science (1 Unit)

Perspectives on Science is a monthly seminar series with speakers from research institutions and universities which address current research in their fields, including chemistry, biology, physics, astronomy, and geology. Following the seminar, students discuss research articles by the speaker. May be repeated for a total of six (6) units. Credit/No Credit.

BIO 6123 Leadership in Science (3 Units)

This course explores the development of a theoretical basis of the intrinsic and extrinsic motivations for exceptional performance. Students analyze the ways leadership and culture shape an organization's environment and history. Different leadership styles, personal leadership effectiveness, and both historical and contemporary leadership literature will be examined. Case studies relevant to academic biology departments, life science research labs, biotechnology companies, and biology-related non-profit organizations will be included.

BIO 6163 Methods of Teaching Secondary Science (3 Units)

This methodology course is designed to prepare students to teach secondary-level (Grades 7-12) and college-level science. This course includes lesson planning, intentional practice of classroom management, micro-teaching, classroom observation, group and self-evaluation, active and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, and formative assessment to differentiate instruction for all learners. Topics include the following: pedagogical content knowledge, curriculum selection and design, methods and modalities of science teaching, assessment, classroom application of various forms of technology, safe laboratory management and operation, integration of language arts and mathematics in the science curriculum, and professional organizations. Instruction is aligned to the state-adopted Science Common Core Standards (7-12) and the Next Generation English Language Development Standards, and relevance to college course teaching is incorporated. Modifications for diverse learners and learners with exceptionalities are researched. [AC1] Equivalent to EDU 4034 (undergraduate level) or EDU 6024 (graduate level). PLNU students who complete BIO 4063 are exempt from taking EDU 4034 or EDU 6024 for their preliminary single subject credential.

Undergraduate students that are eligible may take this course as BIO 4063. Students with credit for BIO 4063, EDU 4034, or EDU 6024 are not eligible for this course.

BUS - Business Administration

BUS 6010 Organizational Behavior (3 Units)

This course addresses organizational behavior and how it is impacted by values, diversity, and technology. Students examine the process through which managers learn to apply concepts from the behavioral sciences to observe, understand, and influence behavior in the workplace. Concepts such as motivation, leadership and application of techniques for individual and organizational growth and decision-making in a global environment are discussed.

BUS 6013 Graduate Business Practical Training Independent Study (0.5-4 Units)

This course allows students to make tangible connections between skills and knowledge gained in the classroom with experience in the workplace. In addition, students gain exposure to different work cultures, management styles and professional interactions while enhancing their confidence and competence.

May be repeated for a maximum of four (4) units. Credit/No Credit.

BUS 6015 Accounting for Decision Making (3 Units)

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

Prerequisite(s): Accounting Leveling Module

BUS 6017 Applied Ethics (1 Unit)

This course explores the theories of ethics and a process of ethical decision making in order to develop a stakeholder approach to leading organizations. Students will be challenged to consider personal ethical standards (goals, norms, beliefs, and values) and to create a framework for evaluating ethical choices, resulting in the ability to develop, articulate, and implement a compelling moral decision.

BUS 6018 Legal Environment of Business (1 Unit)

This course investigates the key aspects of business law relevant to leaders and managers of organizations. Topics include contracts, strict and product liability, organizational structures, alternative dispute resolution and human resource law. Case studies and case law will be used to understand and apply legal concepts.

BUS 6019 Corporate Social Responsibility (1 Unit)

This course explores how organizations can recognize long-term value by integrating social responsibility into their core strategy. Students will learn how to lead corporate social responsibility efforts within organizations and become effective change agents for positive social impact.

BUS 6025 Applied Data Analysis and Visualization (3 Units)

This course explores methods of applied data analysis, including capturing, identifying and analyzing data to inform decision making. Topics include an overview of statistical concepts, guidelines for effective data analysis, data visualization principles, and presenting and evaluating alternative solutions. Emphasis will be placed on designing and creating data visualizations to communicate with various stakeholders.

BUS 6029 Law, Ethics, and Society (3 Units)

This course investigates the key aspects of law, ethics, and society as it is relevant to leaders and managers of organizations. Topics include contracts, product liability, human resources law, personal ethical standards, ethical frameworks, moral decision development, articulation and implementation, effective corporate social responsibility strategies, and positive social impact.

BUS 6030 Economic Environment of Business (3 Units)

This course provides an overview of analytical tools that economists use to solve business problems, as well as exposure to the economic environment within which businesses operate. Key concepts and ideas from both microeconomics and macroeconomics are introduced. The focus is to enable students to be able to identify, understand and evaluate both domestic and global drivers causing economic change. Particular attention is given to discussions of real-world applications.

BUS 6035 International Business (3 Units)

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

BUS 6040A International Travel Practicum (Spring) (0 Units)

This practicum is offered to students enrolled in a minimum of three units in the MBA program. The practicum consists of class meetings and assignments related to preparing for summer travel. Students who enroll in this practicum must also enroll in BUS 6040B. The practicum fee includes most travel costs excluding airfare and will vary each semester depending on these costs. Students must attend all meetings and complete all assignments to receive credit for the practicum. Credit/No Credit.

Concurrent: BUS 6040B

BUS 6040B International Travel Practicum (Summer) (0 Units)

This practicum is offered to students enrolled in a minimum of three units in the MBA program who have completed BUS 6040A. The practicum consists of class meetings and assignments, travel to the selected destination and corporate and cultural visits at the selected destination. The practicum fee includes any remaining travel costs not collected in BUS 6040A excluding airfare and will vary each semester depending on these costs. Students must attend all class meetings, complete all assignments, and be on time for all corporate and cultural visits to receive credit for the practicum.

Credit/No Credit.

Prerequisite(s): BUS 6040A

BUS 6045 Leadership Theory and Application (3 Units)

This course explores the development of a theoretical basis of the intrinsic and extrinsic motivations for exceptional performance. Students analyze the ways leadership and culture shape an organization's environment and history. Different leadership styles, personal leadership effectiveness, and both historical and contemporary leadership literature will be examined. In addition, students will utilize leadership instruments to assess their own leadership styles and competencies.

BUS 6048I Leading with Integrity (1 Unit)

This course examines leaders from diverse backgrounds as models for students to develop their ability to lead with integrity. Students will be challenged to integrate their academic knowledge, core values, and experiences as it relates to leadership. An emphasis is placed on how leaders maintain their moral character in the face of challenges.

BUS 6048P Leading with Purpose (1 Unit)

This course includes an opportunity for students to craft a personal leadership development plan. Students will be challenged to integrate their academic knowledge, core values, and experience as it relates to leadership. An emphasis is placed on how putting one's purpose to work enriches the life of a leader and positively impacts those within the organization one leads.

BUS 6048S Leading with Service (1 Unit)

This course examines leaders from diverse backgrounds as models for students to develop their own approach to leading with service. Students will be challenged to integrate their academic knowledge, core values, and experiences as it relates to leadership. An emphasis is placed on how leaders create a strong community through service. Students will have the opportunity to participate in a service project.

BUS 6049 Leading With Integrity, Service, and Purpose (3 Units)

This course examines leaders from diverse backgrounds as models for students to develop their ability to lead with integrity and purpose. Students will be challenged to integrate their academic knowledge, core values, and experiences as it relates to leadership. Students will craft a personal leadership development plan and have the opportunity to participate in a service project.

BUS 6050 Operational Excellence (3 Units)

This applications-based course focuses on the execution of a firm's value proposition via an operational strategy to exceed customer expectations. Topics include business analytics, lean manufacturing and service management, enterprise resource systems and constant process improvement. In addition, the course explores the value stream design throughout the supply chain and integration of information technology across the enterprise.

BUS 6055 Marketing Management (3 Units)

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

BUS 6060 Managing in a Changing Environment (3 Units)

This course explores how high performance in organizations is related to the ability to adapt to changing internal and external needs, and the impact of values upon the success of the organization. Students will examine the environmental, structural, and human dynamics of organizational change, including factors bearing on organizational rigidity or flexibility. The role of leaders in implementing collaborative change processes is stressed along with a study of strategies for involving others in the design and execution of change projects in a technologically and culturally changing world.

BUS 6061 Negotiation and Conflict Resolution (3 Units)

This course explores the art and science of negotiation and conflict resolution as important strategies and skills for making decisions, managing conflict and creating value. Topics include persuasion, interpersonal and intra-group resolution, overcoming bias, problem-solving techniques, levels of conflict, non-verbal communication and cross-cultural negotiations. In addition, the course will incorporate simulated negotiations and will highlight the importance of leadership, ethics and trust.

BUS 6065 Leadership Communication (3 Units)

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

BUS 6067 Project Management and Communications (3 Units)

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

BUS 6068 Project Management Risk, Cost, and Program Analysis (3 Units)

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

BUS 6070 Financial Management (3 Units)

This course examines various financial management opportunities and challenges faced by corporate decision makers on both theoretical and applied levels. Course topics include the analysis of financial statements, securities valuation, risk and return, mergers and corporate control, cost of capital, securities offerings, financial planning and forecasting, capital budgeting, bankruptcy and reorganization, capital structure and business valuation.

Prerequisite(s): Finance Leveling Module and BUS 6015

BUS 6072 Developing an Entrepreneurial Mindset (3 Units)

This course presents a framework of the entrepreneurship process and key components, including: the entrepreneur, environment, resources, concept, and organizational context. The course explores the practical application of the development and presentation of concepts. Topics also include opportunity recognition, innovation, leveraging resources, market analysis, capitalization and start-up strategies. Students will engage in the local entrepreneurial eco-system and apply the entrepreneurial mindset to both corporate and start-up environments.

BUS 6078 Applied Innovation (3 Units)

This course provides an advanced theoretical foundation and a set of practical tools applicable to fast changing and innovative environments. The course explores innovation challenges from start to finish and provides an in-depth understanding of the key tenets of design thinking and how to incorporate them into the workplace. Students will be constantly challenged with innovation and entrepreneurial experiences, while learning how to navigate in changing environments. A variety of learning tools will be used, including simulations, games and role-playing.

BUS 6080 Field Experience (3 Units)

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

BUS 6090 Special Studies in Business Administration (1-3 Units)

This course presents selected studies in an area of Business Administration as determined by the Fermanian School of Business. May be repeated for a maximum of six (6) units as long as the content is different.

Prerequisite(s): Permission is required from the Dean of the Fermanian School of Business and the course faculty. The student must be in good academic standing.

BUS 6095 Strategic Management (3 Units)

This capstone course focuses on a thorough understanding of the analytical techniques and skills necessary to identify, develop, and implement successful business strategies. Utilizing an intensive case-study approach, students demonstrate an understanding of the main elements of the strategic management process, including a semester-long detailed strategic plan analysis of an existing corporation. In addition, the course integrates knowledge and skills students have mastered in previous courses.

Pre or Corequisite(s): Business Integration and Strategic Management Leveling Module

BUS 6099 Comprehensive Exit Exam (0 Units)

This lab is required for all students to meet the graduation requirements for the Master's of Business Administration program in the Fermanian School of Business. 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 the comprehensive project under the supervision of the Dean of the Fermanian School of Business (or the Dean's designee). Credit/No Credit.

CMI - Christian Ministry

CMI 6WEK Intensive (0 Units)

A non-unit course that is a corequisite for MACM courses. It is to be taken each semester during the program. Content will be topical and related to the courses offered each semester. Credit/No Credit.

CMI 6012 Christian Formation (3 Units)

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

Corequisite(s): CMI 6WEK

CMI 6012S Formación Cristiana (3 Units)

Un estudio de la formación cristiana que abarca prácticas personales y congregacionales que contribuyen a la madurez espiritual y al desarrollo de una persona y práctica ministerial saludable.

CMI 6022 Preaching and Teaching the Scripture (3 Units)

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

Corequisite(s): CMI 6WEK

CMI 6022S Predicando y Enseñando las Sagradas Escrituras (3 Units)

Un encuentro con textos bíblicos para considerar sus posibilidades en la proclamación cristiana y los métodos y prácticas apropiadas para facilitar su uso.

CMI 6046 Church in Mission (3 Units)

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

Corequisite(s): CMI 6WEK

CMI 6046S La Iglesia en Misión (3 Units)

Una exploración de la eclesiología, el ministerio multicultural e intercultural y la teología misional.

CMI 6062 Leadership and Ministry (3 Units)

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

Corequisite(s): CMI 6WEK

CMI 6062S Liderazgo y Ministerio (3 Units)

Un estudio bíblico y teológico y una comprensión práctica del liderazgo en la Iglesia.

CMI 6076 Christian Mission in Local Contexts (3 Units)

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

Corequisite(s): CMI 6WEK

CMI 6076S La Misión Cristiana en Contextos Locales (3 Units)

Un estudio de los contextos sociales, culturales y demográficos del ministerio. Instrucción sobre la "práctica" misional y el liderazgo en la iglesia local.

CMI 6077 Congregational Discipleship and Formation (3 Units)

An exploration of congregational practices that form persons and communities into faithful disciples. Attention is given to how theology informs the educational and formative practices of local congregations.

Corequisite(s): CMI 6WEK

CMI 6077S Discipulado y Formación Congregacional (3 Units)

Una exploración de prácticas congregacionales que forman a personas y a comunidades en discípulos fieles. Se presta atención al hecho de que la teología informa a las prácticas educativas y formativas de las congregaciones.

CMI 6078 Pastoral Care and Counseling (3 Units)

What is the pastor's role in offering and equipping the faith community to provide holistic forms of Christian care? Basic skills will be honed for short-term crisis pastoral counseling, when to refer to medical and psychological counseling, and how to organize lay ministries for care. Special focus will be given to clergy ethics and ongoing self-care and spiritual health for ministry leaders.

Corequisite(s): CMI 6WEK

CMI 6078S Consejería y Cuidado Pastoral (3 Units)

Se estudia el papel del pastor al ofrecer y equipar a la comunidad de fe en diferentes formas de cuidado cristiano integral. Se tratará de pulir las habilidades básicas para la consejería pastoral de crisis y de corto plazo, cuando referir o derivar a las personas que necesiten tratamiento profesional de un médico o psicólogo y cómo organizar ministerios laicos para asesoramiento pastoral. Se prestará especial atención a la ética ministerial y al cuidado continuo de la salud y desarrollo espiritual de los líderes ministeriales.

CMI 6082 Stewardship and Management in Ministry (3 Units)

This course presents the principles of finance as they relate to pastoral involvement in church and life, church budgeting, fund raising, building financing, family budgeting, and long-range financial planning.

Corequisite(s): CMI 6WEK

CMI 6090 Special Studies in Christian Ministry (1-3 Units)

This course presents selected studies in an area of Christian ministry as determined by the School of Theology and Christian Ministry. May be repeated for up to a total of nine (9) units.

Prerequisite(s): Permission is required from the Dean of the School of Theology and Christian Ministry and the course faculty. Student must be in good academic standing.

Corequisite(s): CMI 6WEK

CMI 6090S Estudios especiales en Ministerio Cristiano (1-3 Units)

Este curso presenta estudios selectos en el área de Ministerio Cristiano determinados por la Escuela de Teología y Ministerio Cristiano. Se requiere la autorización previa del Decano de la Escuela de Teología y Ministerio Cristiano y del profesor del curso. El estudiante debe poseer un buen record académico.

Los estudiantes podrán repetir el curso para un total de hasta nueve unidades.

CHU - Church History

CHU 6052 Christian Tradition (3 Units)

A survey of the history of Christian thought.

CHU 6052S Tradición Cristiana (3 Units)

Una panor mica de la historia del pensamiento Cristiano.

EDU - Education

EDU 60CP1 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.

Corequisite(s): EDU 6030, EDU 6032, EDU 6040, EDU 6042, EDU 6070M, EDU 6070S, EDU 6072M, EDU 6072S

Fee: A TPA Assessment fee is attached to this course.

All candidates who are preparing for their first preliminary credential must enroll in EDU 60CP1 during their first clinical practice placement and EDU 60CP2 during the second placement.

EDU 60CP2 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): EDU 6034, EDU 6036, EDU 6044, EDU 6046, EDU 6074M, EDU 6074S, EDU 6076M, EDU 6076S

EDU 6000 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.

EDU 6001 Language Acquisition and Diverse Populations (3 Units)

This theory course focuses on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Foundational knowledge and classroom instructional practices are linked through the systematic study of phonemic awareness, oral language, and literacy development. Special emphasis is placed on the Structured English Immersion model as practiced in California schools. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socioeconomically diverse are introduced and applied through fieldwork experiences. This course requires 20 hours of observation in the field.

EDU 6002 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 mainstreaming requirement for all preliminary teaching credentials. This course requires 20 hours of observation in the field.

EDU 6003 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.

EDU 6010 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 English Language Arts Common Core Standards (K-8) and the Next Generation English Language Development Standards. This course includes intentional practice of classroom management, active, and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through fieldwork experience. Technology for teaching and learning is integrated in the course. This course requires 20 hours of observation in the field.

EDU 6011 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.

EDU 6012 Differentiated Mathematics Instruction for All Learners (3 Units)

This methodology course addresses the planning of content-specific instruction and delivery of content consistent with Common Core (K-8) mathematics standards and the language needs of all learners. The interrelated components of a balanced program of mathematics and the fostering of positive attitudes toward mathematics are stressed. This course includes instruction in how to model concepts and teach learners to solve problems using multiple strategies and to anticipate, recognize, and clarify mathematical misunderstandings that are common among (K-8) learners. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through fieldwork experience. Technology for teaching and learning is integrated in the course. This course requires 20 hours of observation in the field.

EDU 6017 (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 (4) times.

EDU 6020 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.

EDU 6021 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.

EDU 6022 Methods of 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 EDT 4032 or LIT 5035 Methods of Teaching English (3). PLNU students who complete EDT 4032 or LIT 5035 are exempt from taking EDU 6022 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6023 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 EDT 4033 or Mathematics 4063 Secondary School Mathematics (3). PLNU students who complete EDT 4033 or Mathematics 4063 are exempt from taking EDU 6023 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6024 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.

Equivalent to EDT 4034 (3). PLNU students who complete EDT 4034 are exempt from taking EDU 6024 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6025 Methods of 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.

Equivalent to EDT 4035 (3). PLNU students who complete EDT 4035 are exempt from taking EDU 6025 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6026 Methods of 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.

Equivalent to EDT 4036 (3). PLNU students who complete EDT 4036 are exempt from taking EDU6026 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6027 Methods of 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 EDT 4037 Or ART 4055 Visual Arts in the Classroom II (3). PLNU candidates who complete EDT 4037 or ART 4055 are exempt from taking EDU 6027 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6028 Methods of 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. Equivalent to EDT 4038 (3). PLNU candidates who complete EDT 4038 are exempt from taking EDU 6028 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6029 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 EDT 4039 or Music Education 4054 Secondary School Music Methods (3). PLNU candidates who complete EDT 4039 or Music Education 4054 are exempt from taking EDU 6029 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6030 Elementary 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 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): EDU 60CP1

EDU 6032 Intern Elementary Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the Intern candidate with an opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Candidates learn to manage and apply instructional strategies in the elementary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6034 Elementary Clinical Practice II (CalTPA Cycle 2) (4 Units)

This course is the second Clinical Practice teaching experience. Candidates are assigned to a different content area and/or grade level in an elementary classroom than in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in this new elementary classroom setting. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the 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): EDU 60CP2

EDU 6036 Intern Elementary Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Intern candidate with an additional opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Interns complete all their Supervised Intern Teaching in the grade level where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies in the elementary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the 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): EDU 60CP2

EDU 6040 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): EDU 60CP1

EDU 6042 Intern Secondary Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the Intern candidate with an opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Interns complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates learn to manage and apply instructional strategies in the secondary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6044 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): EDU 60CP2

EDU 6046 Intern Secondary Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Intern candidate with an additional opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Interns complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies in the secondary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the 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): EDU 60CP2

EDU 6048 Intern Support Seminar (3 Units)

This course is designed to support the intern candidate in her/his classroom and educational setting. The intern candidate will receive a minimum of 10 hours of direct support from a university intern coach, which includes instructional strategies for English Learners and sound pedagogy.

May be repeated more than once.

EDU 6050 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.

EDU 6051 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.

EDU 6052 Collaboration and Consultation for IEP Implementation, Evaluation, and Program Involvement (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.

EDU 6053 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. This course requires 20 hours of observation in the field.

EDU 6054 Methods of Teaching Students 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.

EDU 6055 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/severe disabilities. Techniques in training support personnel to actively use appropriate monitoring systems for support in classroom settings and natural environments are studied. Strategies related to positive behavior supports across all learning environments are emphasized.

EDU 6061 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. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6062 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. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6063 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. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6064 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. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6065 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. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6066 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. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6070EP Clinical Practice Practicum - Multiple Subject (4 Units)

This Clinical Practice practicum experience provides the Multiple Subject candidate with the opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor. Credit/No Credit.

Prerequisite(s): Approval of the Associate Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.

EDU 6070HP Clinical Practice Practicum - Single Subject (4 Units)

This Clinical Practice practicum experience provides the Single Subject candidate with the opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor. Credit/No Credit.

Prerequisite(s): Approval of the Associate Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.

EDU 6070M 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): EDU 60CP1

EDU 6070MP Clinical Practice Practicum - Education Specialist, Mild/Moderate (4 Units)

This Clinical Practice practicum experience provides the Mild/Moderate Education Specialist candidate with the opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor.

Credit/No Credit.

Prerequisite(s): Approval of the Associate Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.

EDU 6070S Special Education Moderate-Severe 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.

Corequisite(s): EDU 60CP1

EDU 6070SP Clinical Practice Practicum - Education Specialist, Moderate/Severe (4 Units)

This Clinical Practice practicum experience provides the Moderate/Severe Education Specialist candidate with the opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor.

Credit/No Credit.

Prerequisite(s): Approval of the Associate Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.

EDU 6072M Intern Ed. Specialist Support Needs Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the Education Specialist Intern candidate with an opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor and focus on the general education curriculum and California standards. Candidates learn to manage and apply instructional strategies related to the general education curriculum and California standards with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6072S Intern Moderate/Severe Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the Moderate/Severe Education Specialist Intern candidate with an opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor and focus on the general education curriculum and California standards. Candidates learn to manage and apply instructional strategies related to the general education curriculum and California standards with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6074M 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): EDU 60CP2

EDU 6074S 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): EDU 60CP2

EDU 6076M Intern Ed. Specialist Support Needs Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Education Specialist Intern candidate with an additional opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Interns will complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies appropriate for learners with disabilities with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.
Prerequisite(s): Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements.

Corequisite(s): EDU 60CP2

EDU 6076S Intern Moderate/Severe Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Moderate/Severe Education Specialist Intern candidate with an additional opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns will complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies appropriate for learners with disabilities with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the 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): EDU 60CP2

GED - Education

GED 6001 Foundations of Leadership and Educational Issues (3 Units)

A study of leadership theory and skills in the context of today's management/administrative problems as they relate to current critical educational issues, especially those in public education (may be substituted for GEL 6007).

GED 6002 Individual Student Learning Styles and the Effective Teacher (3 Units)

A study of a variety of the most effective strategies developed through research, learning theory and effective schools.

GED 6005 Performance Improvement with Design Thinking (3 Units)

Performance Improvement is a process of selection, analysis, design, development, implementation, and evaluation of programs to most cost-effectively influence human behavior and accomplishment in the creation of personal, team and organizational learning. It is a systematic combination of three fundamental processes: performance analysis, cause analysis, and intervention selection, and can be applied to individuals, small groups, and large organizations. Students will study a systematic approach to improving productivity and competence, using a set of methods and procedures – and a strategy for solving problems grounded in systems and design thinking. Case studies, individual research and action learning will be used to understand and apply the principles of Performance Improvement using Team Based Learning and individual assessments.

GED 6008 Educational Psychology (3 Units)

Candidates explore learning from perspectives of behavioral, cognitive and human psychology, centering on such topics as developmental states, intelligence, culture, mainstreaming, motivation, evaluation, and classroom discipline.

GED 6013 (A,B,C) Reflective Coaching Seminar Year 1 (1 Unit)

This course is designed for candidates who are clearing their preliminary credential through a university option. Candidates participate in a reflective coaching with a site and university mentor each semester and demonstrate advanced proficiency in content knowledge and pedagogy through PLNU formative assessments aligned with state-adopted content standards and the California Standards for the Teaching Profession (CSTP). Candidates must hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. The Reflective Coaching is in partial fulfillment of the Clear Credential. Must be taken in three (3) concurrent semesters. Credit/No Credit.

GED 6014 (A,B,C) Reflective Coaching Seminar Year 2 (1 Unit)

This course is designed for candidates who are clearing their preliminary credential through a university option. Candidates participate in a reflective coaching with a site and university mentor and demonstrate advanced proficiency in content knowledge and pedagogy through PLNU formative assessments aligned with state-adopted content standards and the California Standards for the Teaching Profession (CSTP). Candidates must hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. The Reflective Coaching is in partial fulfillment of the Clear Credential. Must be taken in three (3) concurrent semesters. Credit/No Credit.

Prerequisite(s): GED 6013 (A,B,C)

GED 6016 Curriculum Development, Innovation, and Evaluation (3 Units)

This course provides candidates the opportunity to explore current innovations in teaching and learning as well as to examine their own teaching style in order to better meet the needs of diverse learners. The content of this course includes Models of Teaching and provides an in-depth analysis of Behavioral, Information Processing, Personal and Social models. Candidates also examine the principles and problems of pedagogy, curriculum development, procedures for evaluation of curriculum and curricular innovation, and methods for stimulating changes in teaching and learning environments.

GED 6022 Advanced Special Education Assessment and Analysis of Behavior (3 Units)

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

Corequisite(s): APE 6057CP (A,B,C,D)

GED 6029 Using Technology to Enhance Teaching and Learning (3 Units)

This course provides candidates the additional preparation they need to be fluent, critical users of technology, able to provide a relevant education to those who seek life-long learning in an information-based, interactive society. Candidates make appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. The use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Candidates integrate technology-related tools into the educational experience of students, including those with special needs. Using technology resources and guidance of the instructor, candidates will access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process through the development of a related integrated technology project. Candidates in enrolled in the Reading and Literacy Added Authorization must complete the project in an area of reading and/or literacy development.

GED 6030 Assessment and Design of Hybrid and Online Learning (3 Units)

One of two core courses in the Instructional Design with Technology certification focused on using a variety of technologies to assess, design and deliver effective instruction in a hybrid or online format. The course is delivered in modules of learning content and participants will learn the components of creating a student-centered learning environment using technology to deliver quality online instruction. This course focuses heavily on best practices for online instruction and includes a faith integration component to affirm and promote a strong Christian community for students.

Prerequisite(s): GED 6016 and GED 6028

GED 6033 Educational Law and Finance (3 Units)

Legal principles, laws relating to children, students, and school management; principles of financing public education; practices, techniques, and problems associated with financial administration of schools.

GED 6034 Transition Services for Students with Disabilities (3 Units)

This course is designed to expand upon the candidate's knowledge of transition services for students with disabilities. Each candidate is required to demonstrate knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences. Each candidate will collaborate with personnel from other educational and community agencies, students, and families to plan for successful transitions by students.

GED 6037 Development and Implementation of Hybrid and Online Learning (3 Units)

One of two core courses in the Instructional Design with Technology certification focused on course development and initial course implementation using a variety of technologies to design and deliver instruction in a hybrid or online format. Participants will employ a variety of tools for data analysis, collaboration, communication, and content delivery while developing the capacity to deploy and manage all aspects of hybrid and online learning.

Prerequisite(s): GED 6016, GED 6028, and GED 6030

GED 6039 Health Education (2 Units)

This course is designed to extend and refine the candidate's conceptual understanding of comprehensive school health as well as strengthen specific knowledge, skills, attitudes, and ability to explicitly deliver comprehensive support for students' physical, mental, emotional and social well-being in the classroom and school setting. Candidates focus on developing and sustaining the components of well-being as well as modeling preventive health practices in their own personal/professional lives.

GED 6041 Culturally Inclusive Environments: Instruction and Advocacy (3 Units)

This course develops candidates' knowledge, skills, and dispositions regarding cultural competence and sensitivity inclusive of personal awareness, culturally inclusive instruction, culturally inclusive counseling, advocating for diverse populations across the lifespan, in roles that eliminate biases, creating culturally inclusive environments. (May be substituted for GED 6009.)

GED 6042 Teaching Strategies for English Learners (3 Units)

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

GED 6047 School Culture and Barriers to Student Achievement (3 Units)

This course emphasizes the principle elements toward understanding contributing factors to pupils who are not successful in school. School culture and related systems, assessment and mitigation of barriers to learning, alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting, and methods for supporting the needs of students and their families will be presented.

GED 6048 PPS Intern Support Seminar (1 Unit)

This support course is a requirement each quad that a PPS Credential candidate serves as an intern School Counselor for a school district while enrolled in the PPS Credential Program. Candidates meet weekly with an assigned university supervisor for coaching, mentoring and on-the-job support.

GED 6049 (A,B) PPS Intern Support Seminar (1 Unit)

This support course is a requirement each quad that a PPS Credential candidate serves as an intern School Counselor for a school district while enrolled in the PPS Credential Program. Candidates meet weekly with an assigned university supervisor for coaching, mentoring and on-the-job support.

GED 6050 Universal Access: Equity for All Students (3 Units)

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

Corequisite(s): APE 6057CP (A,B,C,D)

GED 6051 Foundations of School Counseling: Professionalism, Ethics, and Legal Mandates (3 Units)

This course examines the historical context of school counseling and provides candidates with the foundational aspects of professional, ethical, and legal considerations. A number of counseling theories are explored and model frameworks of school counseling programs are reviewed.

GED 6052 School Counseling and Academic Development (3 Units)

This course studies the stages of and factors impacting growth and development through early adulthood as well as learning theories and academic achievement. A focus is on the counselor's role in academic systems of support as well as student learning.

GED 6053 The School Counselor's Role in Student College and Career Development (3 Units)

This course explores the roles of the K-12 and college counselors in the areas of academic achievement and career development. Counseling candidates learn to eliminate barriers in the learning process in support of academic achievement and career development so that K-adult students have knowledge of and preparation for a full range of options.

GED 6054 The School Counselor's Role in Social and Emotional Development (3 Units)

This course provides candidates an understanding of the Social/Emotional Development concerns of the PreK-12th grade student experience and the school counselor's integral role in addressing those concerns as purveyors of a comprehensive school counseling program. Candidates will describe, explore and discuss the role of the school counselor in creating a social, emotional learning (SEL) environment, gain insight into personal perspectives of social/emotional awareness as well as inform their professional practices, a transitional aspect of the program.

GED 6055 Growth, Development, and Learning Support (3 Units)

This course studies the stages of and factors impacting growth and development through early adulthood as well as learning theories and academic achievement. A focus is on the counselor's role in academic systems of support as well as student learning.

GED 6056 Shared Leadership, Legislation, and Due Process (2 Units)

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

Corequisite(s): APE 6057CP (A,B,C,D)

GED 6057 Leadership and Advocacy in Social Justice, Equity, and Access (3 Units)

This course examines the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes as well as demonstrating knowledge and application of federal and state laws and district policies related to the rights and treatment of historically marginalized populations. Aspects of preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society are explored.

GED 6058 Program Development: Research, Program Evaluation, and Technology (3 Units)

This course explores the use of data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems. In addition, candidates learn to plan, develop, implement and evaluate a comprehensive counseling program and the program's role connected with the overall school plan.

GED 6059 Independent Studies in Education (2 Units)

This course provides an opportunity for an intensive study of a special topic in Education involving support for further exploration of the action research topic or special studies for added authorization in Special Education.

GED 6062 Counseling Theory and Techniques (3 Units)

This course provides an overview of the school counseling profession in educational venues, including historical content and knowledge of social and cultural foundations. Foundational counseling theories, skills, and techniques are introduced as are stages of the counseling relationship. Purposes, types, and applications of research in counseling are introduced, as is program evaluation.

GED 6063 Individual and Group Counseling and Ethical Standards (3 Units)

This course allows the candidate to become familiar with and gain skills in the various models associated with individual and group counseling to include group dynamics and interpersonal relations and ethical development constructs among emerging adults. Candidates begin to develop a professional identity in accordance with the ethical standards of school counseling and the role of counseling in the educational process.

GED 6064 Counseling for Academic Achievement and Career Development (3 Units)

This course explores the role of the K-12 and college counselor in the areas of academic achievement and career development. Counseling candidates learn to eliminate barriers in the learning process in support of academic achievement and career development so that K-adult students have knowledge of and preparation for a full range of options.

GED 6065 Safe Schools and Violence Prevention (3 Units)

This course provides candidates with opportunities and experiences in understanding the way in which violence has transformed the educational experience of students in schools today. Candidates learn to identify and access available resources to address these concerns. Early intervention counseling techniques are explored, including the prevention of bullying, suicide, substance abuse, hate crimes, and gang conflict. Candidates learn how to effectively employ these skills when working with students, teachers, and families and how to improve student self-esteem to assist in the development of a positive outlook for the future.

GED 6066 Foundations of Counseling and Advising in Higher Education (3 Units)

This course will explore various advising models that are used to help college students effectively navigate their academic, personal, and career choices. The course will also focus on the role of the individual student affairs professional as a leader and advocate for students.

GED 6067 Comprehensive Counseling and Guidance Programs: Coordination and Collaboration (3 Units)

This course gives candidates an understanding of the development, operation, management and ongoing evaluation of a comprehensive counseling and guidance program at the elementary, middle, and high school levels. The course describes, defines, and discusses the elements necessary for the development of an effective guidance program that includes coordination of services and collaboration with key individuals and groups including parents, administrators, teachers, and community-based organizations.

GED 6068 Advanced Practice for English Learners (3 Units)

This course develops candidates' knowledge, skills, and dispositions in the foundations of English language literacy development, content instruction, and understanding for communities with diverse language and cultural backgrounds. Candidates will develop an understanding of the process of English language literacy and content instruction development with an emphasis on Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD). Candidates will focus on the effective process of instructional planning and organization, components of effective instructional delivery, and the effective use of resources.

GED 6069 Research and Evaluation of College Student Success (3 Units)

This course will focus on how to use research and data from higher education to build an equity-minded approach in developing programs that lead to persistence, thriving, and a sense of belonging for traditional, special populations, and racially underrepresented college students.

GED 6070 Applied Psychology of Learning (3 Units)

This course provides opportunity for the application of research and theory in the study of how learning occurs. Major attention devoted to the cognitive development of the learner, how knowledge and behavior are developed, conditions that promote learning, how to accommodate the needs of the diverse learners, and how to evaluate a variety of learning environments across the life span.

GED 6071 (A,B) Research, Field Studies, and Practicum in College Counseling and Student Development (1 Unit)

A total experience of two hundred (200) hours of observation and participation specific to student and emerging adult development and support services are broken down into one (1) unit increments of one hundred (100) hours each in settings that are culturally and linguistically diverse where effective and age-appropriate development strategies are modeled. Candidates are responsible for transportation to and from school/community site.

Must be taken twice for a total of two (2) units. Credit/No Credit.

Prerequisite(s): GED 6071 S

GED 6071S Seminar in College Counseling and Student Development (1 Unit)

Candidates gain understanding of the fieldwork processes and procedures required in the CCSD program for a successful relationship between the university candidate and our partner institutions.

GED 6071X Research, Field Studies, and Practicum in College Counseling and Student Development Extension (0.5 Units)

This is an extension of GED 6017A or B if a student does not complete requirements for those courses within the enrollment period.
Credit/No Credit.

GED 6072 Philosophy in Education (3 Units)

This course is designed to guide and support graduate candidates in teaching and learning, counseling, and administration in clarifying a functional personal philosophy of education by extending, refining, and constructively applying their knowledge of the dominating philosophies of education. This course will provide candidates with an overview of both classical and contemporary philosophies and theories of education. The course includes introduction of Judeo-Christian tradition (especially the Wesleyan perspective) and how this tradition informs the discipline and can provide a framework for interaction between and among educators, students, support staff, parents, and culturally diverse traditions and school communities. The emphasis of study in this course leads to the development of a Personal Educational Philosophy for each candidate through focused reading, enhanced critical thinking skills, encouraging meaningful personal and professional reflection, and providing for formative shared thought.

GED 6074 Emergent Adult Development Theory (3 Units)

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

GED 6075 Family Systems (3 Units)

This course provides candidates with an understanding of the interdependence among family members, including how family members conceptualize their roles and position in the family unit. This course equips candidates to work collaboratively with families toward successful academic development and personal/social issues such as positive self-esteem. Candidates learn the meaning of family systems theory and how it applies to school counselors as they execute their roles and responsibilities in schools today. Candidates gain an understanding of parents' rights in the educational process, enabling them to better meet their needs. Candidates learn how to coordinate prevention education training among multidisciplinary teams that include family participants.

GED 6076 Higher Education Leadership in Student Development (3 Units)

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

GED 6077 Teaching Strategies for Special Populations (3 Units)

This course builds on the candidate's knowledge, skills, experiences, and strategies acquired during preliminary preparation for teaching students with disabilities, English language learners, students who are gifted and talented, and students who are at risk in the general education classroom. Each candidate will practice delivery of comprehensive, specialized instruction for English learners, review and learn application principles for the statutory provisions of the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, and become aware of any new, relevant statutory requirements.

GED 6081 Educational Measurement and Evaluation (3 Units)

Study of validity and accuracy of examinations and marking systems across age spans and educational venues; use of statistical procedures to interpret test results; nature, function and use of standardized tests and authentic assessment including portfolio methods for diagnosis and guidance; brief overview of educational research methods.

GED 6082 Field Studies/Action Research in Technology Instruction (3 Units)

Supervised field experiences in technology applications in classroom settings and/or educational institutions.
May be repeated up to a total of six (6) units. Credit/No Credit.

GED 6083 New Teacher Induction and Reflective Coaching (1-6 Units)

This course provides Master's level graduate credit to Beginning Teachers and to the Master Teachers who support them. Credentialed Beginning Teachers working in a school district may earn three (3) credits per year for completion of one or two years of a CTC-approved Beginning Teacher Induction Program satisfied through an approved School District or County Office of Education. Induction Mentors and Clinical Practice Master Teachers may earn a total of three (3) credits for the CTC-required training and subsequent supervised service to a pre-service or beginning teacher. Required of Induction teachers to receive credit is submission of the candidate's Individual Learning Plan (ILP), including pre- and post-student achievement data and official certificate of successful completion. Because the requirements for this course are met by work completed through a school district, a PLNU professor will monitor the coursework and require a comprehensive review of the ILP to ensure that all GED 6083 course requirements are met according to the PLNU course standards. Candidates must register and pay online prior to submitting documentation of program completion. The Induction program must have been completed within three (3) years of the request for units. Required of Master Teachers to receive credit is documented completion of the CTC-required training, at least eight (8) weeks of PLNU Master Teacher supervision and fulfillment of all supervision requirements.

Up to six (6) units of GED 6083 credit may be applied as elective credit to the Leadership in Learning concentration of the Master of Arts in Education degree and up to two (2) units can be applied to the Master of Arts Educational Administration degree. May be repeated up to a total of six (6) units. Credit/No Credit.

GED 6085 Research, Field Study, and Special Topics in Multicultural Education (1-6 Units)

Supervised field experience and practice in action research on special topics related to multicultural education.
May be repeated. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GED 6087F1 School Counseling Fieldwork I (2 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. Candidates may enroll in GED 6087F1 after the prerequisites GED 6087P and GED 6062 have been completed. There are three sections of GED 6087F (GED 6087F1, GED 6087F2, and GED 6087F3). Each section is two units and equals 200 hours of fieldwork and clinical practice for a total of six units (600 hours total). Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Corequisite(s): GED 6087S1

GED 6087F2 School Counseling Fieldwork II (2 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. There are three sections of GED 6087F (GED 6087F1, GED 6087F2, and GED 6087F3). Each section is two units and equals 200 hours of fieldwork and clinical practice for a total of six units (600 hours total). Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Prerequisite(s): Candidates may enroll in GED 6087F2 after the prerequisites GED 6087P and GED 6062 have been completed.

Corequisite(s): GED 6087S2

GED 6087F3 School Counseling Fieldwork III (2 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. There are three sections of GED 6087F (GED 6087F1, GED 6087F2, and GED 6087F3). Each section is two (2) units and equals 200 hours of fieldwork and clinical practice for a total of six (6) units (600 hours total). Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Prerequisite(s): Candidates may enroll in GED 6087F3 after the prerequisites GED 6087P and GED 6062 have been completed.

GED 6087M1 Research, Field Studies, and Practica in Counseling and Guidance (1 Unit)

Designed for students seeking a master's degree without the addition of a credential.

GED 6087M2 Research, Field Studies, and Practica in Counseling and Guidance (1 Unit)

Additional hours and reporting for masters only students in Counseling and Guidance.

Prerequisite(s): GED 6087M1

GED 6087M3 Research, Field Studies, and Practica in Counseling and Guidance (1 Unit)

This is the final unit requirement for master's degree only students in the Counseling and Guidance concentration.

Credit/No Credit.

Prerequisite(s): GED 6087M2

GED 6087P School Counseling Practica (1 Unit)

The GED 6087P Practica fieldwork course is designed to explicitly provide support to the Pupil Personnel Services - School Counseling candidates with class meetings and 100 hours of observation responsibilities in diverse school and other education-related settings of school counselors or areas within the counseling field. Enrollment requires clearance consistent with public school districts. Practica hours must be completed within one semester to progress to field experience hours.

Prerequisite(s): GED 6087P serves as a prerequisite to GED 6087F1 (Fieldwork) and GED 6087S1 (Seminar).

Concurrent: The course is taken simultaneously with GED 6062.

GED 6087S1 School Counseling Seminar (1 Unit)

The GED 6087S Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6087S are required for the PPS Credential. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Corequisite(s): GED 6087F1

GED 6087S2 School Counseling Seminar (1 Unit)

The GED 6087S Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6087S are required for the PPS Credential. GED 6087S2 is taken the semester following GED 6087S1. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Corequisite(s): GED 6087F2

GED 6089 Master's Research and Design (3 Units)

This course is designed to explicitly support Master of Arts degree, and Reading and Literacy Added Authorization candidates in developing and internalizing the essential knowledge, skills, and dispositions to conduct an investigation of primary sources. The course is intended to demonstrate the candidate's ability to work independently on a problem, to demonstrate wide familiarity with the literature in the field of the program, to demonstrate command of the techniques and principles of research and to demonstrate ability to form valid generalizations from the data used. The candidate's learning and research previously conducted in the required Master's level coursework serve as the foundation for developing essential action research or thesis topics. Enrollment spans one semester and must be at the end of the candidate's coursework and can be concurrent with other coursework. Passage of this course at a B- or better is required for Enrollment in GED 6089P1 (.5). Earning a grade lower than a B- requires that the candidate enroll concurrently in GED 6089W with GED 6089P1 for additional support in the thesis writing process. GED 6089P1 is required the two terms immediately following the successful completion of GED6089. Portions of the content are offered in an online format.

May be repeated.

GED 6089P1 Culminating Research Project Support (0.5 Units)

This course is designed to explicitly support Master of Arts degree, and Reading and Literacy Added Authorization candidates in developing the written product and the oral presentation of a research project developed during the GED 6089 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and reporting results of an original research experience in a classroom environment. Enrollment in GED 6089P1 and GED 6089P2 are required the two terms immediately following the successful completion of GED 6089. Earning a grade lower than a B- in GED 6089 requires that the candidate enroll concurrently in GED 6089W with GED 6089P1 for additional support in the thesis writing process. Continuous enrollment is required each quad until the project is completed. GED 6089P1 and P2 are repeated for each additional Master's degree earned.

Credit/No Credit.

Prerequisite(s): GED 6089

GED 6089P2 Culminating Research Project Support (0.5 Units)

This is a continuation of the project support initiated in GED6089P1. This course, and GED6089P1, is to be repeated for each additional Master's degree earned. This course is designed to explicitly support Master of Arts degree, and Reading and Literacy Added Authorization candidates in developing the written product and the oral presentation of a research project developed during the GED 6089 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and reporting results of an original research experience in a classroom environment. Enrollment in GED6089P1 and GED6089P2 are required the two terms immediately following the successful completion of GED6089. Earning a grade lower than a B- in GED6089 requires that the candidate enroll concurrently in GED6089W with GED6089P1 for additional support in the thesis writing process. Continuous enrollment is required each quad until the project is completed. These courses are to be in continuous enrollment each session until the project is completed.

Credit/No Credit.

Prerequisite(s): GED 6089P1

GED 6089W Graduate-Level Writing Support (2 Units)

This course provides an intensive focus on graduate-level writing. May be repeated.

GED 6090 Contemporary Issues in Higher Education (2 Units)

This course explores issues in higher education particularly in the areas of college counseling and student development.

GED 6091 Educational Workshops/Special Studies in Education (0.5-3 Units)

An intensive study of a special topic in education involving university faculty and/or lecturers. Available for continuing education units. May be repeated for a total of twelve (12) units. Credit/No Credit or Letter grade.

GED 6094 Action Research Project (3 Units)

This course is designed to explicitly support Master of Arts degree candidates to learn the process of action research and apply it to an educational setting. Candidates learn the iterative process of plan, assess, reflect, and apply and use research methodology and data collection to an issue of practice. The final action research project integrates the candidate's learning in the program with a field-based project that draws conclusions that are practical, relevant, and are reflective questions of the candidate's teaching or leadership experience.

GED 6095 Action Research Project and Presentation (3 Units)

This course is designed to complement GED 6089, giving the candidate an opportunity to share the action research results obtained in GED 6089 and develop a portfolio of the candidate's learning in the Master of Arts program. Candidates work with a mentor instructor to complete the portfolio and prepare a presentation of both the portfolio and the action research project. At the end of the course, candidates deliver a public presentation of their work.

GED 6096 Advanced Research-Based Literacy Instruction for All Students (3 Units)

This course explores research and best practices related to systematic literacy development at all grade levels and the curriculum to address the specific needs of diverse groups of students. Candidates will learn components of research-based literacy instruction, including oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development. Emphasis is given to strengthening skills in aligning State Standards, contents of the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework, and assessment results with the selection and appropriate use of instructional strategies, materials and programs.

Prerequisite(s): Admission to the Reading and Literacy Added Authorization (RLAA) Program.

GED 6097 Advanced Literacy Assessment, Instruction, and Intervention for All Students (3 Units)

This course teaches candidates how to implement, manage, and evaluate explicit instruction of comprehension strategies and study strategies, literary response and analysis skills, and all components of the writing process. Candidates focus on providing universal access to narrative and expository texts (including content area textbooks and multicultural literature). Emphasis is given to creating a culture of literacy by aligning State Standards and assessment results with the selection and appropriate use of instructional programs, intervention strategies, and appropriate materials based on current research in literacy. Candidates will have a concurrent experience in a PreK-12 fieldwork setting in order to complete assignments and apply their skills.

Prerequisite(s): Admission to the Reading and Literacy Added Authorization (RLAA) Program.

GED 6098 Master of Science Thesis Design (3 Units)

This course is designed to explicitly support Master of Science degree candidates in developing and internalizing the essential knowledge, skills, and dispositions to conduct an investigation of primary sources. The course is intended to demonstrate the candidate's ability to work independently on a problem, to demonstrate wide familiarity with the literature in the field of the program, to demonstrate command of the techniques and principles of research and to demonstrate ability to form valid generalizations from the data used. The candidate's learning and research previously conducted in the required Master's level coursework serve as the foundation for developing essential thesis topics. Enrollment spans one semester and must be at the end of the candidate's coursework and can be concurrent with other coursework.

GED 6099 Master of Science Thesis (3 Units)

This course is designed to explicitly support Master of Science candidates in developing the written thesis product and the oral presentation of the research project developed during the GED 6098 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and reporting results of an original research and/or experience in an educational environment. Enrollment spans one semester and is required immediately following the successful completion of GED 6098. Continuous enrollment is required each semester until the thesis is completed. May be repeated. Credit/No Credit.

Prerequisite(s): GED 6098

Concurrent: If the candidate receives lower than a B- in GED 6098, GED 6089W is required with GED 6099 for additional support in the thesis writing process.

GED 6187P School Counseling Practica (1 Unit)

The GED 6187P Practica fieldwork course is designed to explicitly provide support to the Pupil Personnel Services - School Counseling candidates with class meetings and 100 hours of observation responsibilities in diverse school and other education-related settings of school counselors or areas within the counseling field. Enrollment requires clearance consistent with public school districts. Practica hours must be completed within one semester to progress to field experience hours.

GED 6187S1 School Counseling Fieldwork Seminar I (1 Unit)

The GED 6187S1 Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6187S are required for the PPS Credential. Fieldwork hours must be completed within three semesters. Credit/No Credit.

Prerequisite(s): GED 6187P

Corequisite(s): GED 6188F1

GED 6187S2 School Counseling Fieldwork Seminar II (1 Unit)

The GED 6187S2 Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6187S are required for the PPS Credential. Fieldwork hours must be completed within three semesters. Credit/No Credit.

Prerequisite(s): GED 6187P

Corequisite(s): GED 6188F2

GED 6188F1 School Counseling Fieldwork Placement I (4 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. GED 6188F1 School Counseling Fieldwork Placement 1 is four units and equals 400 hours of fieldwork and clinical practice in a public setting. Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within two semesters. Credit/No Credit.

Prerequisite(s): GED 6187P

Corequisite(s): GED 6187S1

GED 6188F2 School Counseling Fieldwork Placement II (4 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. GED 6188F2 School Counseling Fieldwork Placement 2 is four units and equals 400 hours of fieldwork and clinical practice in a public setting. Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within two semesters. Credit/No Credit.

Prerequisite(s): GED 6187P

Corequisite(s): GED 6187S2

GED 7001 (A,B,C,D) Individualized Coaching and Induction Plan 1 (1 Unit)

This course includes the development of an Individualized Induction Plan, utilizing assessments of leadership competency as well as the rubrics from Moving Leadership into Every Day Work: Descriptions of Practice (WestEd, 2003). Twenty-five hours of individualized coaching based on the California Professional Standards for Educational Leaders (CPSELs) is provided to the candidate.

Must be taken for a total of four (4) units. Credit/No Credit.

GED 7002 (A,B,C,D) The California Professional Standards for Educational Leaders: Inquiry Modules 1 (0.5 Units)

These .5 unit modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing administrators complete a site based inquiry in each of the six standards. 1. Development and Implementation of a Shared Vision 2. Instructional Leadership 3. Management and Learning Environment 4. Family and Community Engagement 5. Ethics and Integrity 6. External Context Policy Must be taken for a total of two (2) units. Credit/No Credit.

GED 7003 (A,B,C,D) Individualized Coaching and Induction Plan 2 (1 Unit)

This course includes the development of an Individualized Induction Plan, utilizing assessments of leadership competency as well as the rubrics from Moving Leadership into Every Day Work: Descriptions of Practice (WestEd, 2003). Twenty-five hours of individualized coaching based on the California Professional Standards for Educational Leaders (CPSELs) is provided to the candidate.

Must be taken for a total of four (4) units. Credit/No Credit.

GED 7004 (A,B,C,D) The California Professional Standards for Educational Leaders: Inquiry Modules 2 (0.5 Units)

These .5 unit modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing administrators complete a site based inquiry in each of the six standards. 1. Development and Implementation of a Shared Vision 2. Instructional Leadership 3. Management and Learning Environment 4. Family and Community Engagement 5. Ethics and Integrity 6. External Context Policy Must be taken for a total of two (2) units. Credit/No Credit.

GED 7025 Management of Human Resources (3 Units)

This course explores effective staff utilization patterns, developing and implementing effective personnel policies, short and long-range planning procedures for filling staff needs, evaluation of staff performance, and employer-employee relations issues.

GED 7030 Decision Making for Curricular Change and Improvement (3 Units)

This course explores the roles of the educational leader in the development, modification and evaluation of programs. Techniques for generating curricular change and innovation at all levels are discussed. The procedures for testing and evaluating curricular innovations and student achievement are also reviewed. An emphasis is placed on decision-making models and strategic planning processes for transformational change.

GED 7040 Educational Law, Finance, and Governance (3 Units)

Designed to provide advanced and comprehensive knowledge and practical application of the following areas of study: School law; legal framework of public education and the political and sociological forces that affect school practices; fiscal management; school and district level funding and budgeting; organization, functions and problems of school financing; effective utilization and management of human and material resources; and short and long range planning for establishing needs, priorities and implementation.

GED 7055 Professional and Political Issues in Organizations (3 Units)

This course deals with complex, controversial and political issues facing educators. Origins of critical problems are identified and techniques for dealing with these issues are reviewed. The class provides an opportunity for each candidate to examine the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities, and to understand how the politics from several levels of government influence teaching and learning.

GED 7060 School/Community Relations in a Changing Society (3 Units)

Ethnic and socio-economic variations in the total community are studied in their relationship to a given school's program and operation and to the total educational operation. Candidates explore the components of cultural, sociological, and economic diversity, including the general ethnic, racial, and religious composition of the state, and the specific composition of the local community, concepts of cultural values and language diversity, programs and procedures for meeting the instructional needs of limited English-proficient pupils, and principles and procedures for involving all parents and other family members in school activities and in reaching educational objectives.

GED 7080 Philosophical and Sociological Backgrounds in Education (3 Units)

In order to better understand the philosophical foundations of education, candidates examine the philosophies of the Perennialists, the Essentialists, the Pragmatists, the Social Reconstructionists, and others. Candidates are expected to explore in-depth educational philosophical problems of their own selection. This course also provides a study of the relationship of elementary, secondary, and higher education in the United States and the sociological environment in which they function. It is intended that the candidate increases his/her ability to be perceptive about social environment and its influence upon human development and behavior. As candidates in the discipline of education, there should be increased ability to use social realities and understanding in working with the processes inherent in education.

GED 7090 Special Studies in Education (1-9 Units)

An intensive study on a special topic in education involving university faculty and/or lecturers.

May be repeated for a total of nine (9) units. Credit/No Credit.

Prerequisite(s): Consent of location director is required.

GED 7095 Concurrent Course Assignments (1-8 Units)

Action research projects that correlate with each of the above courses.

GED 7096 Induction, Mentoring, and Advanced Fieldwork (3 Units)

This course utilizes assessments of leadership competency, mentoring, and university site-based coaching, development of an induction and a professional growth plan in collaboration with a district mentor and University Fieldwork Supervisor. The induction plan includes goals related to enhancing candidate competency in the California Professional Standards for Educational Leaders.

Credit/No Credit.

GED 7097 Professional Development and Assessment (3 Units)

This course provides professional development opportunities for the beginning administrator in areas of special interest or areas needing development. The candidate will continue to work toward achievement of the goals identified in the Individual Induction Plan (IIP). Formative and summative assessments of leadership competence are utilized to guide candidate growth and completion of the IIP. At the conclusion of GED 7097 Professional Development and Assessment, the candidate will engage in a culminating exhibition with his/her mentor, University Fieldwork Supervisor, and peers, during which he/she presents a portfolio with evidence of having met the goals listed in the IIP.

Credit/No Credit.

Prerequisite(s): GED 7096

GED 7098 Research Design Seminar (2 Units)

Discussion and study of research designs for planning and conducting research in the field of education.

Seminar format.

GEL - Education Leadership

GEL 6003 Instructional Leadership (APA Cycle 3) (3 Units)

This course addresses a candidate's knowledge of California's student academic content standards; appropriate and effective curriculum, instructional, and assessment practices; and the candidate's ability to analyze classroom instruction and provide focused, constructive feedback to teachers to improve teaching and learning for all students.

GEL 6003F Fieldwork and Practicum for Instructional Leadership (CalTPA Cycle 3) (1 Unit)

Application of coursework to directed experiences in school leadership. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 6004 Equitable and Socially Just School Communities (3 Units)

This course provides an opportunity for the candidate to learn how to work effectively as a leader with the entire school community. Candidates will understand and address the diverse expectations, needs, aspirations, and goals of family and community groups and learn how to mobilize community resources in planning and decision-making for student achievement. The program offers the candidate an opportunity to examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes towards sexual orientation and individuals with disabilities so they will be effective leaders in a diverse setting and value individuals from different family structures, religions, races, cultures, socio-economic statuses, and ethnic backgrounds, and treat them with fairness and respect. Candidates will learn theories, practices, and application of restorative justice and social justice models.

GEL 6004F Fieldwork and Practicum for Equitable and Socially Just Communities (1 Unit)

Application of coursework to directed experiences in school leadership. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 6005 Organizational and Systems Leadership (3 Units)

This course provides an opportunity for the candidate to learn how to implement California school laws, guidelines, and other relevant federal, state, and local requirements and regulations; develop and implement the school's budget; and understand and manage the complex interaction of all of the school's systems to promote teaching and learning.

GEL 6005F Fieldwork and Practicum for Organizational and Systems Leadership (1 Unit)

Application of coursework to directed experiences in school leadership. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 6006 School Improvement Leadership (APA Cycle 1) (3 Units)

This course provides multiple opportunities for the candidate to learn, practice, and reflect on school improvement and enhanced student achievement for all. This course addresses the candidate's knowledge and strategic implementation of appropriate and effective school improvement, theories and strategies, his/her ability to build capacity, as well as his/her ability to communicate and lead others in continuous improvement and monitoring of these efforts based on school outcomes. There is an opportunity for collaborating with others to identify student and school needs, developing a data-based school growth plan, and identifying and using available human, fiscal, and material resources to implement the school growth plan, using change strategies based on current, relevant theories and best practices in school improvement.

GEL 6006F Fieldwork and Practicum for School Improvement Leadership (CalAPA Cycle 1) (1 Unit)

Application of coursework to directed experiences in school leadership. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 6007 Professional Learning and Growth Leadership (APA Cycle 2) (3 Units)

This course teaches candidates to model professional growth, framed around principles of adult learning, and identify and facilitate focused, developmentally appropriate professional growth opportunities to build individual and collective capacity. These capacities include collaborating with others to help achieve the school's vision through professional learning focused on improving teaching and learning. The program provides multiple opportunities for each candidate to learn, practice, and reflect on professional growth leadership.

GEL 6007F Fieldwork and Practicum for Professional Learning and Growth Leadership (CalAPA Cycle 2) (1 Unit)

Application of coursework to directed experiences in school leadership. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 6008 Ethical and Visionary Leadership (3 Units)

This course provides an opportunity for the candidate to learn and develop and implement a school vision based in ethical, just, and moral practices to enhance learning for faculty, staff, and students. Leadership theories, problem and decision-making models and socially just practices will be explored through case studies and simulations. The candidate has multiple opportunities to model personal and professional ethics, integrity, justice, and fairness and receive feedback from faculty and peers; reflect on personal leadership beliefs and practices; develop mechanisms for sustaining personal motivation, commitment, energy and health and learn to balance professional and personal responsibilities.

GEL 6008F Fieldwork and Practicum for Ethical and Visionary Leadership (1 Unit)

Application of coursework to directed experiences in school leadership. Credit/No Credit.

Concurrent: Concurrent seminar may be required.

GEL 6048 Administrative Intern Support Seminar (1 Unit)

This support course is a requirement each quad that a Preliminary Administrative Credential candidate serves as an intern principal for a school district while enrolled in the Preliminary Administrative Program. Candidates meet weekly with an assigned university supervisor for coaching, mentoring and on-the-job support.

GEL 7011 Educational Leadership: From the Inside Out (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course specifically focuses on the strengths and values the candidate brings to educational leadership; in conjunction with the university coach and district mentor, the candidate develops an individualized learning plan.

Credit/No Credit.

GEL 7012 Educational Leadership: Management of the Learning Environment (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders manage the organization to cultivate a safe and productive learning and working environment (CPSEL 3).

Credit/No Credit.

GEL 7013 Educational Leadership: Shaping a Culture of Teaching and Learning (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth (CPSEL 2).

Credit/No Credit.

GEL 7014 Educational Leadership: Family and Community Engagement (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources (CPSEL 4).

Credit/No Credit.

GEL 7015 Educational Leadership: Ethics and Integrity (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard (CPSEL 5).

Credit/No Credit.

GEL 7016 Educational Leadership: External Context and Policy (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices (CPSEL 6).

Credit/No Credit.

GEL 7017 Educational Leadership: Development and Implementation of a Shared Vision (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders facilitate the development and implementation of a shared vision of learning and growth of all students (CPSEL 1).

Credit/No Credit.

GEL 7018 Educational Leadership: Capstone (1 Unit)

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on the candidate's inquiry and practice-centered research project, showcasing the candidate's knowledge and skill in one of the six CPSELS.

Credit/No Credit.

KIN - Kinesiology

KIN 6000 Foundations in Kinesiology (3 Units)

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

KIN 6005 Research Methods (3 Units)

This course is an introduction to research methods to acquaint the student with analyzing the professional literature. The course will explore both quantitative and qualitative research methods, including descriptive and inferential statistics. Topics will include: 1) selected techniques and designs used in research, with special emphasis given to planning, conducting, and reporting of research; and 2) applied statistical analysis and interpretation of data from the field of exercise and sport science. Students will produce an original pilot research project proposal including preliminary statistical design.

KIN 6007 Evidence-Based Practice and Research Methods (3 Units)

This course provides an introduction to research methods, including exploring quantitative, qualitative and mixed-methods approaches, to acquaint students with analyzing the professional literature. Students will practice the judicious use of current best evidence in making decisions about the care of individual patients and clients, as well as the development and delivery of integrative health programs and services. Students will learn to: ask a focused question to satisfy the health and wellness needs of a specific patient or client demographic; find the best evidence by searching the literature; critically appraise the literature; apply the results in professional practice; and evaluate the outcomes.

KIN 6010 Evidence-Based Practice and Decision Making in Kinesiology (3 Units)

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

KIN 6011 Managing Personnel, Facilities, and Events in Sports (3 Units)

This course will prepare sport professionals to plan athletic and fitness events, manage the personnel and facilities associated with these events and facilities, and design effective fitness and exercise programming. Students will be exposed to industry leading sport and fitness facilities and trends throughout the southern California region through periodical visits to these facilities. Contemporary issues in entrepreneurship in the sport and fitness industries will be addressed.

KIN 6015 Biomechanical and Neurological Basis of Human Movement (3 Units)

Students will explore advanced concepts in biomechanics and motor control (neuromechanics). Topics will include muscle/tendon function and architecture, motion analysis, sensorimotor system architecture, reflex pathways and excitability, and postural control. A combination of lectures, group work, demonstrations, laboratory experiences and prescribed readings will be used within the course.

KIN 6017 Lifestyle Medicine and Integrative Health (3 Units)

This course provides an overview of paradigm shifts in healthcare, highlighting an increasingly integrative approach to medicine centered on treating the whole person- body, mind and spirit. Students will explore evidence-based lifestyle therapeutic interventions in areas such as stress management, nutrition, sleep, and physical activity in order to provide a multidimensional approach to well-being and health restoration.

KIN 6020 Marketing, Promotion, and Public Relations in Sports (3 Units)

Students will explore and develop promotional and marketing strategies involved in the spectrum of the sport and fitness industries. Students will be equipped for the high school, collegiate and professional sport settings as well as personal, group, and comprehensive fitness facilities that promote a holistic approach to wellness.

KIN 6025 Special Topics in Health, Exercise, and Sports Science (3 Units)

The topics of this course will alternate based on faculty expertise and student interest. Each topic will provide students with a unique opportunity to gain advanced specialization in an area of their choosing. Topics may include: Applied Function and Corrective Exercise; Health Equity and Social Justice; Movement Interventions for Aging, Disease Prevention and Health Promotion, and Electrocardiography and Interpretation.

KIN 6026 Sport and Exercise Nutrition for Peak Performance (3 Units)

Students in the healthcare professions will learn the science of nutrition, including cellular biology, digestion, and metabolism of macronutrients and micronutrients, as well as the practical applications of coaching individual clients in nutrition to enhance performance.

KIN 6027 Behavior Change Models, Methods, and Theories (3 Units)

This course examines widely accepted theories, models and methods for facilitating health behavior change. Topics include, but are not limited to, the transtheoretical model of behavioral change, self-determination theory, positive psychology, and motivational interviewing.

KIN 6030 Leadership in Sports (3 Units)

Both historical and contemporary aspects of leadership theory will be applied to various aspects of the sport industry, including post-secondary education, athletics administration, and the rapidly-growing business of sport.

KIN 6035 Advanced Practice in Movement Interventions and Corrective Exercise (3 Units)

This course will provide the fitness professional with in-depth expertise in various movement interventions to improve function, eliminate pain and enhance performance. Emphasis will be placed on designing individualized strength training and corrective exercise programs, and utilizing movement screening during functional interventions.

KIN 6036 Clinical Exercise Testing and Interpretation (3 Units)

This course emphasizes advanced study of the theoretical basis for exercise testing and practical procedures involved with pre-exercise screening and exercise testing. The course prepares students to utilize scientific rationale to design, implement and supervise exercise programming for those with chronic diseases, conditions and/or physical dysfunctions beyond cardiovascular and pulmonary disease. Students will interpret information from screening and will apply this to appropriate exercise intervention protocols. Students will be prepared to pursue certification as an ACSM Registered Clinical Exercise Physiologist. Note: 600 hours of preceptor-supervised clinical experience are also required for ACSM certification.

KIN 6037 Exercise and Nutrition for Health and Healing (3 Units)

This course evaluates the critical role that physical activity, exercise, and nutrition play in preventing and treating chronic diseases. Students will examine current research, established guidelines and best practices in order to design and deliver comprehensive lifestyle interventions that optimize health, healing, and well-being.

KIN 6038 Clinical Exercise Physiology (3 Units)

This course provides a detailed analysis of the effects of exercise on the organ systems of the body. Lecture and laboratory experiences will be related to apparently healthy populations as well as those with obesity, diabetes and metabolic syndrome.
Letter grade.

KIN 6040 Finance and Economics of Sports (3 Units)

This course will provide students with an introduction and relevant application of the economic principles that influence athletic, sport and fitness organizations. Students will discuss and implement budgeting, financial statements, economic impact analysis and other related topics.

KIN 6045 Loaded Movement Training (3 Units)

This course explores the methodology of Loaded Movement Training (LMT). Students will explore how the body adapts to LMT from a neuro, mechanical, and metabolic perspective and justify the use of LMT in an exercise program. Students will gain knowledge on how to design exercise workouts and programs using Loaded Movement Training for Sport Performance.

KIN 6046 Clinical Exercise Physiology and Metabolism (3 Units)

This course provides an advanced understanding of the clinical effects and physiologic adaptations of the human body to exercise interventions. The effects of exercise on the organ systems of the body will be explored through lecture and laboratory experiences with an emphasis toward combating obesity, diabetes, and metabolic syndrome. The clinical application of current research will occur in lab settings.

KIN 6047 Integrative Health and Wellness Coaching (3 Units)

In this course, students will apply evidence-based behavior change strategies and effective communication techniques to facilitate patient-centered coaching interventions. Emphasis will be placed on the development and refinement of practical coaching skills in order to empower patients to enact meaningful and sustainable lifestyle changes. This course will also survey the current landscape and future opportunities within the evolving field of health and wellness coaching in order to prepare students for work in a variety of settings.

KIN 6050 Research Project Seminar in Kinesiology (2 Units)

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

KIN 6051 Seminar in Kinesiology (2 Units)

This course will engage students in relevant Kinesiology issues in order to solve current problems and lead future initiatives. Industry experts will be invited to present on a broad range of topics including sport and fitness entrepreneurship, faithful leadership, media and public relations, sport and fitness technology, corporate wellness, behavior change and other topics of interest to students.

KIN 6056 Clinical Exercise Prescription (3 Units)

This course prepares students to utilize scientific rationale to design, implement and supervise exercise programming for patients with chronic diseases, conditions and/or physical dysfunctions of the cardiovascular, pulmonary, metabolic, musculoskeletal, neuromuscular, and immunologic systems. Students will be prepared to pursue certification as an ACSM Registered Clinical Exercise Physiologist. Note: 600 hours of preceptor-supervised clinical experience are also required for ACSM certification.

Prerequisite(s): KIN 6036 or consent of instructor.

KIN 6057 Wellness Entrepreneurship (3 Units)

This course provides health and wellness professionals with a practical framework for entrepreneurship, emphasizing key principles for business success. Students will develop and apply entrepreneurial knowledge and skills necessary to make informed professional decisions regarding starting a new entrepreneurial opportunity, joining an entrepreneurial endeavor, acquiring an established business or creating a new venture within an existing organization.

KIN 6060 Directed Readings (1 Unit)

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

May be repeated for up to two (2) units.

Prerequisite(s): KIN 6005, KIN 6010 or equivalent.

KIN 6065 Sport and Tactical Strength and Conditioning (3 Units)

This course will expose students to various methods and strategies in both sport and tactical strength and conditioning. Students will examine research and practice of different methods currently in use in the field and discussed in the literature on selected topics and demonstrate appropriate implementation of advanced training methods. Additionally, this course will refine the student's ability to construct an advanced training program designed to enhance performance in specific ways. The student will demonstrate the ability to critically analyze and alter a training program using an evidence-based approach.

KIN 6067 Disruptive Health Technologies (3 Units)

This course evaluates effective uses of disruptive health technologies within the health and wellness industries to support long-term behavior change and improved well-being. Students will examine the science, design and real world application of these innovative technologies as an affordable and practical tool to deliver lifestyle interventions aimed at preventing and managing chronic disease.

KIN 6077 Advanced Health and Wellness Coaching (1 Unit)

This course is specifically designed to deepen and refine the foundational health and wellness coaching skills developed in KIN 6047. Through case-based learning and real-world application, students will apply health and wellness coaching knowledge and skills in working with both individuals and groups. This course will also evaluate key considerations for designing and implementing integrative health and wellness coaching programs and services in a variety of professional settings.

KIN 6087 Mind-Body Medicine (3 Units)

This course explores the dynamic interplay between mind, body, and behavior. Students will examine how emotional, mental, social, and spiritual factors affect health and well-being. Emphasis will be placed on evaluating integrative health approaches to increase self-awareness, enhance self-care, and cultivate resilience in both patients and healthcare professionals.

KIN 6088 Internship or Practicum in Kinesiology (1-3 Units)

The Internship or Practicum experience provides the student with practical knowledge and direct and relevant experience in their chosen discipline. Students may arrange the site(s) of internship or may inquire with their faculty advisor about opportunities in the San Diego region. Students can repeat KIN 6088 and are required to complete three (3) units total.

Prerequisite(s): Consent of instructor.

KIN 6095 Comprehensive Examination (0 Units)

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

Prerequisite(s): Consent of instructor.

Fee: \$175

KIN 6097 Applied Project in Integrative Wellness (2 Units)

This course provides students with guidance in developing an applied project to deepen knowledge in a health or wellness-related area of their professional interest. Students will create and present either an original wellness program, curriculum-based project, or wellness-focused business plan.

KIN 6098 Capstone Project (3 Units)

This course provides an extended experience for the student to produce a final project on a specific topic of professional interest. Under the direction of a faculty advisor, the student will advance through the preparation and defense of a capstone project*. This course aims to enable graduate students to gather and/or analyze data to advance their field and professional standing. The qualified student will have previously defended a project proposal successfully in KIN 6005.

Prerequisite(s): KIN 6005 or equivalent and consent of Program Director.

Fee: *If a student does not successfully defend their Capstone Project, a Program Extension Fee of \$745 will be charged to the student's account each semester until they complete the project.

KIN 6099 Thesis (3 Units)

This course provides an extended research experience for the student in a specific topic of professional interest. Under the direction of a faculty advisor and thesis committee, and after completing KIN 6000 and KIN 6005, the student will conduct further empirical research and will advance through the preparation and defense of a thesis*. Course Aim: This course aims to enable graduate students to conduct original research to advance their field and professional standing. The qualified student will have previously defended a thesis proposal successfully in KIN 6005.

Prerequisite(s): KIN 6005 or equivalent, KIN 6050, KIN 6060 or equivalent, and consent of Program Director.

Fee: *If a student does not successfully defend their Capstone Project, a Program Extension Fee of \$745 will be charged to the student's account each semester until they complete the project.

LIT - Literature

LIT 5000 American Literature to 1900 (3 Units)

An advanced study of selected authors and movements in American literature from its origins until 1900. The course will offer students the opportunity to study a limited number of texts in greater depth than is possible in a survey course.

Also offered as LIT 4000.

Prerequisite(s): Consent of instructor.

LIT 5020 American Literature Since 1900 (3 Units)

An advanced study of selected authors and movements in American literature since 1900. The course will offer students the opportunity to study a limited number of texts in greater depth than is possible in a survey course.

Also offered as LIT 4020.

Prerequisite(s): Consent of instructor.

LIT 5044 Medieval Literature (3 Units)

A study of British literature from 1100 through 1500, including Chaucer, Langland, the Gawain Poet, Marie de France, Julian of Norwich, and Mallory, and covering medieval drama, poetry, prose, romance, and tale. Students learn to read Middle English as well as the historical, religious, and social contexts of the literature.

Also offered as LIT 4044.

Prerequisite(s): Consent of instructor.

LIT 5045 17th Century English Literature (3 Units)

A study of British literature primarily from 1603 to 1688, focusing on the Scientific Revolution, the beginnings of modernism, the rise of women writers and discussions concerning gender, major religious movements, and the English Civil War.

Also offered as LIT 4045.

Prerequisite(s): Consent of instructor.

LIT 5046 Romantic Literature (3 Units)

A study of the poetry, fiction, non-fiction prose, and drama of the Romantic Age (1780-1830), focusing on issues of the French Revolution, the rights of women, the abolition of the slave trade and slavery, the rise of democracy, industrialization and science, the philosophy of art, and the rise of new literary forms such as the Greater Romantic lyric and the gothic.

Also offered as LIT 4046.

Prerequisite(s): Consent of instructor.

LIT 5047 Victorian Literature (3 Units)

A study of the fiction, non-fiction prose, poetry, and drama of the Victorian age (1837-1901), focusing on the period's dominant issues of Industrialization, Imperialism, the Woman Question and Sexuality, the Crisis of Faith and Science, and Aesthetics and Art's role in society.

Also offered as LIT 4047.

Prerequisite(s): Consent of instructor.

LIT 5048 Postcolonial Classics and Theory (3 Units)

An advanced study of selected post-colonial literature and post-colonial theory from the turn of the 19th century through 21st century. Class inquiry focuses on the effects of empire, colonization, neocolonialism, and globalization presented in these texts.

Also offered as LIT 4048.

Prerequisite(s): Consent of instructor.

LIT 5050 The Novel (3 Units)

An advanced study of representative examples of the novel. Selected novels may include both novels written in English and novels translated into English.

Also offered as LIT 4050.

Prerequisite(s): Consent of instructor.

LIT 5061 Shakespeare (3 Units)

A study of Shakespeare's comedies, histories, and tragedies within their cultural contexts, with special attention paid to rhetorical analysis and theatricality, as well as coverage of the political, philosophical, and religious implications of the plays.

Also offered as LIT 4061.

Prerequisite(s): Consent of instructor.

LIT 5090 Seminar in Literature (3 Units)

An advanced literature course: period and topic of study selected by the faculty member.

May be repeated for credit three times with different course content each time and content that is different than undergrad literature credits taken for undergraduate degree at PLNU.

Also offered as LIT 6090.

LIT 6090 Seminar in Literature (3 Units)

An advanced literature course: period and topic of study selected by the faculty member.

May be repeated for credit three times with different course content each time and content that is different than undergrad literature credits taken for undergraduate degree at PLNU.

Also offered as LIT 5090.

MSM - Medicine

MSM 6002 Physiology (3 Units)

This course presents human physiology through a systems approach at the cellular, tissue and organ level. Major themes regarding commonly occurring pathophysiologic processes will be introduced to prepare students for more in-depth learning about specific disease states and patient presentations in subsequent courses.

MSM 6003 Foundations of Medical Science (4 Units)

The course will provide instruction in the basic sciences of medicine integral to understanding human disease. The course will cover topics in pathology, pathophysiology, biochemistry, immunology, microbiology, and genetics.

MSM 6004 Medicine and Society I (2 Units)

Medicine and Society is a sequence of four integrated and consecutive courses designed to examine the intersection of the individual and the larger community relating to healthcare. This course covers professional conduct, social media, academic integrity, intellectual honesty, evidence-based medicine, interprofessional collaboration, and medical research. Students will also participate in community learning groups.

MSM 6005 Introduction to Patient Assessment (3 Units)

This course is designed to introduce the student to patient history taking, physical examination, communication, and the medical documentation skills that are necessary for patient assessment and medical practice. Students will perform system-based physical examinations. In addition, students will have the opportunity to practice their skills with assigned lab partners, simulated patients, and standardized patients.

MSM 6006 Medicine and Society II (2 Units)

Medicine and Society is a sequence of four integrated and consecutive courses designed to examine the intersection of the individual and the larger community relating to healthcare. This course covers the history of the PA profession, PA trends and organizations, social and behavioral sciences including: domestic violence, abuse, human sexuality, and sexual assault, death and dying, patient responses to injury, stress, and illness, cultural awareness, provider personal wellness, and diverse socioeconomic populations. Students will also participate in community learning groups.

MSM 6008 Medicine and Society III (3 Units)

Medicine and Society is a sequence of four integrated and consecutive courses designed to examine the intersection of the individual and the larger community relating to healthcare. This course covers patient communication, coding, billing and reimbursement, and healthcare delivery systems and policies. Students will also participate in community learning groups and a field experience service month as part of this course.

MSM 6010 Medicine and Society IV (2 Units)

Medicine and Society is a sequence of four integrated and consecutive courses designed to examine the intersection of the individual and the larger community relating to healthcare. This course covers public health, patient safety and medical errors, quality improvement and risk management, and medical ethics in healthcare. Students will also participate in community learning groups.

MSM 6100 Fundamentals of Hematology and Oncology (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered blood and lymphatic diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6101 Fundamentals of Dermatology (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered skin diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6102 Fundamentals of Infectious Disease (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered infectious diseases through symptoms-based and systems-based approaches. Management of patients with these diseases across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6103 Fundamentals of Cardiovascular Disorders (4 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered cardiovascular diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6104 Fundamentals of Pulmonology (3 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered pulmonary diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6105 Fundamentals of Gastroenterology (4 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered digestive system diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6106 Fundamentals of Nephrology and Genitourinary Disease (3 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered renal system diseases and disorders through symptoms-based and systems-based approaches. This course also covers diseases and disorders specific to the male patient, and in-depth instruction in fluid, acid-base, and electrolyte disorders. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6107 Fundamentals of Neurology (3 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered central and peripheral nervous systems diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6108 Fundamentals of Endocrinology (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered endocrine system diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6109 Fundamentals of Musculoskeletal Disease and Rheumatology (3 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered musculoskeletal diseases and rheumatologic disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6200 Pharmacotherapeutics I (3 Units)

This course provides an introduction to the science of pharmacologic therapy of the disease states covered in the Hematology and Oncology, Dermatology, Infectious Disease, Cardiovascular and Pulmonology didactic courses. In addition to pharmacokinetics and pharmacodynamics, students will learn the indications, contraindications, dosages and adverse effects of commonly prescribed medications for these disorders.

MSM 6201 Pharmacotherapeutics II (3 Units)

This course provides an introduction to the science of pharmacologic therapy of the disease states covered in the Gastroenterology, Nephrology and Genitourinary, Neurology and Endocrinology didactic courses. In addition to pharmacokinetics and pharmacodynamics, students will learn the indications, contraindications, dosages and adverse effects of commonly prescribed medications for these disorders.

MSM 6202 Pharmacotherapeutics III (2 Units)

This course provides an introduction to the science of pharmacologic therapy of the disease states covered in the Psychiatry, Musculoskeletal Disease and Rheumatology, Pediatrics, Women's Health, Emergency Medicine and Surgery didactic courses. In addition to pharmacokinetics and pharmacodynamics, students will learn the indications, contraindications, dosages and adverse effects of commonly prescribed medications for these disorders.

MSM 6300 Fundamentals of Psychiatry and Behavioral Medicine (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered psychiatric and psychological disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6301 Foundations in Pediatrics (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered newborn, infant, toddler, child, and adolescent diseases and disorders through symptoms-based and systems-based approaches. Management of patients with these diseases and disorders from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education. This course also covers nutrition specific to the pediatric patient, development and assessment of the well child.

MSM 6302 Foundations in Women's Health (2 Units)

This course covers the epidemiology, etiology, risk factors, pathogenesis, pathophysiology, complications, and differential diagnoses of commonly encountered female diseases and disorders through a systems-based approach of the female patient. Management of patients with these diseases and disorders across the life span from initial presentation through follow-up for acute, chronic, and emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6303 Foundations in Emergency Medicine (3 Units)

This course covers the principles of emergent management. There will be a focus on the evaluation and management of emergent conditions covering all organ systems. Management of patients with emergent and life-threatening conditions across the lifespan from initial presentation through follow-up for emergent cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6304 Foundations in Surgery (2 Units)

This course covers the principles of surgery and surgical management. Students will learn about pre-operative care, intraoperative care, post-operative care, common surgical conditions, complications and fluid management. Management of patients with surgical conditions across the lifespan from initial presentation through follow-up for surgical cases will be covered, as will referral when necessary, preventive medicine, and patient education.

MSM 6500 Internal Medicine (5 Units)

This is a 5-week clinical practicum that focuses on the evaluation, diagnosis, and management of acute and chronic medical conditions in adults and elders. Students will perform complete history and physical exams, assist with consultations, evaluate and manage patients from admission to discharge when possible. Students will demonstrate how to order and interpret diagnostic tests commonly utilized in internal medicine and to perform clinical hospital procedures. Emphasis will be placed on inpatient care including hospital documentation to include the admission summary, history and physical examination, daily progress note, consultation note, and discharge summary. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hrs. and may be assigned to any shift on any day of the week, including holidays.

MSM 6501 Family Medicine (5 Units)

This is a 5-week outpatient-based clinical practicum that focuses on the clinical aspects of family practice/ primary care. Students will build on the fundamental skills of history taking, performing physical exams, developing differential diagnoses, formulating diagnoses, designing prevention and treatment plans and documenting common medical conditions observed in the family practice setting. Students will participate in a variety of primary care procedures. Emphasis will be placed on caring for the entire family ranging from the newborn to the geriatric patient. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6502 Pediatrics (5 Units)

This is a 5-week clinical practicum that focuses on the evaluation, diagnosis, and management of acute and chronic medical conditions in the pediatric population from newborn to adolescence. Students will perform complete history and physical exams. Students will demonstrate how to order and interpret diagnostic tests commonly utilized in pediatrics and to perform common procedures. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6503 Women's Health (5 Units)

This is a 5-week required clinical experience during which the student will have the opportunity to evaluate and treat a wide variety of obstetrical and gynecological conditions. Focus will be on eliciting and performing the obstetrical and gynecological history and physical examination, screening techniques, diagnostic procedures, management plans, contraceptive counseling and management. The practicum will enable students to strengthen their knowledge of pre-natal and post-natal care, menstrual abnormalities, infertility, sexuality issues, menopause and sexually transmitted infections. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6504 General Surgery (5 Units)

This is a 5-week required clinical experience during which the student will have the opportunity to evaluate and treat a wide variety of surgical conditions. Students will be trained in preoperative and post-operative patient care, outpatient evaluation of surgical candidates, surgical inpatient management, operating room protocol and techniques, emergent surgical cases, and documentation specific to surgical patients. Students will learn common surgical procedures and the description, indications, contraindications, and complications of each. Additionally, students will gain experience in interpreting diagnostic tests utilized in the general surgical environment. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6505 Behavioral Medicine (5 Units)

This is a 5-week required clinical experience during which the student will have the opportunity participate in the evaluation and treatment of patients with a variety of behavioral and psychiatric conditions. Students will develop knowledge about the complex nature of psychiatric illness through active involvement in the diagnosis and management of patients. The student will learn to triage patients, interact with patients' families, and become more proficient at taking rapid accurate histories, performing physical examinations, ordering appropriate diagnostic tests, and formulating a treatment plan. The student will have the opportunity to make oral presentations to preceptors. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6506 Emergency Medicine (5 Units)

This is a 5-week required clinical experience during which the student will have the opportunity to evaluate and treat a wide variety of urgent, emergent and life-threatening conditions in patients across the lifespan from infant to elderly. The student will learn to triage patients, interact with patients' families, and become more proficient at taking rapid accurate histories, performing physical examinations, ordering appropriate diagnostic tests, and formulating a treatment plan. The student will have the opportunity to make oral presentations to preceptors. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6600 Elective-Clinical (5 Units)

This is a 5-week elective clinical experience during which the student will perform complete history and physical exams, assist with consultations, gain familiarity with the various terms used to describe skin lesions, as well as methods used in the diagnosis and treatment within a clinical specialty. Students will demonstrate how to order and interpret commonly used diagnostic tests and to perform relevant clinical and hospital procedures. Students are responsible for any assigned readings and are expected to be familiar with the pathophysiology, medical and surgical treatment options, and expected outcomes for the cases in which they are involved. Students will be expected to mirror the Preceptor's schedule for a minimum of 150 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6601 Elective-Service (5 Units)

This is a 5-week outpatient-based clinical practicum will focus on clinical practice in a primary care environment with an emphasis on service. Students will build on the fundamental skills of history taking, performing physical exams, developing differential diagnoses, formulating diagnoses while developing strategies to transcend socioeconomic barriers that prevent appropriate medical care. The students are to use their knowledge gained from this rotation to demonstrate cultural sensitivity as it relates to healthcare. Students will be expected to mirror the Preceptor's schedule for a minimum of 128 hours and may be assigned to any shift on any day of the week, including holidays.

MSM 6800 Capstone (0 Units)

Successful completion of this multi-component examination which serves as the capstone for the physician assistant curriculum is required. It is composed of four parts: a comprehensive written examination, a series of clinical skills examinations, one or more observed patient encounters and an assessment of professionalism. Students failing any component of the examination will have one opportunity to remediate that section.

GNSG - Nursing

GNSG 5001 Writing and Research (3 Units)

This course introduces foundational concepts and issues designed to assist the graduate student with scholarly writing skills and research inquiry techniques. Statistical methods for nursing research including: descriptive statistics, inferential statistics, sampling, hypothesis testing, frequency distribution, and correlation are included.

GNSG 5045 RN-MSN Transition I (4 Units)

This course explores Christian nursing history, scholarly writing, research, theory, and the legal/ethical foundations for practice in the professional role. This course prepares the student for GNSG 6020 and GNSG 6022. Letter grade.

GNSG 5046 RN-MSN Transition II (4 Units)

This course explores the environmental, multi-cultural, and global issues related to nursing in the community. Current trends in nursing management and servant leadership for communication, decision making and management of groups are also investigated.

GNSG 6000 CNS Role Acquisition (2 Units)

This course will focus on the role of the clinical nurse specialist and the spheres of influence in quality initiatives and ethical comportment. Leadership aspects of quality monitoring, program planning and evaluation will be analyzed. A leadership role in ethical discussions at the unit, organization and/or system level will be explored. Additionally the student will work collaboratively to enhance decision making. All specialties together. Letter grade.

GNSG 6002 Following Faithfully: Servant Leadership (2 Units)

This course focuses on the development of skills necessary for effective interpersonal communications, both written and oral. Scholarly writing and effective oral presentation principles are emphasized. Wesleyan thought as it relates to service, nursing and nursing leadership is integrated through interprofessional teaching. A review of the history of nursing based on religious teachings is discussed with an emphasis on the role of servant leadership and nursing practice. Leadership clinical hours begin during GNSG 6002. GNSG 6002 must be completed concurrently or before Leadership clinical hours may be accumulated. Hours include participation in local leadership organizations and/or activities. Letter grade.

GNSG 6003 Following Faithfully: Healthcare Policy and Ethics (3 Units)

This course provides an understanding of legal, regulatory, and socioeconomic forces that affect healthcare delivery and health outcomes for individuals, communities, and populations. Concepts related to access to healthcare, social determinates, ethical dimensions and dilemmas, local/state/national healthcare policies, quality of health care delivery, and the advanced nursing practice roles will be discussed. Emphasis will be placed on the policy, values, and principles that guide the practice of nurse leaders. Letter grade.

GNSG 6005 Advanced Assessment and Health Promotion Across the Lifespan (2.5 Units)

This course provides a focused examination of health assessment across the human lifespan, focusing on the concepts of health promotion, disease prevention, and nursing care. Letter grade.

GNSG 6005L Advanced Assessment and Health Promotion Across the Lifespan Practicum (0.5 Units)

This laboratory course provides opportunity for application of nursing assessment and health promotion theory as it relates to advanced practice nursing role.

Credit/No Credit.

Corequisite(s): GNSG 6005

GNSG 6006 Advanced Pathophysiology (3 Units)

This course provides an understanding of pathophysiology and alterations in normal human physiologic function across the life span. Emphasis will be on pathophysiological principles and clinical consequences of common disease processes that are essential for performing advanced health assessment, differential diagnoses, and clinical therapeutic decisions for treatments.

Letter grade.

GNSG 6007 Advanced Pharmacology (3 Units)

This course is designed to introduce advanced pharmacology knowledge for registered nurses to practice at the advanced level across the lifespan. The course content includes principles of pharmacodynamics, pharmacokinetics, pharmacogenetics, pharmacotherapeutics, drug-drug, and drug-food interactions of broad categories of pharmacologic agents. The goal of the course is to prepare students with a well-grounded understanding and application of advanced pharmacologic principles for patient management.

Letter grade.

GNSG 6008 Advanced Health Assessment Across the Lifespan (2 Units)

This course focuses on the integration of advanced health assessment principles and skills for comprehensive physical assessment across the lifespan. Emphasis will be on comprehensive and focused health history, advanced physical assessment of body systems, psychosocial assessment, differentiation of assessment findings, and assessment documentation. Incorporation of developmental, psychosocial, spiritual, and functional assessment will be included.

Letter grade.

Corequisite(s): GNSG 6008L

GNSG 6008L Advanced Health Assessment Across the Lifespan Practicum (1 Unit)

This practicum course provides an opportunity for the application of advanced nursing assessment principles and skills to complete comprehensive health history, physical, and psychosocial assessment of patients across the lifespan.

Credit/No Credit.

Corequisite(s): GNSG 6008

GNSG 6009 Health Promotion Across the Lifespan (2 Units)

This course examines strategies for health promotion, risk management, and disease prevention for all ages, individuals, families, communities, and population groups. The focus will be on theoretical models, evidence-based practice standards, the latest research and trends in health promotion, genomics, and disease prevention, and national initiatives to maximize health, well-being, and quality of life. The roles of the nurse leader and advocate for maintaining health and modifying health risk factors will be explored.

Letter grade.

GNSG 6014 Advanced Health Assessment: Adult Gerontology (1 Unit)

This course focuses on the application of advanced health assessment principles and skills for comprehensive physical assessment of young and older adults. Emphasis will be on comprehensive and focused health history, advanced physical assessment of body systems, psychosocial assessment, differentiation of assessment findings, and assessment documentation. Incorporation of developmental, psychosocial, spiritual, and functional assessment will be included.

Letter grade.

Prerequisite(s): GNSG 6008 and GNSG 6008L

GNSG 6015 Advanced Health Assessment: Pediatrics (1 Unit)

This course focuses on the application of advanced health assessment principles and skills for comprehensive physical assessment of children. Emphasis will be on comprehensive and focused health history, advanced physical assessment of body systems, psychosocial assessment, differentiation of assessment findings, and assessment documentation. Incorporation of developmental, psychosocial, spiritual, and functional assessment will be included.

Letter grade.

Prerequisite(s): GNSG 6008 and GNSG 6008L

GNSG 6016 Advanced Health Assessment: Women's Health (1 Unit)

This course focuses on the application of advanced health assessment principles and skills for comprehensive physical assessment of women across the lifespan. Emphasis will be on comprehensive and focused health history, advanced physical assessment of body systems, psychosocial assessment, differentiation of assessment findings, and assessment documentation. Incorporation of developmental, psychosocial, spiritual, and functional assessment will be included.

Letter grade.

Prerequisite(s): GNSG 6008 and GNSG 6008L

GNSG 6020 Research Inquiry and Theory (3 Units)

This course builds the student's understanding of scholarly inquiry, knowledge generation, research design and methods, and research utilization as best practices in health care. Students will assume a leadership role in the development of the skills related to translational research, data collection and analysis, and evaluation culminating in dissemination of findings. A variety of theoretical frameworks will be presented and discussed, and the connection of theory guiding practice change will be highlighted.

Letter grade.

GNSG 6020L Research Inquiry and Theory Practicum (0.5 Units)

This practicum course builds the student's understanding and application of scholarly inquiry, knowledge generation, research design and methods, and research utilization as best practices in health care. Students will assume a leadership role in the development of the skills related to translational research, data collection and analysis, and evaluation culminating in dissemination of findings. A variety of theoretical frameworks will be applied and discussed, and the connection of theory guiding practice change will be highlighted. This laboratory course provides opportunity for application of research and EBP methods as it relates to advanced practice nursing role.

Credit/No Credit.

Corequisite(s): GNSG 6020

GNSG 6021 Foundations for Evidence-Based Nursing Practice (2 Units)

This course provides a foundation for advanced clinical scholarship and healthcare improvement. Emphasis will be on a review of research methods, critical appraisal, evidence synthesis, evidence-based quality improvement initiatives, statistics, and scholarly dissemination. Students will develop essential knowledge and skills to translate research into practice by examining research, evidence-based practice, and improvement science.
Letter grade.

GNSG 6022 Evidence-Based Practice Process (2 Units)

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

GNSG 6023 Planning and Management of Evidence-Based Initiatives (2 Units)

This course prepares students to design, plan and implement evidence-based healthcare innovation initiatives. Students will focus on strategic project planning and management processes using quality improvement tools and fiscal management methodologies. Emphasis will be on strategizing and managing clinical change projects to optimize quality, safety and clinical practice outcomes.
Letter grade.

Prerequisite(s): GNSG 6021

GNSG 6024 Adult/Gerontology Nursing CNS Role Acquisition (2 Units)

This course provides opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and the social sciences as it relates to individuals with a focus on healthcare conditions associated with the young adult to older adult, including end of life. This course includes advanced theories of human development as it relates to the practice of nursing and education of clients as individuals or in groups.
Letter grade.

GNSG 6024B Adult Gerontology Theory: Prevention, Wellness Across the Continuum (Optional for A/G National Certification) (2 Units)

This course is designed to address the Prevention and wellness issues that challenge the adult gerontology individual across the continuum of aging. Specific aspects addressed will include wellness and prevention strategies and recommendations for young adults, older adults and the frail elderly populations based on the American Colleges of Nursing Education Adult Gerontology competencies.

GNSG 6024L Adult/Gerontology Practicum (1-3 Units)

This practicum provides opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and the social sciences as it relates to individuals with a focus on healthcare conditions associated with the young adult to older adult, including end of life. This course includes advanced theories of human development as it relates to the practice of nursing and education of clients as individuals or in groups.
Repeatable up to twelve (12) units. Credit/No Credit.

GNSG 6025 Pediatric Nursing CNS Role Acquisition (2 Units)

This course provides the opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to the neonate through adolescence with an emphasis on family. This course focuses on growth and development and healthcare conditions associated with the pediatric patient.
Letter grade.

GNSG 6025L Pediatrics Role Practicum (1-3 Units)

This practicum provides the opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to the neonate through adolescence with an emphasis on family. This course focuses on growth and development and healthcare conditions associated with the pediatric patient.
Repeatable up to twelve (12) units. Credit/No Credit.

GNSG 6026 Family/Individual Health Nursing CNS Role Acquisition (2 Units)

This course provides opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to individuals, including child bearing women, within the context of the family and community.
Letter grade.

GNSG 6026L Family/Individual Health Role Practicum (1-3 Units)

This practicum provides opportunity for exploration of advanced health concepts with an emphasis on critical synthesis from nursing and social sciences as it relates to individuals, including child bearing women, within the context of the family and the community.
Repeatable up to twelve (12) units. Credit/No Credit.

GNSG 6030 Educating Nurses for Radical Transformation (3 Units)

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

GNSG 6030L Educating Nurses for Radical Transformation Practicum (0.5 Units)

This laboratory course provides opportunity for application of analysis and synthesis of factors that influence health care so that nursing practice may be radically transformed. Practical application will be made in practicum settings and will focus on quality, safety, and innovation as it relates to advanced practice nursing role.
Credit/No Credit.

Corequisite(s): GNSG 6030

GNSG 6034 Adult Gerontology Nursing CNS Role Acquisition I (2 Units)

This course focuses on the advanced practice nursing management of acute healthcare conditions associated with young and older adults in acute care settings. Emphasis will be on patient care management, including assessment, diagnosis, clinical reasoning, medications, and evidence-based interventions for young and old adults with acute disorders. The leadership roles of adult gerontology clinical nurse specialists in healthcare systems will be explored.
Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6008, GNSG 6008L

GNSG 6035 Pediatric Nursing CNS Role Acquisition I (2 Units)

The focus of this course is the advanced practice nursing management of acute healthcare conditions among children within the context of their families in acute care settings. Emphasis will be on normal developmental issues and concerns, patient care management, assessment, diagnosis, clinical reasoning, medications, and evidence-based interventions for children with acute disorders. The advanced nursing leadership roles in healthcare systems will be explored.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6008, GNSG 6008L

GNSG 6036 Women's Health Nursing CNS Role Acquisition I (2 Units)

This course focuses on the advanced practice nursing management of acute healthcare conditions among child-bearing women in acute care settings. Emphasis will be on patient care management, including assessment, diagnosis, clinical reasoning, medications, and evidence-based interventions for child-bearing women with acute disorders. The advanced nursing leadership roles in healthcare systems will be explored.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6008, GNSG 6008L

GNSG 6044 Adult Gerontology Nursing CNS Role Acquisition II (3 Units)

This course focuses on the advanced practice nursing management of chronic illnesses associated with young and older adults. Emphasis will be on primary and secondary prevention of common chronic illnesses, transitional care models, interprofessional chronic illness management of at-risk patients, health education and coaching to prevent hospital readmission, coordination of specialized care, and evidence-based decision-making. The leadership roles of adult-gerontology clinical nurse specialists in healthcare systems will be explored.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6008, GNSG 6008L

GNSG 6045 Pediatric Nursing CNS Role Acquisition II (3 Units)

This course focuses on the advanced practice nursing management of chronic illnesses among children and families. Emphasis will be on secondary and tertiary prevention of common chronic illnesses, transitional care models, interprofessional chronic illness management, healthy lifestyle behaviors, patient and family resilience, and disability. The advanced nursing leadership roles in promoting innovative ways for chronic illness management will be explored.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6007, GNSG 6008, GNSG 6008L

GNSG 6046 Women's Health Nursing CNS Role Acquisition II (3 Units)

This course focuses on the advanced practice nursing management of chronic illnesses among child-bearing women. Emphasis will be on secondary and tertiary prevention of common chronic illnesses, transitional care models, interprofessional chronic illness management, healthy lifestyle behaviors, patient and family resilience, and disability. The advanced nursing leadership roles in promoting innovative ways for chronic illness management will be explored.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6007, GNSG 6008, GNSG 6008L

GNSG 6048 Leading with Integrity (3 Units)

This course is taught in an intensive seminar format that includes discussions with executives who have led with integrity. The course challenges the student to integrate their academic knowledge, core values, and experiences as it relates to servant leadership. The course will draw from inspirational leaders and provide a strong foundation for ethical and conscientious leadership to influence cultural change in the workplace. It incorporates an executive speaker series along with a practical diagnosis of case studies and leading articles designed to have students define their personal leadership position as students explore the notion of integrity in their professional and private lives.

GNSG 6054 Adult Gerontology Nursing CNS Role Acquisition III (3 Units)

This course provides theories and science of aging, special care needs, and quality care of older adults and their families. Comprehensive geriatric assessment, evidence-based practice for older adults and families, gerontological nursing research, interprofessional collaborative practice, and leadership will be emphasized.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6008, GNSG 6008L

GNSG 6055 Pediatric Nursing CNS Role Acquisition III (3 Units)

The focus of this course is the advanced practice nursing management of psychosocial, behavioral, and cognitive health of children and adolescents, and their families. Advanced nursing leadership, interprofessional collaborative practice, policy advocacy, and ethical principles within the healthcare systems will be explored.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6007, GNSG 6008, GNSG 6008L

GNSG 6056 Women's Health Nursing CNS Role Acquisition III (3 Units)

This course will examine various topics integral to women's physical and mental health in the United States. Topics include programs, services, and policies that affect women's health as well as the medical care provided for women throughout the lifespan. A discussion of socioeconomic status, racial disparities, and social health issues in light of women's health through the lens of upstream thinking will be threaded throughout the course.

Letter grade.

Prerequisite(s): GNSG 6006, GNSG 6007, GNSG 6008, GNSG 6008L

GNSG 6064 (A,B,C,D,E) Adult Gerontology Nursing CNS Role Practicum (2-3 Units)

The clinical practicum series will provide opportunities for the student to experience professional growth as an adult/gerontology clinical nurse specialist. The NACNS core competencies will be emphasized throughout the practice course series, including competencies in Patient Direct Care Sphere of Impact (A-2u), Organizations/Systems Sphere of Impact (B-2u), Nurses and Nursing Practice Sphere of Impact (C-2u), and planning (D-3u) and implementation (E-3u) of an evidence-based quality improvement project.

Must be taken for a total of twelve (12) units. Credit/No Credit.

GNSG 6065 (A,B,C,D,E) Pediatric Nursing CNS Role Practicum (2-3 Units)

The clinical practicum series will provide opportunities for the student to experience professional growth as a pediatric clinical nurse specialist. The NACNS core competencies will be emphasized throughout the practice course series, including competencies in Patient Direct Care Sphere of Impact (A-2u), Organizations/Systems Sphere of Impact (B-2u), Nurses and Nursing Practice Sphere of Impact (C-2u), and planning (D-3u) and implementation (E-3u) of an evidence-based quality improvement project.

Must be taken for a total of twelve (12) units. Credit/No Credit.

GNSG 6066 (A,B,C,D,E) Women's Health Nursing CNS Role Practicum (2-3 Units)

The clinical practicum series will provide opportunities for the student to experience professional growth as a women's health clinical nurse specialist. The NACNS core competencies will be emphasized throughout the practice course series, including competencies in Patient Direct Care Sphere of Impact (A-2u), Organizations/Systems Sphere of Impact (B-2u), Nurses and Nursing Practice Sphere of Impact (C-2u), and planning (D-3u) and implementation (E-3u) of an evidence-based quality improvement project.

Must be taken for a total of twelve (12) units. Credit/No Credit.

GNSG 6067 (A,B,C,D) Nursing Education and Leadership Practicum (3 Units)

The clinical practicum series will provide opportunities for the student to experience professional growth in education and/or leadership as a graduate-prepared nurse. The focus will be on the application of knowledge, skills, and attitudes in education, healthcare management, and leadership.

Must be taken for a total of twelve (12) units. Credit/No Credit.

GNSG 6068 (A,B,C,D) Healthcare Leadership Practicum (3 Units)

The clinical practicum series will provide opportunities for the student to experience professional growth in healthcare leadership as a graduate-prepared nurse. The focus will be on the application of knowledge, skills, and attitudes in education, healthcare management, and leadership.

Must be taken for a total of twelve (12) units. Credit/No Credit.

GNSG 6087 Healthcare Financial Management (3 Units)

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

GNSG 6088 Healthcare Leadership and Innovation (3 Units)

This course provides an understanding of organization and systems leadership competencies for the improvement of healthcare delivery as future nurse leaders. Students will develop knowledge of the healthcare environment, leadership skills among the interprofessional teams, professional development, financial planning and analysis, resource management, system integration, and quality improvement principles to demonstrate outcomes. Special attention will be given to systems thinking, innovation, leadership theories, quality and safety initiatives, process evaluation, gap and cost analysis, budgeting, human resources, and business planning.

GNSG 6090 Special Studies In Nursing (1-3 Units)

This course provides opportunity for selected studies in the area of Nursing as determined by the School of Nursing.

May be repeated for credit up to a maximum of six (6) units as long as the content is different.

Prerequisite(s): Permission is required from the Dean of the School of Nursing and the course faculty. Student must be in good academic standing.

GNSG 6095A Comprehensive Exam A (0.5 Units)

In partial completion of the MSN requirements with a clinical nurse specialist focus or general track, the student will complete an oral exam demonstrating breadth and depth of scholarly thought, critical analysis and synthesis of complex healthcare topics for the Masters prepared nurse.

Credit/No Credit.

Prerequisite(s): All nursing theory coursework including GNSG 6020 and GNSG 6022. GNSG 6007 may be taken concurrently.

GNSG 6095B Comprehensive Exam B (0.5 Units)

For final completion of the MSN requirements with a clinical nurse specialist or general track, the student will complete a written comprehensive exam demonstrating breadth and depth of scholarly thought, critical analysis and synthesis of complex healthcare topics for the Masters prepared nurse. All nursing theory course work must be completed prior to registering.

Credit/No Credit.

Prerequisite(s): GNSG 6095A

GNSG 6096 Comprehensive Exam (1 Unit)

This is the culminating course for the student to demonstrate competency in achieving program learning outcomes. The student will complete an oral and a written comprehensive examination demonstrating the competencies in planning, implementing, and evaluating an evidence-based quality improvement project in the specialty area.

Credit/No Credit.

GNSG 7001A Introduction to Statistics and Data Analysis (1 Unit)

Explores research design, methodology and data analysis. This course introduces the DNP student to the process of quantitative data analysis, including the procedures which are appropriate for handling these data in given situations. Inferential statistics are incorporated in the research process. Students will also acquire the knowledge and skills to evaluate the use of building infrastructure for the collection and analysis of interprofessional healthcare work force data.

GNSG 7001B Applied Statistics and Data Analysis (2 Units)

Explores research design, methodology and data analysis. This course introduces the DNP student to the process of quantitative data analysis, including the procedures which are appropriate for handling these data in given situations. Inferential statistics are incorporated in the research process. Students will also acquire the knowledge and skills to evaluate the use of building infrastructure for the collection and analysis of interprofessional healthcare work force data.

GNSG 7003 Healthcare Policy Leadership (2 Units)

This course reviews the legislative process focusing on individual involvement at the local state and national levels to effect healthcare change for individuals and patient populations, and marginalized groups. Advanced practice nurses are prepared to lead change to advance health. Students take a leadership role in the legislative process through analysis and synthesis of healthcare policy.

GNSG 7005 Informatics (2 Units)

An overview of concepts that formulate the framework for professional nursing practice. The historical, philosophical, and professional perspectives are presented as the genesis for the development of professional nursing. Emphasis is placed upon the theoretical basis for the science of nursing. Also included in the module are the concepts of communication between health providers to assist nurses as they develop health information, health education materials, and health presentations.

GNSG 7007 Project Management (2 Units)

Students will implement the principles of planning, scheduling and controlling activities within organizations. The conceptual underpinnings to apply knowledge, skills, tools, and techniques to a broad range of activities in order to develop and manage a project to successful completion will be emphasized. Utilization of evidence based practices are emphasized related to innovative practice change.

GNSG 7008 Healthcare Leadership Perspectives (2 Units)

Focuses on strategic management and organizational theories and evaluation of health, education or quality programs. Includes the principles of program evaluation necessary in monitoring quality initiatives.

GNSG 7020 Translating Research into Practice (3 Units)

This course builds on the student's understanding of evidence-based practice, scholarly inquiry, and knowledge generation as best practices to inform and change health care. The student will evaluate healthcare practice and outcomes and apply the clinical scholarship to improve patient outcomes. The scholarship of translational research and evidence-based practice will support the student in drafting the first three chapters of a Doctor of Nursing Practice (DNP) Project.

GNSG 7022 Evidence-Based Practice Methods (3 Units)

This course incorporates the process of extensive critical appraisal and literature synthesis within the context of scholarly inquiry. Overview of methodology and statistical analysis is presented. The development of research methodology informs the clinical project process. The scholarship of application will support the student in further constructing the third chapter of the DNP Project.

Prerequisite(s): GNSG 7020

Concurrent: GNSG 7090 (A,B,C,D)

GNSG 7030 Writing Strategies for the Doctor of Nursing Practice (1 Unit)

This writing-intensive course is designed to reinforce academic research writing skills to students in the DNP program. The course reviews critical scholarly writing concepts, literature review and synthesis, including micro-level skills such as basic grammar, mechanics, and sentence style, and macro-level composition skills such as internal structure, paragraph structure, coherence, and clarity.

GNSG 7040 Writing for Publication in Doctoral Education (1 Unit)

This Writing for Publication course is designed to focus on the process of writing for publication in nursing. Guidelines are provided for preparing research, review, quality improvement (QI), clinical, and other types of manuscripts. The peer-review process, ethical guidelines, and other topics related to writing and publishing are examined in this course. The course reviews critical academic research and writing concepts.

GNSG 7041 Special Studies in Nursing (1-3 Units)

This course provides opportunity for selected studies in the area of Nursing as determined by the School of Nursing. Students may repeat the course for up to a maximum of six (6) units. The repeated course must cover different content.

Prerequisite(s): Permission is required from the Dean of the School of Nursing and the course faculty. Student must be in good academic standing.

GNSG 7058-7069L DNP Clinical Residency (1 Unit)

Individualized residency experience designed as a culminating experience for the advanced practice nurse. Focus is on operationalizing the role of the advanced nursing practice nurse and integrating evidence based practice as relevant to patient outcomes across the practice domains. The Role practicum hours will allow the student to apply and master the role of the DNP within a variety of specialty specific clinical settings. A total of 1000 clinical hours will be acquired.

Must be taken for a total of twelve (12) units. Credit/No Credit.

GNSG 7080 Context of Practice, Populations, and Outcomes Management (2 Units)

This course will focus on clinical prevention (health promotion and risk reduction/illness prevention for individuals and families), chronic health care conditions and complex healthcare issues related to diverse patient populations. Through the analysis of policy processes, the student will actively engage in politically competent action to improve outcomes.

GNSG 7090 (A,B,C,D) Doctor of Nursing Practice Project (6 Units)

The clinical dissertation is distinguished by the completion of a specific project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship and expert clinical practice. It is a rigorous and significant academic work. Clinical experience in advanced professional nursing practice, broadly defined practice scholarship in nursing education and interprofessional collaboration.

The first 3 parts will be graded Credit/No Credit, while the final project will receive a letter grade.

LDR - Organizational Leadership

LDR 6006 Human Resources Issues (4 Units)

This course provides an overview of the strategic importance of effective human resource management within organizations. Key functions such as Human Resources planning, job analysis, recruitment, selection, training/development, performance appraisal, compensation, and labor relations are examined. Students will acquire a greater understanding of leadership within Human Resources practice and organizational culture.

LDR 6007 Fiscal Leadership (4 Units)

This course will prepare students to understand the foundations of finance and the basis for fiscal leadership. Students will acquire knowledge of the allocation and distribution of resources as well as ongoing knowledge of the financial impact of the local, regional, and national economies. Additionally, students will develop concrete skills in financial management, analysis, reporting, and communication from a leadership perspective.

LDR 6010 Organizational Behavior (3 Units)

This course addresses organizational behavior and how it is impacted by values, diversity, and technology. Students examine the process through which managers learn to apply concepts from the behavioral sciences to observe, understand, and influence behavior in the workplace. Concepts such as motivation, leadership and application of techniques for individual and organizational growth and decision-making in a global environment are discussed.

LDR 6017 Applied Ethics (1 Unit)

This course explores the theories of ethics and a process of ethical decision making in order to develop a stakeholder approach to leading organizations. Students will be challenged to consider personal ethical standards (goals, norms, beliefs, and values) and to create a framework for evaluating ethical choices, resulting in the ability to develop, articulate, and implement a compelling moral decision.

LDR 6018 Legal Implications of Organizations (1 Unit)

This course investigates the key aspects of law relevant to leaders and managers of organizations. Topics include contracts, strict and product liability, organizational structures, alternative dispute resolution, and human resource law. Case studies and case law will be used to understand and apply legal concepts.

LDR 6019 Corporate Social Responsibility (1 Unit)

This course explores how organizations can recognize long-term value by integrating social responsibility into their core strategy. Students will learn how to lead corporate social responsibility efforts within organizations and become effective change agents for positive social impact.

LDR 6020 Practice of Leadership (4 Units)

This course provides students with an understanding of core behavioral patterns for effective leadership. Students will learn how to utilize the knowledge of leadership theories and models for practical application in various situations within organizations. Additionally, students will explore the concept of change and how to implement change strategies within organizations.

LDR 6021 Strategic Leadership (4 Units)

This course surveys models and best practices for organizational strategic planning, including leaders' roles in the planning process and in implementing the plan at various operational levels. Various methods for analyzing and solving problems, as well as decision-making strategies, are examined for utilization as change in an organization's operations becomes necessary. Students will discern which models, theories, and practices align with an organization's principles and values.

LDR 6025 Applied Data Analysis and Visualization (3 Units)

This course explores methods of applied data analysis, including capturing, identifying and analyzing data to inform decision making. Topics include an overview of statistical concepts, guidelines for effective data analysis, data visualization principles, and presenting and evaluating alternative solutions. Emphasis will be placed on designing and creating data visualizations to communicate with various stakeholders.

LDR 6041 Leadership Capstone (1 Unit)

This course helps students create a portfolio that presents the findings of their Lines of Inquiry (LOI), which are students' personal research interests in the field of organizational leadership developed in the first course in the program. The portfolio will be an accumulation of coursework, complemented by current research in the field, and made presentation-ready for future professional use.

LDR 6045 Leadership Theory and Application (3 Units)

This course explores the development of a theoretical basis of the intrinsic and extrinsic motivations for exceptional performance. Students analyze the ways leadership and culture shape an organization's environment and history. Different leadership styles, personal leadership effectiveness, and both historical and contemporary leadership literature will be examined. In addition, students will utilize leadership instruments to assess their own leadership styles and competencies.

LDR 6048I Leading with Integrity (1 Unit)

This course examines leaders from diverse backgrounds as models for students to develop their ability to lead with integrity. Students will be challenged to integrate their academic knowledge, core values, and experiences as it relates to leadership. An emphasis is placed on how leaders maintain their moral character in the face of challenges.

LDR 6048P Leading with Purpose (1 Unit)

This course includes an opportunity for students to craft a personal leadership development plan. Students will be challenged to integrate their academic knowledge, core values, and experience as it relates to leadership. An emphasis is placed on how putting one's purpose to work enriches the life of a leader and positively impacts those within the organization one leads.

LDR 6048S Leading with Service (1 Unit)

This course examines leaders from diverse backgrounds as models for students to develop their own approach to leading with service. Students will be challenged to integrate their academic knowledge, core values, and experiences as it relates to leadership. An emphasis is placed on how leaders create a strong community through service. Students will have the opportunity to participate in a service project.

LDR 6060 Managing in a Changing Environment (3 Units)

This course explores how high performance in organizations is related to the ability to adapt to changing internal and external needs, and the impact of values upon the success of the organization. Students will examine the environmental, structural, and human dynamics of organizational change, including factors bearing on organizational rigidity or flexibility. The role of leaders in implementing collaborative change processes is stressed along with a study of strategies for involving others in the design and execution of change projects in a technologically and culturally changing world.

LDR 6061 Negotiation and Conflict Resolution (3 Units)

This course explores the art and science of negotiation and conflict resolution as important strategies and skills for making decisions, managing conflict and creating value. Topics include persuasion, interpersonal and intra-group resolution, overcoming bias, problem-solving techniques, levels of conflict, non-verbal communication and cross-cultural negotiations. In addition, the course will incorporate simulated negotiations and will highlight the importance of leadership, ethics and trust.

LDR 6062 Diversity and Cultural Dynamics (3 Units)

This course examines theory, policy and practice of managing diversity and cultural dynamics within organizations. Topics include intercultural communication, inclusiveness, equity, and dimensions of diversity and culture. Emphasis is placed on cultural values and beliefs in a complex and dynamic work environment.

Prerequisite(s): LDR 6045

LDR 6063 Team Leadership and Collaboration (3 Units)

This course focuses on the formation and development of teams in diverse organizations through effective leadership and the utilization of team building to achieve organizational effectiveness. Topics include team communication styles, stages of team development, functions of groups, trust and cohesion, team dynamics, and creativity and innovation. In addition, virtual teams and the impact of technology on leading teams is considered.

Prerequisite(s): LDR 6045

LDR 6064 Organizational Communication (3 Units)

This course examines the function of communication within the context of complex organizations and multiple audiences. Topics include various approaches to communication including classical, human relations and systems. In addition, socialization, decision making, conflict management and organizational change processes are addressed. Consideration is given to the use of information and technology and the changing landscapes of organizations as it relates to organizational communication.

Prerequisite(s): LDR 6045

LDR 6067 Project Management and Communication (3 Units)

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

LDR 6068 Project Management Risk, Cost, and Program Analysis (3 Units)

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

LDR 6072 Developing an Entrepreneurial Mindset (3 Units)

This course presents a framework of the entrepreneurship process and key components, including: the entrepreneur, environment, resources, concept, and organizational context. The course explores the practical application of the development and presentation of concepts. Topics also include opportunity recognition, innovation, leveraging resources, market analysis, capitalization and start-up strategies. Students will engage in the local entrepreneurial eco-system and apply the entrepreneurial mindset to both corporate and start-up environments.

LDR 6078 Applied Innovation (3 Units)

This course provides an advanced theoretical foundation and a set of practical tools applicable to fast changing and innovative environments. The course explores innovation challenges from start to finish and provides an in-depth understanding of the key tenets of design thinking and how to incorporate them into the workplace. Students will be constantly challenged with innovation and entrepreneurial experiences, while learning how to navigate in changing environments. A variety of learning tools will be used, including simulations, games and role-playing.

LDR 6090 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.

LDR 6092 Organizational Leadership Capstone (1 Unit)

In this capstone course, students will reflect on their knowledge and experience from the program, and select a research topic in organizational leadership. Students will then synthesize and apply their knowledge and experience toward a specific organizational issue.

Prerequisite(s): LDR 6010, LDR 6060

Pre or Corequisite(s): LDR 6062, LDR 6063, LDR 6064

PHL - Philosophy

PHL 6011 Christian Ethics (3 Units)

This course studies major Christian ethical theories and view of the moral life. It also examines contemporary moral issues such as justice, war, peace, work, and family.

PHL 6011S Ética Cristiana (3 Units)

Este curso estudia importantes teorías éticas cristianas y puntos de vista sobre la vida moral. Se examinan cuestiones morales contemporáneas como la justicia, la guerra y la paz, el trabajo y la familia.

PSY - Psychology

PSY 6001 Issues in Psychotherapy-Theology Integration (3 Units)

This foundational course clarifies key issues in human nature and prepares the student for developing a world-view that is consistent with their theological and spiritual orientation.

Letter grade.

Prerequisite(s): PSY1003, PSY3021, PSY3008, and PSY6001

PSY 6008 Lifespan Development (3 Units)

The study of developmental issues and life events from infancy to old age and the effect of age upon cognitive, affective, personality and moral development. Attention is given to cultural, gender, and spiritual influences on development.

Letter grade.

PSY 6009 Multicultural Theories and Development (3 Units)

The study of social and cultural foundations of the behavior of individuals, families, and diverse groups, including contextual factors effecting treatment (poverty, resilience, stress, divorce, family systems, etc.). Exploration of how therapeutic interventions impact culturally distinct populations.

Letter grade.

PSY 6011 Professional Ethics and Law (3 Units)

Professional ethics and laws that apply to the counseling profession are identified and discussed. These include ethical, legal, and biblical standards for conduct, professional organizations, licensure, and developing a plan for lifelong professional and personal development with integrity.

Letter grade.

PSY 6021 Psychodiagnostics and Mental Disorder Treatment (3 Units)

Principles of etiology, diagnosis, treatment, and prevention of mental disorders are explored through the lens of the Diagnostic and Statistical Manual of Mental Disorders (DSM5).

Letter grade.

PSY 6025 Counseling Theories and Faith Integration I (3 Units)

Major counseling theories and techniques are examined and applied in the context of the helping relationship.

Letter grade.

PSY 6026 Counseling Theories and Faith Integration II (3 Units)

Continuing exploration of psychological therapies and techniques with emphasis on the adoption of a theoretical orientation for explaining the etiology and treatment of various mental disorders.

Letter grade.

PSY 6027 Treatment of Children and Adolescents (3 Units)

The components of effective child psychotherapy are examined. Emphasis is placed on the process of diagnosis, understanding the systemic nature of child pathology, and evidence based practices for treatment.

Letter grade.

PSY 6028 Abuse Assessment and Reporting (3 Units)

Examines legal, ethical, and clinical aspects of child and elder abuse reporting, such as mandatory methods of identifying victims, prevention and intervention, and treatment techniques.

Letter grade.

PSY 6029 Marriage and Family Therapy (3 Units)

This course is an overview of current family systems theories and intervention techniques. Emphasis is placed on clinical application with case presentations.

Letter grade.

PSY 6030 Treatment of Older Adults (3 Units)

A specialized course for students who wish to work with the rapidly expanding elderly segment of society. Focus is on the application of assessment and intervention techniques for older adults and their families.

Letter grade.

PSY 6033 Career Development (3 Units)

A close look at career development theory, with emphasis on gender, family, and social/cultural issues that impact career choices. Techniques and assessment instruments that facilitate lifelong career development will be utilized.

Letter grade.

PSY 6045 Group Counseling (3 Units)

Theories and techniques of group therapy are studied as well as basic and advanced group interventions. Students learn the stages of group dynamics, the curative factors of group therapy, and various types of group treatment.

Letter grade.

PSY 6050 Psychological Testing and Assessment (3 Units)

This course provides students with the knowledge and skills necessary to administer, score, and interpret several assessment instruments. Students will be familiar with validity, reliability, and psychometric statistics.

Letter grade.

PSY 6058 Crisis and Trauma Counseling (3 Units)

An investigation into the history and development of crisis intervention and trauma response. Develops required skills to effectively intervene and assist victims of tragedy or abuse.

Letter grade.

PSY 6060 Human Sexuality (3 Units)

This course is a study of human sexuality and intimacy. Other areas of emphasis include gender issues, sexual disorders, sexual orientation, and sexual abuse.

Letter grade.

PSY 6065 Psychopharmacology (3 Units)

Examination of commonly prescribed psychopharmacological medications, as well as the identification of their effects and side effects.

Letter grade.

PSY 6075 Treatment of Substance Use Disorders (3 Units)

This course emphasizes evidence-based assessment and intervention skills in the treatment of addictions and compulsive behaviors, as well as co-occurring disorders. All facets of alcohol and substance abuse/dependency will be examined.

Letter grade.

PSY 6090 Research Methodology (3 Units)

This course is an in depth examination of various experimental designs, statistical procedures, conclusions, and limitations of research parameters. Emphasis will be placed on the theoretical and practical applications of research methods of psychotherapy.

Letter grade.

PSY 6094 Pre-Practicum (0 Units)

Prior to practicum assignments in various approved counseling centers, hospitals, clinics, and social service agencies, all students are required to be observed as they counsel at least one client at the onsite counseling center. Digital recordings of therapy sessions will be utilized to improve therapeutic skills, promote self-awareness, and an understanding of how people change. Upon approval by the Director of Clinical Training, the student will then enroll in PSY 6095.

Credit/No Credit.

PSY 6095 Supervised Practicum I (2 Units)

Supervised therapy experience in applied psychotherapeutic techniques at an external agency. This course provides support, supervision, and consultation for students' training at their practicum site. A total of 700 hours, 300 of which are face-to-face direct service, must be accrued throughout the practicum course sequence. Students must be training at an approved site to be enrolled in this course.

Credit/No Credit.

Prerequisite(s): PSY 6011, PSY 6021, PSY 6025, PSY 6029, PSY 6045, PSY 6094

PSY 6096 Supervised Practicum II (2 Units)

Supervised therapy experience in applied psychotherapeutic techniques at an external agency. This course provides support, supervision, and consultation for students' training at their practicum site. A total of 700 hours, 300 of which are face-to-face direct service, must be accrued throughout the practicum course sequence. Students must be training at an approved site to be enrolled in this course.

Credit/No Credit.

Prerequisite(s): PSY 6095

PSY 6097 Supervised Practicum III (2 Units)

Supervised therapy experience in applied psychotherapeutic techniques at an external agency. This course provides support, supervision, and consultation for students' training at their practicum site. A total of 700 hours, 300 of which are face-to-face direct service, must be accrued throughout the practicum course sequence. Students must be training at an approved site to be enrolled in this course.

Credit/No Credit.

Prerequisite(s): PSY 6096

PSY 6098 (A,B,C) Practicum Extension (0 Units)

Students who complete the three required practicum courses before the end of the program can continue to earn counseling hours toward licensure by staying in practicum status while completing the program.

Credit/No Credit.

SPA - Spanish

SPA 5000 Peninsular Literature Before 1800 (3 Units)

Analysis and discussion of representative works from the medieval era to the 18th century. Conducted in Spanish.

Also offered as SPA 4000.

Prerequisite(s): Consent of instructor.

SPA 5002 Peninsular Literature Since 1800 (3 Units)

Analysis and discussion of representative works from the 19th century to the present. Conducted in Spanish.

Also offered as SPA 4002.

Prerequisite(s): Consent of instructor.

SPA 5020 Mexican American Literature and Culture (3 Units)

A survey of major 20th century Mexican American writers and their cultural heritage in the United States. Genres for consideration include short story, poetry, novel, and drama. Conducted in Spanish.

Also offered as SPA 3020.

Prerequisite(s): Consent of instructor.

SPA 5037 Latin American Literature Before 1910 (3 Units)

A study of the development of literary genres featuring representative works from Mexican, Central, and South American writers from the pre-Columbian period to the Mexican revolution. Conducted in Spanish.

Also offered as SPA 4037.

Prerequisite(s): Consent of instructor.

SPA 5039 Latin American Literature Since 1910 (3 Units)

A study of the Latin American narrative from the Mexican revolution to the present day. Conducted in Spanish.

Also offered as SPA 4039.

Prerequisite(s): Consent of instructor.

SPA 5080 Genre/Period Studies in Hispanic Literature or Film (3 Units)

A study of a literary genre or period of Hispanic literature or film. Conducted in Spanish.

Also offered as SPA 3080.

Prerequisite(s): Consent of instructor.

SPE - Special Education

SPE 6051 Methods of Teaching Students with Emotional and Behavioral Disorders (4 Units)

This methodology course examines educational support strategies and intervention techniques suitable for students with emotional and behavioral challenges. Focus is given to understanding the function of behavior and its communicative intent. Measurement of behavior, reinforcement strategies, systematic program development, techniques for monitoring student progress, and procedures for increasing academic and socially appropriate behavior are emphasized. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

SPE 6052 Methods of Teaching Students with Autism Spectrum Disorder (4 Units)

This methodology course prepares Education Specialists for the successful teaching of students with autism spectrum disorder (ASD). Topics include instructional planning and social stories, evaluation techniques and functional behavior assessment, research trends and outcomes, working with repetitive behaviors, sensory and movement disorders, atypical language development, and atypical social development. This course includes intentional practice in partnering for special education and related services, supporting students in the general curriculum, and promoting friendships for students with ASD. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

SPE 6053 Methods of Teaching Students with Traumatic Brain Injury (4 Units)

This methodology course prepares Education Specialists for the successful teaching of students with the disability of traumatic brain injury (TBI). Candidates will become familiar with a variety of specific methods and strategies to use in teaching students who have experienced a head injury. Among topics included are the need for frequent evaluation and reevaluation because of the nature and trend of their recovery, especially in the first couple of years after the onset of the injury; determining supplementary aids and services; supporting the functional domains of memory, attention and concentration, executive functioning, self-awareness, and language. This course will examine a comprehensive plan for addressing the long-term effects of TBI requiring interventions to address present and anticipated future needs of the students. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

SPE 6054 Methods of Teaching Students with Other Health Impairments (4 Units)

This methodology course prepares Education Specialists for successful teaching of students with other health impairments (OHI). Topics include determining the presence of acute and chronic conditions associated with OHI, collaborating with health professionals in the monitoring of the student's disability, determining the nature of specially designed instruction and services, curriculum differentiation and design, safe management and operation of specialized equipment, integration of curriculum, and classroom application of various forms of assistive technology. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

SPE 6060 Methods of Teaching Students with Orthopedic Impairments (4 Units)

This methodology course provides candidates with the knowledge and skills necessary to teach and engage students with orthopedic disabilities in essential skills including academics, independent living skills, personal independence skills, communication skills, psychosocial skills, and career and vocational experiences. Candidates develop and apply knowledge in adapting teaching techniques and methods of instruction to meet individual needs of students in schools, hospitals, and students' homes. Emphasis is given to factors such as individual needs, abilities, learning levels, and physical limitations of students, as well as the need for low and high assistive technology devices, services, and software applications that facilitate communication. Effective instructional strategies and interventions are practiced and applied through 30 hours of fieldwork experiences.

SPE 6061 Early Childhood Special Education Curriculum and Services (4 Units)

This methodology course provides an overview of early childhood special education and the provision of early intervention screening, assessment, planning, family involvement, and inclusive practices for young children with special needs. Candidates will build the skills to understand, analyze, and reflect upon best practices and use sound professional strategies to assist young children. The course will emphasize (a) an ecological approach to assessment of the young child; (b) partnerships with families; (c) the collaborative planning of the IFSP/IEP; and (d) the relationship between assessment and intervention services. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

THE - Theology

THE 6072 Wesleyan Theology and Contemporary Ministry (3 Units)

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

THE 6072S Teología Wesleyana y Ministerio Contemporáneo (3 Units)

Un estudio de la historia, teología y práctica Wesleyana y sus implicaciones para el ministerio en la iglesia local.

WRI - Writing

WRI 5020 Writing Across the Genres (3 Units)

An advanced introduction and overview of creative writing (including practice in writing and workshoping poetry, fiction, and nonfiction). Also offered as WRI 6020.

WRI 5021 Poetry Workshop (3 Units)

Advanced instruction and guided workshop in writing poetry. Attention is also given to methodology in teaching poetry writing and to finding publication.

Also offered as WRI 6021.

Prerequisite(s): WRI 5020

WRI 5022 Fiction Workshop (3 Units)

Advanced instruction and guided workshop in writing fiction. Attention is also given to methodology in teaching fiction writing and to finding publication.

Also offered as WRI 6022.

Prerequisite(s): WRI 5020

WRI 5023 Nonfiction Workshop (3 Units)

Advanced instruction and guided workshop in nonfiction writing. Attention is also given to methodology in teaching nonfiction writing and to finding publication.

Also offered as WRI 6023.

Prerequisite(s): WRI 5020

WRI 5024 Scriptwriting Workshop (3 Units)

A survey of the process, forms, and techniques for writing scripts for television and film. This includes advertising and public service announcements (PSAs), documentary, corporate training and promotion, news and sports, interview shows, reality shows, drama, comedy, and short films. This course also includes the laws and ethics of scriptwriting, and preparing for working in the television and film media.

Also offered as WRI 6024.

Prerequisite(s): WRI 5020

WRI 5025 Special Topic in Writing (3 Units)

Advanced instruction and guided workshop in a special topic in writing. Topics might include comics, bookmaking, publishing, and experimental forms, among others. Attention is also given to methodology in teaching writing and to finding publication.

Also offered as WRI 6025.

Prerequisite(s): WRI 5020

WRI 5060 Literary Editing and Publishing (3 Units)

A hands-on course designed to educate students in literary journal production. Attention is given to every aspect of literary journal publication, including submission calls, peer review, decision notification, issue curation, web design, and social media promotion.

Also offered as WRI 6060.

WRI 6001 Composition Pedagogy I (3 Units)

An advanced course designed to educate students in the individualized instruction of composition. The course concentrates on writing theory and pedagogy and on ways to respond effectively to student writing in the classroom as well as in a writing center. Particular attention is given to the concrete application of writing theories to student work. For GTAs with a Pedagogy Concentration, WRI 6001 must be taken in semester 1 of MA program.

WRI 6002 Composition Pedagogy II (3 Units)

An advanced course designed to educate students in the individualized instruction of composition and literature. The course concentrates on writing and literary theory and pedagogy and on ways to respond effectively to student writing in the classroom. Particular attention is given to the concrete application of writing and literary theories to student work. For GTAs with a Pedagogy Concentration, WRI 6002 must be taken in semester 2 of MA program.

Prerequisite(s): WRI 6001

WRI 6020 Writing Across the Genres (3 Units)

An advanced introduction and overview of creative writing (including practice in writing and workshoping poetry, fiction, and nonfiction). For GTAs with a Pedagogy Concentration, WRI 6020 must be taken in semester 1 of MA program.

Also offered as WRI 5020.

WRI 6021 Poetry Workshop (3 Units)

Advanced instruction and guided workshop in writing poetry. Attention is also given to methodology in teaching poetry writing and to finding publication.

Also offered as WRI 5021.

Prerequisite(s): WRI 6020

WRI 6022 Fiction Workshop (3 Units)

Advanced instruction and guided workshop in writing fiction. Attention is also given to methodology in teaching fiction writing and to finding publication.

Also offered as WRI 5022.

Prerequisite(s): WRI 6020

WRI 6023 Nonfiction Workshop (3 Units)

Advanced instruction and guided workshop in nonfiction writing. Attention is also given to methodology in teaching nonfiction writing and to finding publication.

Also offered as WRI 5023.

Prerequisite(s): WRI 6020

WRI 6024 Scriptwriting Workshop (3 Units)

A survey of the process, forms, and techniques for writing scripts for television and film. This includes advertising and public service announcements (PSAs), documentary, corporate training and promotion, news and sports, interview shows, reality shows, drama, comedy, and short films. This course also includes the laws and ethics of scriptwriting, and preparing for working in the television and film media.

Also offered as WRI 5024.

Prerequisite(s): WRI 6020

WRI 6025 Special Topic in Writing (3 Units)

Advanced instruction and guided workshop in a special topic in writing. Topics might include comics, bookmaking, publishing, and experimental forms, among others. Attention is also given to methodology in teaching writing and to finding publication.

Also offered as WRI 5025.

Prerequisite(s): WRI 6020

WRI 6060 Literary Editing and Publishing (3 Units)

A hands-on course designed to educate students in literary journal production. Attention is given to every aspect of literary journal publication, including submission calls, peer review, decision notification, issue curation, web design, and social media promotion. For GTAs with a Pedagogy Concentration, WRI 6060 must be taken in semester 1 of MA program.

Also offered as WRI 5060.

WRI 6400 Advanced Workshop (3 Units)

A final-semester advanced workshop course providing guided workshop, advanced practice, and advanced instruction in writing techniques and publication strategies used by professional writers.

Prerequisite(s): Two workshop courses between WRI 6021, WRI 6022, WRI 6023, WRI 6024, and WRI 6025.

WRI 6500 Masters Thesis (3 Units)

Independent thesis project under the guidance of a faculty member.

Thesis projects will be a book-length work of poetry or prose, or a significant number of pages toward a longer project. Course will be taken by students in their final program semester.

Prerequisite(s): Consent of instructor and second reader.

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 (p. 90) 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 (https://catalog.pointloma.edu/content.php?catoid=59&navoid=3268#Tuition_and_Fees)) must accompany each post-baccalaureate application. The fee is non-refundable. Applicants to the School of Theology and Christian Ministry (p. 89) 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.

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^{1,2} 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

¹ 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.

² 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 ¹	\$120

¹ 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/1DZHxGQiS2SYz5mmP0hVas6aX-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
E-check payments can only be made online through your portal account. Here's how:	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. (https://www.myworkday.com/pointloma/d/home.html#d/) 2. Select Finances Worklet.	PLNU Attn: Student Financial Services, 3900 Lomaland Drive, San Diego, CA 92106 Be sure to include the student's name and ID number on the check.	Monday-Friday 10 a.m. to 12 p.m. & 12:30-2:30 p.m.	Send your payment via a wire transfer. Point Loma Nazarene University WIRE Instructions (https://drive.google.com/file/d/1J_yTuV5YBxM5IVh73nO7iGn7Mmcr_nxW/view/)
3. Click on Make a Payment .			
4. In the Payment Description Field, select E-Check Payment .			

5. Payment Type will auto-populate. Verify the Payment Amount and select **ok**.

6. **Confirm** the Payment and select **ok**.

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 ¹

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.

¹ 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_336VGLAbC0ty9/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. 160). 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/) and the Adult Degree Completion Satisfactory Academic Progress policy here (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). (https://www.csac.ca.gov/post/student-expense-budget/)
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). (https://www.csac.ca.gov/post/student-expense-budget/)
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). (https://www.csac.ca.gov/post/student-expense-budget/)
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). (https://www.csac.ca.gov/post/student-expense-budget/)
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 (p. 64)) 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/gstg-teacher-list>. (<https://www.ctc.ca.gov/commission/notices/gstg-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.

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/) 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 <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 Loan¹) 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.

¹ 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 (LOA¹ 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 loans², 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. 93) 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.

¹ LOAs for Financial Aid purposes are considered a withdrawal from PLNU.

² 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. 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, 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.

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 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=text&node=34%3A3.1.3.1.34&idno=34&34%3A3.1.3.1.34.4.39.3>) 668.43(b) (<http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=09f5eb8ac02c547fef87c325e8c4f3f3&rgn=div5&view=text&node=34%3A3.1.3.1.34&idno=34&34%3A3.1.3.1.34.4.39.3>) that 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).

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

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 permits¹ 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.

¹ 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. 163)
- Foundation Board (p. 163)
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- Officers and Administrative Staff (p. 165)
- Office of Academic Affairs (p. 166)
- Faculty (p. 167)

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 Spaitte (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-Frieberg
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 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 Fera

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 Puntteney, 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.

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.

Jaeyoon Kim, Ph.D. (2005)

Professor of History

B.A., Chonnam National University, Korea;

M.A., San Diego State University;

Ph.D., University of Oregon.

Son Chae Kim, Ph.D. (2019)

Professor of Nursing

B.S.N., University of Washington;

M.S.N., Ph.D., University of San Diego.

Kristopher Koudelka, Ph.D. (2014)

Professor of Biology

B.A., University of Wisconsin - River Falls;

Ph.D., The Scripps Research Institute.

Jennifer Kritsch, Ph.D. (2012)

Associate Professor of Education

B.A., Northwest Nazarene College;

M.A., Point Loma Nazarene University;

Ph.D., Capella University.

Breeann Kyte Kirby, M.F.A. (2018)

Associate Professor of Creative Writing

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Addenda and Errata

March 9, 2023 - Addition of the Anatomy Learning Institute per faculty and administrative approval.

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